Physical Education (J587)

J587/02, Socio-cultural issues and sports psychology, June 2022
Tom Nayler

Please note that you may see slight differences between this paper and the original.

Candidates answer on the Question paper.

OCR supplied materials:
Additional resources may be supplied with this paper.

Other materials required:
- Pencil
- Ruler (cm/mm)

Duration: 60 mins

INSTRUCTIONS TO CANDIDATES

- Write your name, centre number and candidate number in the boxes above. Please write clearly and in capital letters.
- Use black ink. HB pencil may be used for graphs and diagrams only.
- Answer **all** the questions, unless your teacher tells you otherwise.
- Read each question carefully. Make sure you know what you have to do before starting your answer.
- Where space is provided below the question, please write your answer there.
- You may use additional paper, or a specific Answer sheet if one is provided, but you must clearly show your candidate number, centre number and question number(s).

INFORMATION FOR CANDIDATES

- The quality of written communication is assessed in questions marked with either a pencil or an asterisk. In History and Geography a *Quality of extended response* question is marked with an asterisk, while a pencil is used for questions in which *Spelling, punctuation and grammar and the use of specialist terminology* is assessed.
- The number of marks is given in brackets **[ ]** at the end of each question or part question.
- The total number of marks for this paper is **60**.
- The total number of marks may take into account some 'either/or' question choices.

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Question			Answer/Indicative content	Marks	Guidance
1			One mark from: 1. Television / visual 2. Radio 3. Newspapers / magazines 4. Internet 5. Social media	1 (1 × AO1)	Mark first answer only **Do not accept:** Examples of media e.g. Facebook, 5 Live, Instagram (unless social media is stated) Examiner's Comments Most candidates were able to identify a type of media; the most common response was social media.
			Total	1	
2			Two marks from: 1. Some activities / clubs / NGBs set a **minimum / maximum age** for participation / too young / old 2. **Transportation** to activities might be limited due to being too young to drive / too young to travel bus/train alone 3. PE (physical activity) is compulsory for children up to age of 16 4. **Costs** of participation may prevent participation 5. Participation may be very reliant on support from parents 6. Younger participants may have **lower self-esteem / confidence / physical ability** resulting in them not wanting to participate 7. Younger participants are likely to have more **free time** for regular participation	2 (2 × AO1)	Mark first two answers only There must be an AGE FOCUS in the response Less free time = TV Examiner's Comments Candidates needed to focus on age as the limiting factor. Many candidates were able to identify that Sam may be too old/too young/ there may be age restrictions, lack of transport and lack of money were the most common other responses offered by candidates.
			Total	2	
3			One mark for: (A) Men are more likely to participate in sport than women	1 (1 × AO1)	
			Total	1	
4			One mark for TRUE	1 (1 × AO2)	
			Total	1	

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Question			Answer/Indicative content	Marks	Guidance
5			Three marks from: 1. More likely to participate if parents / carers / guardians / siblings **participate / participate together** 2. Family support young people **financially** / family memberships / provide equipment / kit 3. Family provide **transport** to training/matches 4. Parents / carers / guardians / siblings as good **role models / inspire / motivate / educate them of the benefits** 5. Encouragement / frequent exposure to activities with parents / carers / guardians can lead to interest / participation / introduction to clubs at a young age.	3 (3 × AO3)	Mark first three answers only **Accept:** Watching sport with parents = 5 Family take (transport) to events = BOD3 Examiner's Comments This question demanded an application of social cultural factors and the impact of family. Many candidates could identify that family members act as role models to increase participation. More successful responses explained that family often support with costs and transport.
			Total	3	
6			One mark for: (C) Refusing to shake hands with officials after a hockey match	1 (1 × AO2)	
			Total	1	
7			One mark from: 1. Frustration due to losing/officials decisions 2. Copying others 3. Anger / (physical) retaliation / instinct 4. Over arousal during the game 5. As a result of the influence of drugs 6. Taunting from crowd/opponents 7. Controlled aggression required to be effective / nature of the game 8. Pressure to win / gain advantage	1 (1 × AO2)	Mark first answer only Examiner's Comments Most candidates were able to successfully identify a reason; frustration and anger were most common.
			Total	1	

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Question			Answer/Indicative content	Marks	Guidance
8			One mark only from: 1. Enable performers to train harder / longer / train more often 2. Increase strength/ stamina / speed / power / alertness 3. Increase in muscle mass / size / growth / hypertrophy 4. Quicker recovery / injuries heal quicker / reduced fatigue 5. Increase bone strength / density 6. To decrease fat	1 (1 × AO1)	Mark first answer only **Accept:** Increase aggression = 2 **Do not accept:** 'Improve performance' on its own = TV More energy = TV Examiner's Comments This question was well answered; increased muscle mass was most common.
			Total	1	
9			One mark from: (Measurable) 1. The sprinter can see/understand exactly **how much they need to improve / to** achieve their goal/target/aim/capability 2. The sprinter knows **their current PB** 3. Sprinter can **see their time improving** 4. Helps make goals **more focused** which is more exciting for the sprinter One mark from: (Recorded) 5. Logging achievements visually is **rewarding/promotes progress** 6. Records / progress can be shared with coach and other important others who might praise the sprinter 7. Records / logbooks / graphs / electronic records which can be easily accessed when not training 8. Recording performances/progress means achievements don't get lost/forgotten 9. The sprinter can **see what their progress** has been over time	2 (1 × AO2) (1 × AO2)	One mark per heading Give mark, even if candidate writes it under incorrect heading. **Accept:** See if goal achieved = 1 Examiner's Comments Correct responses were able to refer to the 100m sprinter and apply knowledge to this example. Incorrect responses simply described the processes.
			Total	2	
10			One mark for: TRUE	1 (1 × AO2)	
			Total	1	

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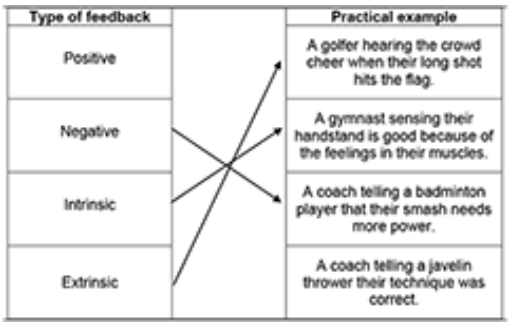
Question			Answer/Indicative content	Marks	Guidance
11				3 (3 × AO2)	Only 3 marks available No mark for 'positive – a coach telling a javelin thrower their technique was correct' already given on paper Examiner's Comments Candidates were highly successful in this question.
			Total	3	
12			One mark for: A sports skill that requires few / little judgement / decisions / information processing / or a few subroutines	1 (1 × AO2)	**Do not accept:** Very easy / not a lot of skill / little concentration or one whole movement = TV Examiner's Comments Assessment for learning In order to explain a skill on a continuum, candidates need to be aware of characteristics of skills at each end of the continuum. Candidates needed to explain why running is classified as a simple skill, referring to few decisions/few sub-routines/little information processing. Many candidates referred to running as 'just one movement', failing to interpret the demand of the question. Centres should make sure that characteristics of skills on all continuums are well learnt.
			Total	1	

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Question			Answer/Indicative content	Marks	Guidance
13			One mark for: Aesthetic The routine / performance / movement looks good/pleasing to the eye One mark for: Fluent / fluid The routine / performance / movement is smooth / flows / not jerky / seamless	2 (2 × AO2)	**Accept:** (fluent) No pauses = BOD **Do not accept:** (fluent) Flawless = TV Examiner's Comments Candidates demonstrated excellent knowledge on this question.
			Total	2	
14			One mark for: **(A)** A basketball player dribbling past defenders.	1 (1 × AO3)	
			Total	1	
15			One mark for: (Carbohydrate) Cereal / pasta / potatoes / bread / fruit (juices) / jam One mark for: (Protein) Dairy products / eggs / milk / meat / fish / poultry / chicken / turkey / nuts / seeds	2 (2 × AO1)	**Accept:** any other reasonable answer for each nutrient. **Do not accept:** Protein supplements eg protein shakes Same source twice, question states 'different foods. E.g., if pasta given for both answers credit 1 mark only. Examiner's Comments This question was answered well.
			Total	2	
16			One mark from: 1. The capacity to carry out life's activities/exercise (without getting tired) 2. The ability to meet physical demands placed on them by the environment / ability to function effectively and efficiently	1 (1 × AO1)	**Do not accept:** Being fit = TV Examiner's Comments Candidates generally were able to define fitness. Some candidates offered an incorrect description of health.
			Total	1	

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Question			Answer/Indicative content	Marks	Guidance
17			Two marks from: 1. Lack of fitness / tire easily / decreased fitness components 2. Obesity / too much body fat/high BMI 3. More prone to injury 4. Poor blood and oxygen circulation / respiratory disease 5. Buildup of fat in arteries / higher cholesterol / increased risk of stroke 6. Increase in blood pressure/ increase in resting HR 7. Weaker bones / bone density reduced / increased risk of Osteoporosis 8. Increased risk / cause of Type 2 diabetes/not enough insulin produced 9. Muscular atrophy	2 (2 × AO1)	Mark first two answers only. Accept: Get fatter = BOD 2 Do not accept: Answers that relate to posture or heart disease (given in the question). Examiner's Comments Candidates offered successful responses to this question. Centres may wish to note that Type 2 diabetes was correct and diabetes incorrect.
			Total	2	
18			Two marks from: 1. Increased self-esteem / confidence 2. Better stress management / reduces stress 3. Improved self-image 4. Improved mental health / mood / wellbeing / happiness / reduces depression / anxiety	2 (2 × AO1)	Mark first two answers only. Accept: Sense of achievement = BOD 1 Do not accept: Releases endorphins or 'enjoyment' = TV Examiner's Comments Candidates offered a range of correct responses. Some candidates made the same point twice (increased self confidence and self-esteem). Some candidates offered social benefits rather than emotional.
			Total	2	

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Question			Answer/Indicative content	Marks	Guidance
19			One mark from: 1. (Daily) calorie input **equals** calorie output 2. Taking in the right amount / level of energy needed for the expenditure of energy expected 3. A diet that contains the correct proportions of nutrients necessary (to maintain good health) 4. Eating a wide variety of foods in the right proportions, consuming the right amount of food / drink to achieve / maintain a healthy body weight	1 (1 × AO1)	**Accept:** Three or more individual food groups in answer = BOD 3 Enough of each food group = BOD 4 Examiner's Comments The question was well answered by candidates. Some responses repeated the word 'balanced' and scored 0 marks.
			Total	1	
20			One mark for: Media **and** sponsorship	1 (1 × AO1)	**Do not award any marks if both media and sponsorship are not given.** Accept in any order Use only one annotation
			Total	1	

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Question			Answer/Indicative content	Marks	Guidance
21	a		**Trend/Pattern** **1 Annual data** comparison (activity level) **2.** Specific participation E g., ***largest increases*** – specific activity **OR** E g. – ***smallest increases*** ***3. Specific activity comparison*** ***4. Comparison - ages*** E.g. – junior / senior **5**. Comparison – age/activity ***biggest difference*** **OR** ***Smallest difference***	(3 × AO3)	In 2019 participation rates have increased/are higher in **all** activities **Accept Opposites:** In 2018 participation rates were lower in **all** activities In 2019 the **largest** increase in participation (5%) takes place in Team Sports for Yrs. 3 – 6 **OR** In active play and informal activities in Yrs. 3 – 6 **OR** Yrs. 7 – 11 In 2019 **smallest** increase in participation (1%) takes place in Swimming activities for (Yrs. 7 – 11 / Yrs. 3 – 6) Participation in active play has increased by 5% (for both age groups in 2019) **OR** Swimming has increased by 2% at Junior School age and 1% at Secondary **OR** Team Sports have increased by 5% at Junior School age and 3% at Secondary **Accept Opposites:** Participation in active play was 5% lower (for both ages in 2018) Junior School Participation rates are higher (in team sports / swimming activities / active play) than secondary age **OR** higher in **all** activities **OR** Participation rates in Junior schools is higher than Secondary age pupils **Accept Opposites:** Secondary age participation rates are lower than Yrs 3-6 (in team sports / swimming / active activities / active play) **OR** Lower in **all** activities Between Yrs. 3 – 6 and 7 – 11 the **biggest** difference in participation is in active play Between Yrs. 3 – 6 and 7 – 11 the **smallest** difference in participation is in team sports Examiner's Comments **Misconception** The ability to analyse data or give reasons for differences in data is a requirement of this subject. This meets assessment objective AO3. Some candidates stated what the table showed by repeating the percentages of each activity rather than comparing differences between age group,

Question			Answer/Indicative content	Marks	Guidance
					activities and years. These candidates were showing AO1 knowledge, not AO3 commentary here.
	b	i	Two marks from: 1. Increase / improve sporting facilities/equipment 2. More coaches / coaching / lessons 3. More activities / sports / PE / clubs	2 (2 × AO2)	Mark first two answers only. Examiner's Comments Most candidates answered this question well.
		ii	Two marks from: 1. Change age restrictions / more children's sessions / **after school/holiday** clubs 2. Reduced participation costs / entry fees / membership / equipment fee 3. Improved disabled access (adapted / specialist equipment) 4. Reduced transport costs/increased transport links	2 (2 × AO2)	Mark first two answers only. Look for reference to more/better/increased etc in responses. Examiner's Comments Candidates found this question challenging. Many referred to provision rather than access or outlined a need for gender separation, rather than a reduction in costs. Many candidates referred to improving disabled access, which was given credit.

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Question			Answer/Indicative content	Marks	Guidance
	c		Three marks from: 1. Natural features / green space / lakes / mountains / rivers / sea e.g. Living close to the sea, taking part in water based activities easier 2. Facilities/sports centres / swimming pools e.g. Living close to a sports centre with wide range of clubs to join / living in countryside makes access to gym more difficult. 3. Transport links e.g. Urban areas often provide better transport links which enables better access to facilities / clubs 4. Weather/climate e.g. Snow based activities more popular in Scotland where it usually snows in winter / too hot to play football in Qatar 5. Playing surface / area e.g. All weather surfaces less likely to flood / can be used for longer periods as they do not wear as easily as grass surfaces / games get cancelled if pitch is not fit / safe	3 (3 × AO3)	Two or more effects with **no examples** = 1 mark. Award marks for any suitable positive **or** negative example <u>Examiner's Comments</u> This question challenged candidates as there were 3 AO3 marks available. Specific examples were required with an explanation to gain full credit. Often candidates repeated the same point, for example stating you need snow to ski, and it is too hot to play football in Qatar, both good examples, but addressing the same points in the MS, as shown in the exemplar. This received another mark, when referencing the Alps (natural features) and skiing. This response scored 2 marks. Exemplar 1 In countrys such as pakistan where the high temperatures and lack of rain make the ground hard, Cricket Sits likely to that Surface So they play it, but rugby does not as the hard Surface would injure the players. But england with its wet climate and plentiful grass fields lends itself perfectly to rugby. Subsequently you cant Ski in england, as no Snow, but in the Alps there is a lot of Snow So Skiing is popular and done. [3] Maged
			Total	**10**	

Question			Answer/Indicative content	Marks	Guidance
22	a	i	One mark for: Any appropriate example of equipment used to support or guide a performer whilst learning a motor skill e.g. Trampoline / diving / gymnastics harness or swimming armbands / swimming float / stabilisers on a bike / lead rope on horse	1 (1 × AO1)	**Do not accept** examples of training aids e.g., tennis/cricket ball feeders Examiner's Comments Candidates answered this question well, referring to trampling harness and floats most frequently. Some candidates gave training aids, rather than a type of mechanical guidance.
		ii	Two marks from: 1. Good for complete beginners 2. Reduces fear/anxiety 3. Gives performers more confidence when learning new skills 4. Helps performers to adjust / improve their techniques easily 5. Can help improve strength / power when performing skills 6. Improves performer safety when learning / prevent from getting inured 7. Allows the development of the correct feel / kinesthetic awareness	2 (2 × AO3)	Mark first two answers only. Examiner's Comments Many candidates stated two advantages, but some did state too general information like 'it helps understanding'.
		iii	One mark from: 1. Demonstrations / image must be good quality / correct 2. Not effective if performers are not paying attention / easy to forget 3. Some skills are too complex to demonstrate / hard to replicate / understand 4. Difficult to get the feel / kinesthetic sense of the skill	1 (1 × AO3)	Mark first answer only. Examiner's Comments Where candidates were clear the question asked about visual guidance, responses were good. A number of candidates did not read the question correctly.

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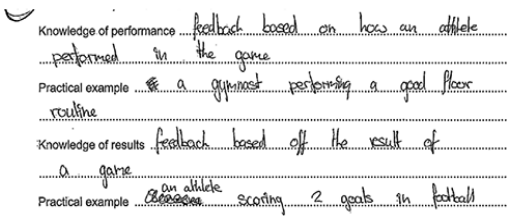
Question			Answer/Indicative content	Marks	Guidance
	b		One mark for: Knowledge of **performance.** Definition: Information/feedback that relates to the quality of the performance / skill / movement / attempt / how well you played One mark for: Practical example: A hockey coach telling the performer that their grip of the stick whilst dribbling was correct One mark for: Knowledge of **results.** Definition: Information / feedback that relates to the outcome of the performance / skill / movement / attempt One mark for: Practical example: A goalkeeper saving a penalty in football	4 (2 × AO1) (2 × AO2)	**Accept:** KoR definition referring to statistics/scores Practical examples which reference a sport/activity **Do not accept:** Definitions that only repeat the form of feedback. e.g., Knowledge of performance is when you get knowledge of your performance. How you performed = TV <u>Examiner's Comments</u> This question provided a challenge for some candidates. Many were able to provide excellent descriptions followed by practical examples. Exemplar 2  Knowledge of performance feedback based on how an athlete performed in the game Practical example e.g. a gymnast performing a good floor routine Knowledge of results feedback based off the result of a game Practical example an athlete scoring 2 goals in football Some candidates repeated the same words used in the question body. Centres should encourage candidates not to repeat the wording in questions as this does not gain credit. This is highlighted in this exemplar. This scored 1 out of 4 marks.
	c		Two marks for: 1. Training adherence / improves commitment 2. Improve/optimize / better performance/training 3. Gives performers satisfaction / confidence / accomplishment 4. Gives performers more understanding of progress made 5. Allows comparisons with other performers / opponents 6. Gives value to training / monitor progress 7. Gives performers more ownership of their training / progress 8. Helps control anxiety / increases focus / reduce stress	2 (2 × AO1)	Mark first two answers only **Accept:** Avoid injury = BOD 2 **Do not accept:** Helps achieve a target = TV Increase effort = TV <u>Examiner's Comments</u> Candidates answered this question well, commonly referring to training adherence and improving performance.

Question			Answer/Indicative content	Marks	Guidance
			Total	10	

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Question			Answer/Indicative content	Marks	Guidance
23	a		One mark for one of: (Fats) 1. Source of energy (in low-intensity endurance exercise) 2. Insulation of the body 3. Protection of vital organs 4. Crucial in cell production 5. Crucial for absorption of vitamins One mark for one of: (Fibre) 6. Enables digestive system to work properly 7. Aids effective excretion of waste products 8. Can reduce cholesterol 9. Can limit risk of obesity 10. Can limit risk of Type 2 diabetes	2 (2 × AO1)	Accept: 'provide enough energy' = BOD 1 Examiner's Comments Most candidates were able to clearly describe the importance of these components.
	b		Two marks from: 1. Replace lost fluids, minerals, iron and salt / avoid dehydration 2. Body cells / tissues / organs need water to / reduce risk of cramp/fatigue/headaches/dizziness, to maintain focus, to operate (efficiently) 3. Water is important in urine / waste removal from body 4. Body uses water to regulate temperature / cool down / sweat / homeostasis 5. Water is essential for maintaining blood viscosity	2 (2 × AO1)	Mark first two answers only. Do not accept: Responses that do not relate to the importance of hydration e.g., don't have yellow urine = TV. Might faint/become lightheaded = BOD Examiner's Comments Generally candidates were able to explain the importance of hydration, referred to preventing fainting and loss of water through sweat. Some candidates incorrectly referred to keeping up energy levels.

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Question	Answer/Indicative content	Marks	Guidance
c	**Level 3 Descriptors (5–6 marks)** • detailed knowledge & understanding of more than 2 social health benefits • clear and consistent practical application of knowledge & understanding • effective analysis/evaluation and/or discussion/explanation/development • relevant information drawn upon from other areas of the specification • accurate use of technical and specialist vocabulary • there is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. **Level 2 Descriptors (3–4 marks)** • satisfactory knowledge & understanding of at least 2 social health benefits • some success in practical application of knowledge & understanding • analysis/ evaluation and/or discussion/explanation/development attempted with some success • some relevant information drawn upon from other areas of the specification • technical and specialist vocabulary used with some accuracy • there is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. **Level 1 (1–2 marks)** • basic knowledge & understanding • little or no attempt at practical application of knowledge & understanding • little or no attempt to analyse/ evaluate and/or discuss/explain/develop • little or no relevant information drawn upon from other areas of the specification • technical and specialist vocabulary used with limited success • the information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.		**Level 3 Discriminators** • detailed knowledge & understanding of how exercise improves social health. • more than 2 components of fitness identified with developed explanations of how circuit training improves components of fitness. • clear and consistent practical application of knowledge & understanding of how circuit training improves components of fitness. • All AOs are well covered for Level 3; some imbalance between the two may be present for 5 marks. At 6 marks, both are equally well addressed **Level 2 Discriminators** • satisfactory knowledge & understanding of importance of how exercise improves social health. • 2 components of fitness identified with explanations of how circuit training improves components of fitness. • some success in practical application of knowledge & understanding of how circuit training improves components of fitness. • AO1 covered and some success at more developed AO2 and/or AO3 points moves the response into Level 2 (AO2 or AO3 would be 3 marks; both attempted with some success = 4 marks) **Level 1 Discriminators** • basic knowledge & understanding of how exercise improves social health and/or circuit training • only one component of fitness identified in explanations of how of how circuit training improves components of fitness. • little or no attempt at practical application of knowledge & understanding of how circuit training improves components of fitness. **Q23 (c)* indicative content** **AO1 – KU** 1. (Loneliness) Participating in exercise with others decreases possibility of loneliness/isolation

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Question	Answer/Indicative content	Marks	Guidance
	(0 marks) no response or no response worthy of credit.		AO2 – E.G. Attending the local swimming pool with the family. AO3 – DEV Participating with others reduces the feeling of being isolated AO1 – KU 2. Exercise with others gives opportunity to meet people. AO2 – E.G. Going for a jog after work with a work colleague. AO3 – DEV Sports teams / exercise groups often have chat rooms on social media which helps individuals feel less lonely. AO1 – KU 3. (Friendship) Exercise can help people make (new) friends with others who participate in physical activity AO2 – E.G. Playing in a golf tournament and keeping in contact with an opponent from another club/team. AO3 – DEV Friendship group will become larger due to making more contact with others. AO1 – KU 4. Strengthening relationships AO2 – E.G. Taking up a new activity (spinning) at a local sports centre and getting to know others with common interests. AO3 – DEV Possibility of arranging to meet up to participate together or socially. Improved self-esteem / confidence may help people to make friends with others. AO1 – KU 5. (Belonging) Being part of an exercise class gives a sense of belonging. AO2 – E.G. Joining a local tennis club, or jogging club for example AO3 – DEV By joining a club / team you are more likely to meet other members on a regular basis for training, matches and other social events. AO1 – KU 6. Joining a local activity group can develop social skills / teamwork / communication skills AO2 – E.G. Joining a netball team helps you improve your teamwork

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Question	Answer/Indicative content	Marks	Guidance
			AO3 – DEV Joining many clubs / teams / activity courses can involve paying memberships which commits individuals to attend, which results in increased/regular social contact. AO1 – KU (Component) 7. Speed AO2 – E.G. (Example of a station) *Accept any appropriate examples of activity (stations) designed to improve any of the following components of fitness, with appropriate explanations.* Can be improved using a skipping station. AO3 – DEV (How training can be progressed) Skipping continuously as fast as possible for 30 seconds will help develop speed of the legs. AO1 – KU (Component) 8. Agility AO2 – E.G. (Example of a station) Can be improved by shuttle runs. AO3 – DEV (How training can be progressed) Sprinting over short distances for 30 secs / specific number of reps involves change of speed and direction which will improve agility. AO1 – KU (Component) 9. Muscular endurance AO2 – E.G. (Example of a station) Can be improved at a bicep curl station. AO3 – DEV (How training can be progressed) Using a low weight, and a high number of reps at speed will help improve muscular endurance of the arm muscles AO1 – KU (Component) 10. Strength AO2 – E.G. (Example of a station) Can be improved by using weights at a squat station AO3 – DEV (How training can be progressed) Using a heavy weight with a low number of reps will help improve leg strength. AO1 – KU (Component) 11. Power AO2 – E.G. (Example of a station) Can be improved at a depth jump/plyometric station. AO3 – DEV (How training can be progressed) Jumping from a height – to the floor – and back up will develop leg power.

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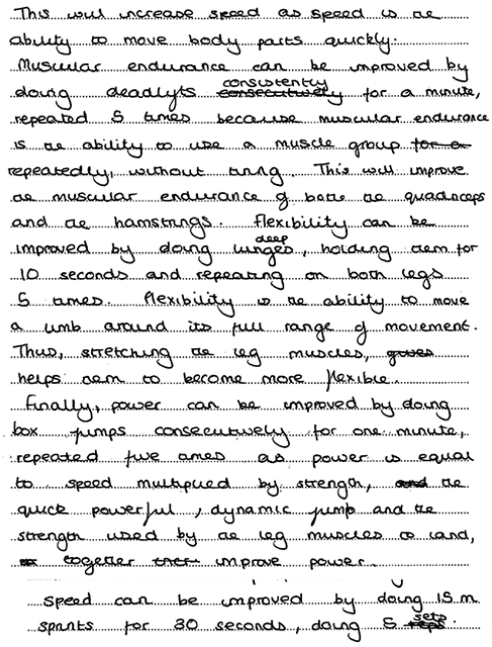
Question	Answer/Indicative content	Marks	Guidance
			AO1 – KU (Component) 12. Flexibility AO2 – E.G. (Example of a station) Can be improved at a stretching station AO3 – DEV (How training can be progressed) Holding a quadricep/hamstring stretch for 10 – 15 seconds on each leg will help improve flexibility in the hips AO1 – KU (Component) 13. Stamina / CV endurance AO2 – E.G. (Example of a station) Can be improved at an exercise bike station. AO3 – DEV (How training can be progressed) Continually peddling at a steady pace with no change of speed / resistance will help improve stamina. AO1 – KU (Component) 14. Balance AO2 – E.G. (Example of a station) Can be improved at a balance board station. AO3 – DEV (How training can be progressed) Maintaining a position on a balance board will help develop balance. AO1 – KU (Component) 15. Co-ordination AO2 – E.G. (Example of a station) Can be improved at a hand wall toss station. AO3 – DEV (How training can be progressed) Using alternate underarm throws and catches against a wall will help improve hand-eye coordination. AO1 – KU (Component) 16.Reaction time AO2 – E.G. (Example of a station) Can be improved using a peripheral vision stick AO3 – DEV (How training can be progressed) A partner can stand behind you and moves the stick into your field of vision. You tap it as quickly as possible and then your partner moves the stick to a new position. This will improve reaction time and peripheral vision <u>Examiner's Comments</u> Candidates accessed both parts of this question well. Many candidates were able

Question	Answer/Indicative content	Marks	Guidance
			to identify how circuit training benefits social health and give examples to accompany. Fewer candidates went on to develop these points, for example, making new friends can lead to a wider friendship circle and an opportunity to socialise outside of sport. Many candidates were able to identify the components of fitness and examples of activities to develop these. Very few candidates were able to explain how these activities are manipulated to improve fitness; some candidates, for example, could identify muscular endurance, bicep curls, and the use of a low weight with high reps.  This will increase speed as speed is the ability to move body parts quickly. Muscular endurance can be improved by doing deadlifts consistently for a minute, repeated 5 times because muscular endurance is the ability to use a muscle group for a repeatedly, without tiring. This will improve the muscular endurance of both the quadriceps and the hamstrings. flexibility can be improved by doing lunges deep, holding them for 10 seconds and repeating on both legs 5 times. flexibility is the ability to move a limb around its full range of movement. Thus, stretching the leg muscles, groups helps them to become more flexible. finally, power can be improved by doing box jumps consecutively for one minute, repeated five times as power is equal to speed multiplied by strength, and the quick powerful, dynamic jump and the strength used by the leg muscles is used, together they improve power. Speed can be improved by doing 15 m sprints for 30 seconds, doing 5 sets. Exemplar 3 is a Level 3 6 mark response.
	Total	10	