Physical Education (J587)

J587/02, Socio-cultural issues and sports psychology, Specimen

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			A learned movement response	1 1 x (AO1)	
			Total	**1**	
2			One mark for: 1. affected by the environment e.g. receiving a tennis serve on a windy day 2. predominantly perceptual e.g. a cricket batsman selecting a shot 3. externally paced e.g. the hockey goalkeeper saving a shot at goal.	1 1 x (AO2)	Only accept if a suitable practical example is used. Do not accept a practical example on its own – must be part of the description.
			Total	**1**	
3			One mark for: 1. many stimuli to process/lots of information to process e.g. a fielder in cricket 2. many decisions to make/increased perceptual requirements e.g. a basketball dribble in a game 3. more feedback e.g. receiving the serve in volleyball. 4. skill with more or many subroutines e.g. hitting a return in tennis	1 1 x (AO2)	Only accept if a suitable practical example is used. Do not accept a practical example on its own – must be part of the description.
			Total	**1**	
4			Advantages: 1. it helps with confidence or self-efficacy due to the physical support it provides 2. encourages correct proprioception or kinaesthesis or you can get the right 'feel' of the skill 3. increases safety in potentially risky activities due to the physical support through the movements kinaesthetic experience 4. performer becomes over-reliant on the guidance and fails to complete the movement when unsupported	1 1 x (AO3)	
			Total	**1**	

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Question			Answer/Indicative content	Marks	Guidance
5			Three marks from: 1. before or during performance imagery can improve concentration by blocking out distractions 2. imagery can increase confidence by imagining success or satisfaction/happiness with the performance. 3. before or during performance imagery can help with relaxation/control stress by the participant when they feel anxious / go to 'another place' in their minds to try and calm down.	3 3 x (AO2)	Do not accept single word answers.
			Total	3	
6			One mark from: 1. knowledge of performance 2. terminal feedback 3. negative feedback	1 1 x (AO1)	Do not accept extrinsic (in the question).
			Total	1	

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Question			Answer/Indicative content	Marks	Guidance
7			Using pre-recorded verbal feedback is an example of mechanical guidance.	1 1 x (AO1)	
			Total	**1**	
8			Three marks from: 1. raising awareness 2. education of spectators through analysis 3. introducing new supporters to sport 4. creating role models 5. making certain sports more fashionable 6. attracting investment in sport.	3 3 x (AO1)	Accept any equivalent / relevant media promotion.
			Total	**3**	
9			As age increases the probability of sport participation decreases	1 1 x (AO1)	
			Total	**1**	
10			The (financial) support for a sport/sports event/sports organisation/performer by an outside body/person/organisation (for the mutual benefit of both parties).	1 1 x (AO1)	
			Total	**1**	
11			One mark from: 1. shaking hands at the beginning/end of a competition. 2. stopping if someone is injured in football 3. kicking the ball out to stop the game if someone injured in football. 4. congratulating your opponent during or after a match 5. not celebrating (much) if winning/scoring. 6. a tennis player giving time to their opponent if injured 7. 'walking' when out in cricket	1 1 x (AO2)	Accept any valid description using a practical example. Need a description rather than a single word answer.
			Total	**1**	

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Question			Answer/Indicative content	Marks	Guidance
12			Two marks from: 1. (frustration) as a result of losing 2. as physical retaliation/as a reaction to a challenge/tackle 3. over arousal during the game 4. (annoyed by) poor decisions by officials 5. to gain an advantage / to hurt your opponent 6. taunting from crowd / opponents 7. <u>controlled</u> aggression may be required for effective play 8. as a result of the influence of drugs	2 2 x (AO1)	Need a description rather than a single word answer.
			Total	2	
13			One mark from: 1. for muscle growth / to increase (muscle) strength 2. to make bones stronger 3. to lower body fatto lower body fat 4. to improve (body) image/shape 5. to increase aggression 6. to train harder/recover quicker	1 1 x (AO1)	Accept any relevant reason / accept single words if appropriate. Do not accept 'improves performance' on its own.
			Total	1	

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Question			Answer/Indicative content	Marks	Guidance
14			Three marks from: 1. reflects discrimination against women's sport in society 2. historically men's game has been given more money/ the men's game has been played for longer/men's game is more established 3. men's game perceived to be better/more entertaining than women's game/men's cricket attracts more spectators 4. men's sport attracts more sponsors/media coverage 5. predominant male culture in and around the sport/more male spectators/amateur players 6. more men make decisions about prize money, so they are biased towards rewarding men's gamemore	3 3 x (AO3)	
			Total	**3**	
15			Two marks from: 1. playing netball can increase confidence 2. exercising regularly can make you feel more energetic / healthy 3. training can improve body shape/image 4. playing hockey can lead to more friendships / sense of belonging / less loneliness 5. after an exercise class you may feel sense of accomplishment 6. playing a sport and winning leads to pride in achievements	2 2 x (AO2)	Accept only if examples are given. Accept sport / exercise / training / activity (or equivalent) as examples of exercise.
			Total	**2**	
16			Less likely to suffer from Type 2 diabetes	1 1 x (AO1)	
			Total	**1**	

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Question			Answer/Indicative content	Marks	Guidance
17			One marks from: 1. does not engage (much) in physical activity/ Is too passive in their life 2. too much watching TV/playing video games (and not enough activity) 3. drives/uses public transportation a lot and rarely walks/cycles 4. playing hockey can lead to more friendships / sense of belonging / less loneliness 5. spends a lot of time sitting at work/school/college/home 6. does not have hobbies or interests with physically active element, such as sports or outdoor pursuitss	1 1 x (AO1)	
			Total	**1**	
18			Provide energy for movement	1 1 x (AO1)	
			Total	**1**	

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Question			Answer/Indicative content	Marks	Guidance
19			One marks from: 1. helps strengthen your core or muscles around abdomen, e.g. plank exercises, pilates 2. helps to mobilise or exercise the back/spine or helps to separate the bones in the spine/vertebrae, e.g. back extension exercises, Alexander Technique 3. helps with spine flexibility, e.g. side bends, flexion and extension exercises 4. helps to alleviate/stop back pain, e.g. swimming, yoga 5. improves motivation and confidence (which can help with posture) e.g. feeling more comfortable, feeling that body is stronger, feeling a sense of achievement 6. increases awareness of body position/proprioception,e.g. improved coordination in exercise and sport, feeling more responsive/less sluggish	3 3 x (AO2)	Requires descriptions rather than one word answers. Points must be exemplified for each mark.
			Total	3	
20			One marks from: 1. tires/fatigues/slows down/stops the performer 2. skill level decreases 3. become thirsty 4. leads to loss of motivation 5. increase in body temperature 6. decrease in sweating 7. (muscle) cramps 8. (in extreme cases) death	1 1 x (AO1)	Accept other valid physical consequence.
			Total	1	

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Question			Answer/Indicative content	Marks	Guidance
21	a	i	One marks from: 1. thinking/being confident about doing well / winning / having a good performance 2. shutting out negative thoughts about failure in competition 3. remembering (good) preparation done/feeling well prepared for competition/performance	1 1 x (AO1)	Do not accept 'thinking positively' (in the question) but accept 'thinking' in the answer as long as this is qualified. Accept responses related only in the <u>preparation</u> for performance. Do not accept during performance examples.
		ii	Two marks from: 1. improving motivation/psyches you up/raises arousal e.g. thinking about winning (in netball) 2. improving confidence e.g. picturing playing well (in rugby) 3. can improve performance / you play better e.g. (a badminton player) plays better by thinking positively/focusing on what to do rather than what not to do 4. can calm you down / decrease anxiety/lower arousal e.g. (a gymnast) imagines success or recalls practice done and therefore remains calm.	2 2 x (AO2)	Each effect of positive thinking needs some kind of practical example.
	b		Five marks from (examples used such as): 1. (Specific) – to improve the serve in tennis (AO2) 2. (Measureable) – to serve with at least 70% in serve box (AO3) 3. (Achievable) – to win 40% of points on second serves (AO3) 4. (Recorded) – to write down the number of serves that are in. (AO2) 5. (Timed) – to improve over a two week training programme (AO2)	5 3 x (AO2) 2 x (AO3)	Each goal must be relevant to the scenario for a mark to be awarded.
	c		Two marks from: 1. demonstration of (skill to be included)... 2. video (playback) for… (example) 3. diagram / writing / drawing of…(example) 4. observing a game / another player doing…(example)	2 2 x (AO1)	Do not accept response without an example e.g. demonstration = 0 marks. Demonstration of a table tennis serve = 1 mark.
			Total	**10**	

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Question			Answer/Indicative content	Marks	Guidance
22	a		<u>Levels of Response</u> **Level 3 (5–6 marks)** • detailed knowledge & understanding • effective analysis/evaluation and/or discussion/explanation/development • clear and consistent practical application of knowledge & understanding • 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 (3–4 marks)** • satisfactory knowledge & understanding • analysis/evaluation and/or discussion/explanation/development attempted with some success • some success in practical application of knowledge • 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.	6 2 x (AO1) 2 x (AO2) 2 x (AO3)	<u>Discriminators</u> **Level 3** • detailed reasons for low participation are developed, with appropriate practical examples given (AO1 & AO2) • several different long term physical effects on body systems linked to low levels of physical activity are discussed (AO3) • at the top of this level, all aspects are well addressed. **Level 2** • some reasons for low participation are given (AO1), with occasional development or application of practical examples (AO2) • some long term physical effects on at least one body system linked to low levels of physical activity may be discussed (AO3). • a detailed explanation of reasons for low participation with development (AO1 and AO2) can still achieve 4 marks but cannot access Level 3 (no AO3) **Level 1** • some basic knowledge and understanding relating to reasons for low participation is given (AO1) • successful development of a point or use of an example (AO2) or attempt at assessment of a long term physical effect (AO3) would indicate the top of this level Accept: other negative effects of a lack of regular physical activity on the body

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Question	Answer/Indicative content	Marks	Guidance
	The information is supported by limited evidence and the relationship to the evidence may not be clear. (0 mark) • No response or no response worthy of credit. Indicative content <u>Explanations of reasons</u> (AO1 = numbered points & AO2 = bullet points) 1. Discrimination/bad experience of sport and physical activity • DEV. others / males devalue female sport/activity • e.g. not enjoying PE lessons • DEV. narrow opportunities in schools • e.g. few activities for girls / girl only activities 2. Low self-esteem discourages participation • DEV. embarrassment/worried about body image • e.g. lack of confidence to take part 3. Lack of media coverage and role models • DEV. few female role models for this age group or in certain sports • DEV. lack of media coverage of female sport / activities on a regular basis • e.g. lack of representation of women's football compared to men's game • e.g. lack of coverage in newspapers and TV 4. Lack of encouragement/support • e.g. not encouraged by family • e.g. friends / peer inactivity • DEV. others do not participate and discourage peers from doing so • DEV. devalue activity/make fun of taking part 5. Other interests/activities • e.g. not encouraged by family		

Question	Answer/Indicative content	Marks	Guidance
	• DEV. Lack of time/spend free time doing other things rather than sport and physical activity <u>Assessment of physical effects that such low levels of activity could have (AO3) on different body systems</u> 6. Impact on cardiovascular health • Effects on Heart rate, breathing rate • Can lead to higher blood pressure • Increased risk of Coronary Heart Disease (CHD) • Increased risk of hypertension 7. Impact on musculoskeletal health • Reduced muscle mass, strength and endurance • Weaker/less mobile joints • Can lead to poor posture/does not benefit posture • Increased risk of osteoperosis • Increased risk of arthiritis		

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Question			Answer/Indicative content	Marks	Guidance
	b		Two marks for two suggestions from: 1. promote through targeted information/education about health/well being benefits through leaflets or lessons 2. highlight/promote body image benefits or weight control by using appropriate images or referring to image benefits 3. challenge/combat discrimination from others by arguing against sedentary activities 4. refer to role models (suitable for this age group) using peers or successful female athletes or get role models to talk to groups of females 5. provide female only classes or use (young) female instructors for exercise classes 6. run yoga/Pilates/aerobic/dance (traditionally female activities) or run activities that are not traditionally linked to female participation such as rugby, football or boxing activities 7. run exercise classes at times of day that are convenient to this group	4 2 x (AO2)	Give credit for other appropriate practical suggestions to increase participation **for this age group**.
			Total	10	

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Question			Answer/Indicative content	Marks	Guidance
23	a	i	Three from: 1. proteins 2. fats 3. minerals 4. vitamins 5. fibre 6. water	1 1 x (AO1)	Do not accept carbohydrates (in the question). Need 3 correct components for 1 mark
		ii	C is the most likely to work Because it has a time frame/is specific/has a clear target/is SMART	2 1 x (AO1) 1 x (AO3)	Accept other answers if justified
	b		Three marks from: 1. make friends with other members/friendships increased (via exercise) 2. feeling of belonging (to a group) 3. less loneliness experienced 4. have a common experience (with others) or you can share your experiences (with others) 5. can lead to other interests/friendships beyond the gym	3 3 x (AO1	
	c		Four marks from: 1. success or competition experience can be enjoyable/completion or success in an activity can give sense of satisfaction 2. increase self-confidence or suppress self-doubt 3. diagram / writing / drawing of …(example) 4. when you exercise you can improve your self-image or others reinforce a more positive image exercise/physical activity routine 5. dynamic exercise/physical activity can relieve tension/stress 6. aggression can be channeled through physical activity/exercise 7. can encourage mindfulness/meditation/self-awareness	4 4 x (AO3)	
			Total	10	

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