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**PHYSICAL EDUCATION**

**9396/11**

Paper 1

**October/November 2019**

MARK SCHEME

Maximum Mark: 90

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**Published**

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the October/November 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

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This document consists of **10** printed pages.

**Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

**GENERIC MARKING PRINCIPLE 1:**

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

**GENERIC MARKING PRINCIPLE 2:**

Marks awarded are always **whole marks** (not half marks, or other fractions).

**GENERIC MARKING PRINCIPLE 3:**

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

**GENERIC MARKING PRINCIPLE 4:**

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

**GENERIC MARKING PRINCIPLE 5:**

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

**GENERIC MARKING PRINCIPLE 6:**

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

| Question | Answer   | Marks    |
|----------|--|----------|
| 1(a)     | 4 marks for any 4 of:<br>1 flexion;<br>2 extension;<br>3 abduction;<br>4 adduction;<br>5 rotation;<br>6 circumduction;<br>7 elevation;<br>8 depression;<br>9 horizontal flexion / lateral flexion / horizontal adduction / lateral adduction;<br>10 horizontal extension / lateral extension / horizontal abduction / lateral abduction;   | <b>4</b> |
| 1(b)     | 2 marks for any 2 of:<br>1 synovial / freely movable;<br>2 pivot joint;<br>3 cartilaginous / semi-movable / slightly movable joint;<br>4 gliding joint;<br>5 fibrous / fixed / immovable;  | <b>2</b> |
| 1(c)(i)  | 5 marks for:<br>1 concentric;<br>2 flexion;<br>3 rectus abdominis / external obliques / iliopsoas / rectus femoris;<br>4 eccentric;<br>5 extension;  | <b>5</b> |
| 1(c)(ii) | 4 marks for any 4 of:<br>1 high speed of contraction;<br>2 large motor neurone size;<br>3 large muscle fibre diameter;<br>4 low resistance to fatigue;<br>5 high force production;<br>6 low numbers of mitochondria;<br>7 low capillary density;<br>8 low oxidative capacity / low aerobic capacity / high anaerobic capacity;<br>9 low myoglobin content;<br>10 high glycolytic content;<br>11 high myosin ATPase levels;<br>12 high glycogen stores;<br>13 high PC stores;<br>14 low triglyceride stores;<br>15 narrow Z-line thickness;<br>16 large number of fibres per motor neurone; | <b>4</b> |

| Question | Answer   | Marks    |
|----------|--|----------|
| 1(d)     | 5 marks for any 5 of:<br><br>1 lungs – gaseous exchange / carbon dioxide removed / oxygen taken in;<br>2 to pulmonary vein – transports oxygenated blood;<br>3 to left atrium – fills with blood / diastole / relaxed;<br>4 atrial systole / contraction – forces blood into ventricle;<br>5 through atrioventricular / bicuspid / mitral valves – forced open due to pressure / prevent backflow;<br>6 to left ventricle – fills with blood / diastole;<br>7 ventricular systole / contraction pumps blood into aorta;<br>8 through semilunar / aortic valves – forced open due to pressure / prevent backflow; | <b>5</b> |
| 1(e)     | 4 marks for any 4 of:<br><br>1 controlled by / regulated by the vasomotor control centre / medulla;<br>2 via sympathetic nerve impulses / stimulation;<br>3 action of pre-capillary sphincters / smooth muscle;<br>4 vasodilation – widening of arterioles / blood vessels;<br>5 vasoconstriction – narrowing of arterioles / blood vessels;<br>6 decreasing amount / volume / proportion of blood going to non-essential organs / e.g. gut / kidneys / inactive muscles;  | <b>4</b> |
| 1(f)     | 3 marks for any 3 of:<br><br>1 increased cardiac output / heart rate / stroke volume;<br>2 stronger / more forceful contractions / increased ejection fraction;<br>3 increased venous return;<br>4 greater (diastolic) filling / preload;<br>5 increased peripheral resistance / increased friction / increased blood viscosity;   | <b>3</b> |
| 1(g)     | 3 marks for any 3 of:<br><br>1 low $pO_2$ / less oxygen;<br>2 reduced diffusion gradient (between alveoli / lungs and air or between alveoli and blood);<br>3 not as much oxygen diffuses into blood / reduced $pO_2$ in blood;<br>4 haemoglobin not as saturated;<br>5 less oxygen delivered to muscles;<br>6 need to increase rate / depth of breathing;<br>7 reduced aerobic performance / quicker onset of anaerobic respiration;  | <b>3</b> |

| Question | Answer   | Marks    |
|----------|--|----------|
| 2(a)     | <p>4 marks for:</p> <p>for example,</p> <ol style="list-style-type: none"> <li>1 (closed) – environment is stable / predictable / no interference from other performers / use pre-set routine / minimal adjustments need to be made / decisions are pre-planned / few decisions;</li> <li>2 (discrete) – clear beginning and end / completed in a short space of time / skill must start again to be repeated;</li> <li>3 (internally paced) – performer controls the speed of movement / performer decides when to start the movement;</li> <li>4 (high organisation) – difficult to break down into parts / sub-routines difficult to separate from whole movement / practised as part of whole movement;</li> </ol> <p><i>Accept alternative classifications if justified appropriately, e.g. externally paced by time limit to throw.</i></p>  | <b>4</b> |
| 2(b)     | <p>5 marks for 5 of:</p> <p>(sub-max. 3 marks)</p> <ol style="list-style-type: none"> <li>1 Gestaltist approach / cognitive theory / discovery learning;</li> <li>2 skill is treated holistically / wholeness;</li> <li>3 learner develops an understanding / requirements of skill / eureka moment;</li> <li>4 learner draws together many variables / sub-routines;</li> <li>5 takes into consideration aspects of the environment / display / perception before deciding appropriate response;</li> </ol> <p>(sub-max. 3 marks for benefits)</p> <ol style="list-style-type: none"> <li>6 adaptable / able to be modified;</li> <li>7 encourages problem solving / encourages discovery / encourages finding out / encourages independent learners / encourages perception;</li> <li>8 increases motivation;</li> <li>9 may speed up learning;</li> <li>10 helps develop schema;</li> </ol> | <b>5</b> |
| 2(c)     | <p>4 marks for:</p> <ol style="list-style-type: none"> <li>1 (attention) performer cues into or selectively attends to or focuses or concentrates on aspects of display / demonstration;</li> <li>2 (retention) performer needs to remember the demonstration / movements / behaviours watched / create mental image / store in long-term memory;</li> <li>3 (motor reproduction) performer must be capable of performing the skill / information must be at a level relevant to performer / performer must be able to match the demonstration;</li> <li>4 (motivation) performer must have drive or want to learn to copy model;</li> </ol>   | <b>4</b> |

| Question | Answer   | Marks    |
|----------|--|----------|
| 2(d)     | 4 marks for any 4 of:<br>1 relevant / specific practice / overlearning;<br>2 practice with distractions;<br>3 focus on / highlight specific cues / emphasise value of selective attention;<br>4 increase intensity of the stimulus;<br>5 mental rehearsal / visualisation / imagery;<br>6 encourage anticipation;<br>7 optimum arousal levels;<br>8 transfer of learning / link to past experience;<br>9 make practice meaningful / enjoyable / fun / interesting / memorable / use of rewards / motivate performer;   | <b>4</b> |
| 2(e)     | 3 marks for:<br>1 (movement time) time taken from the initiation / start of movement to completion / end of movement / time from end of reaction / decision to end of movement / eq.;<br>2 (response time) time taken from initiation / start of signal / stimulus to end of movement;<br>3 (reaction time) time taken from presentation of the stimulus to the start of the movement / time taken to decide the shot / eq.;   | <b>3</b> |
| 2(f)(i)  | 1 mark for:<br>1 the influence of the learning / performance of one skill on the learning / performance of another skill;  | <b>1</b> |
| 2(f)(ii) | 4 marks for:<br>1 positive – one skill can help the performance of another skill;<br>2 suitable practical example, e.g. an overarm throw can help with the action of the tennis serve;<br>3 negative – one skill can hinder the performance of another skill;<br>4 suitable practical example, e.g. after playing squash you overhit the ball in a table tennis game / badminton wrist action transferred to tennis;   | <b>4</b> |
| 2(g)     | 5 marks for any 5 of:<br>1 at low levels of arousal performance is low;<br>2 at high levels of arousal performance is low;<br>3 as arousal increases so does performance up to an optimum level;<br>4 moderate arousal leads to best performance;<br>5 optimum levels can change depending on the ability / skill level of the performer;<br>6 highly skilled perform better under high arousal / novices / beginners perform better under low arousal;<br>7 optimum levels can change depending on the nature of the task;<br>8 high arousal often required for any gross / dynamic / simple tasks / low arousal often required for any fine / perceptual / complex tasks;<br>9 different personalities may need different levels of arousal; | <b>5</b> |

| Question                                 | Answer   | Marks      |       |               |                                  |  |                                |                        |                    |                           |                         |                   |                     |   |                                    |                    |                         |                             |                            |                       |                                 |          |
|--|--|------------|-------|---------------|----------------------------------|--|--------------------------------|------------------------|--------------------|---------------------------|-------------------------|-------------------|---------------------|---|------------------------------------|--------------------|-------------------------|-----------------------------|----------------------------|-----------------------|---------------------------------|----------|
| 3(a)(i)                                  | 2 marks for any 2 of:<br>1 time free from obligations / work / family;<br>2 freely chosen activity;<br>3 activity done for self-realisation / personal development / self-expression / relaxation / to relieve stress / escape / recreation / pleasure / eq.;  | <b>2</b>   |       |               |                                  |  |                                |                        |                    |                           |                         |                   |                     |   |                                    |                    |                         |                             |                            |                       |                                 |          |
| 3(a)(ii)                                 | 3 marks for any 3 of:<br>1 provides a range of activities for any children to try / initial interest / find one to enjoy;<br>2 gives foundations in / learn skills / techniques / rules / fair play / safety;<br>3 gives confidence to have a go / join in activity;<br>4 provides links with clubs / other agencies;<br>5 understand / teach benefits of active lifestyle / exercise–health link;   | <b>3</b>   |       |               |                                  |  |                                |                        |                    |                           |                         |                   |                     |   |                                    |                    |                         |                             |                            |                       |                                 |          |
| 3(b)                                     | 5 marks for any 5 of:<br><table border="1" data-bbox="308 846 1289 1496"> <thead> <tr> <th data-bbox="308 846 847 911">recreation</th> <th data-bbox="847 846 1289 911">sport</th> </tr> </thead> <tbody> <tr> <td data-bbox="308 911 847 976">1 for anybody</td> <td data-bbox="847 911 1289 976">elite / select / few performers;</td> </tr> <tr> <td data-bbox="308 976 847 1041">2 little organisation / little structure</td> <td data-bbox="847 976 1289 1041">highly organised / structured;</td> </tr> <tr> <td data-bbox="308 1041 847 1106">3 no officials / rules</td> <td data-bbox="847 1041 1289 1106">officials / rules;</td> </tr> <tr> <td data-bbox="308 1106 847 1171">4 can be done at any time</td> <td data-bbox="847 1106 1289 1171">done at specific times;</td> </tr> <tr> <td data-bbox="308 1171 847 1236">5 non-competitive</td> <td data-bbox="847 1171 1289 1236">highly competitive;</td> </tr> <tr> <td data-bbox="308 1236 847 1301">6 intrinsic rewards / no financial gain</td> <td data-bbox="847 1236 1289 1301">extrinsic reward / financial gain;</td> </tr> <tr> <td data-bbox="308 1301 847 1366">7 limited training</td> <td data-bbox="847 1301 1289 1366">commitment to training;</td> </tr> <tr> <td data-bbox="308 1366 847 1431">8 skill level not important</td> <td data-bbox="847 1366 1289 1431">high skill level required;</td> </tr> <tr> <td data-bbox="308 1431 847 1496">9 undertaken anywhere</td> <td data-bbox="847 1431 1289 1496">undertaken at specialist route;</td> </tr> </tbody> </table> <p data-bbox="308 1532 911 1565"><i>Allow descriptions of other correct differences.</i></p> | recreation | sport | 1 for anybody | elite / select / few performers; | 2 little organisation / little structure | highly organised / structured; | 3 no officials / rules | officials / rules; | 4 can be done at any time | done at specific times; | 5 non-competitive | highly competitive; | 6 intrinsic rewards / no financial gain | extrinsic reward / financial gain; | 7 limited training | commitment to training; | 8 skill level not important | high skill level required; | 9 undertaken anywhere | undertaken at specialist route; | <b>5</b> |
| recreation                               | sport  |            |       |               |                                  |  |                                |                        |                    |                           |                         |                   |                     |   |                                    |                    |                         |                             |                            |                       |                                 |          |
| 1 for anybody                            | elite / select / few performers;   |            |       |               |                                  |  |                                |                        |                    |                           |                         |                   |                     |   |                                    |                    |                         |                             |                            |                       |                                 |          |
| 2 little organisation / little structure | highly organised / structured;   |            |       |               |                                  |  |                                |                        |                    |                           |                         |                   |                     |   |                                    |                    |                         |                             |                            |                       |                                 |          |
| 3 no officials / rules                   | officials / rules;   |            |       |               |                                  |  |                                |                        |                    |                           |                         |                   |                     |   |                                    |                    |                         |                             |                            |                       |                                 |          |
| 4 can be done at any time                | done at specific times;  |            |       |               |                                  |  |                                |                        |                    |                           |                         |                   |                     |   |                                    |                    |                         |                             |                            |                       |                                 |          |
| 5 non-competitive                        | highly competitive;  |            |       |               |                                  |  |                                |                        |                    |                           |                         |                   |                     |   |                                    |                    |                         |                             |                            |                       |                                 |          |
| 6 intrinsic rewards / no financial gain  | extrinsic reward / financial gain;   |            |       |               |                                  |  |                                |                        |                    |                           |                         |                   |                     |   |                                    |                    |                         |                             |                            |                       |                                 |          |
| 7 limited training                       | commitment to training;  |            |       |               |                                  |  |                                |                        |                    |                           |                         |                   |                     |   |                                    |                    |                         |                             |                            |                       |                                 |          |
| 8 skill level not important              | high skill level required;   |            |       |               |                                  |  |                                |                        |                    |                           |                         |                   |                     |   |                                    |                    |                         |                             |                            |                       |                                 |          |
| 9 undertaken anywhere                    | undertaken at specialist route;  |            |       |               |                                  |  |                                |                        |                    |                           |                         |                   |                     |   |                                    |                    |                         |                             |                            |                       |                                 |          |

| Question | Answer  | Marks    |
|----------|---|----------|
| 3(c)     | 5 marks for any 5 of:<br><br>1 description of government policies / initiatives / schemes;<br>2 description of talent ID and talent development;<br>3 description of pathways in place to achieve excellence / organisation of sport;<br>4 description of provision for any funding / grants / sponsorship / scholarships;<br>5 description of provision of facilities / local / regional / national / equipment / technology;<br>6 description of provision / education of coaches;<br>7 description of provision of centres of excellence / schools / universities / academies;<br>8 description of provision of medical / sport science support;<br>9 description of policies showing attitudes towards excellence;<br>10 description of widening of base of the participation pyramid / school programmes / to allow more performers to reach the top of pyramid; | <b>5</b> |
| 3(d)(i)  | 5 marks for any 5 of:<br><br>1 physical health / fitness;<br>2 become skilful / knowledgeable / strive to achieve high standards;<br>3 enjoyment / fun / intrinsic / satisfaction / develop mental health / self-esteem;<br>4 personal challenge of competition;<br>5 social health / be part of a team / life skills, e.g. leadership;<br>6 possibility of earning a living;<br>7 fame / praise / medals / status;<br>8 keep out of trouble / hobby;<br>9 socialisation – learning cultural values, e.g. values / ethics;  | <b>5</b> |



| Question                         | Answer  | Marks  |                           |                          |   |                              |  |         |   |            |  |             |   |                |   |                    |   |              |   |                                  |  |                          |  |                |  |                  |  |            |  |                 |                                       |                           |   |          |
|----------------------------------|---|--------|---------------------------|--------------------------|---|------------------------------|--|---------|---|------------|--|-------------|---|----------------|---|--------------------|---|--------------|---|----------------------------------|--|--------------------------|--|----------------|--|------------------|--|------------|--|-----------------|---------------------------------------|---------------------------|---|----------|
| 3(d)(ii)                         | <p>6 marks for any 6 of:</p> <table border="1" data-bbox="304 315 1326 1928"> <thead> <tr> <th data-bbox="304 315 687 376">factor</th> <th data-bbox="687 315 1326 376">explanation, for example:</th> </tr> </thead> <tbody> <tr> <td data-bbox="304 376 687 479">1 (socioeconomic status)</td> <td data-bbox="687 376 1326 479">involvement limited by amount of disposable income / whether in employment;</td> </tr> <tr> <td data-bbox="304 479 687 577">2 (family / peers / friends)</td> <td data-bbox="687 479 1326 577">influences can be positive or negative / level of support;</td> </tr> <tr> <td data-bbox="304 577 687 710">3 (age)</td> <td data-bbox="687 577 1326 710">suitable provision for any over 60's / young people / may be tendency for change of activity as people age;</td> </tr> <tr> <td data-bbox="304 710 687 842">4 (gender)</td> <td data-bbox="687 710 1326 842">men may be more likely to participate than women / stereotyping of women / some sports more male / female appropriate;</td> </tr> <tr> <td data-bbox="304 842 687 940">5 (ability)</td> <td data-bbox="687 842 1326 940">involvement limited by fitness / talent ID / pathways in place;</td> </tr> <tr> <td data-bbox="304 940 687 1039">6 (disability)</td> <td data-bbox="687 940 1326 1039">limited / less access / may have low self-esteem / need adapted sports;</td> </tr> <tr> <td data-bbox="304 1039 687 1171">7 (race / culture)</td> <td data-bbox="687 1039 1326 1171">some ethnic groups still discriminate / stereotyping, e.g. black athletes may be sprinters;</td> </tr> <tr> <td data-bbox="304 1171 687 1270">8 (religion)</td> <td data-bbox="687 1171 1326 1270">religion may inhibit, e.g. dress code / parental aspirations;</td> </tr> <tr> <td data-bbox="304 1270 687 1368">9 (government status / attitude)</td> <td data-bbox="687 1270 1326 1368">policies / political influences in country may affect involvement;</td> </tr> <tr> <td data-bbox="304 1368 687 1500">10 (previous experience)</td> <td data-bbox="687 1368 1326 1500">enjoyed or disliked Physical Education / previous success / self-esteem / self-confidence;</td> </tr> <tr> <td data-bbox="304 1500 687 1561">11 (geography)</td> <td data-bbox="687 1500 1326 1561">where you live may limit opportunity / facilities;</td> </tr> <tr> <td data-bbox="304 1561 687 1621">12 (role models)</td> <td data-bbox="687 1561 1326 1621">involvement increased by presence / influence;</td> </tr> <tr> <td data-bbox="304 1621 687 1753">13 (media)</td> <td data-bbox="687 1621 1326 1753">amount of exposure to different sports / how media treats sports people may influence involvement;</td> </tr> <tr> <td data-bbox="304 1753 687 1814">14 (employment)</td> <td data-bbox="687 1753 1326 1814">because sport can provide employment;</td> </tr> <tr> <td data-bbox="304 1814 687 1928">15 (availability of time)</td> <td data-bbox="687 1814 1326 1928">some sports require lots of time / you need time to be able to participate;</td> </tr> </tbody> </table> <p data-bbox="304 1962 767 1995"><i>Accept other relevant explanations.</i></p> | factor | explanation, for example: | 1 (socioeconomic status) | involvement limited by amount of disposable income / whether in employment; | 2 (family / peers / friends) | influences can be positive or negative / level of support; | 3 (age) | suitable provision for any over 60's / young people / may be tendency for change of activity as people age; | 4 (gender) | men may be more likely to participate than women / stereotyping of women / some sports more male / female appropriate; | 5 (ability) | involvement limited by fitness / talent ID / pathways in place; | 6 (disability) | limited / less access / may have low self-esteem / need adapted sports; | 7 (race / culture) | some ethnic groups still discriminate / stereotyping, e.g. black athletes may be sprinters; | 8 (religion) | religion may inhibit, e.g. dress code / parental aspirations; | 9 (government status / attitude) | policies / political influences in country may affect involvement; | 10 (previous experience) | enjoyed or disliked Physical Education / previous success / self-esteem / self-confidence; | 11 (geography) | where you live may limit opportunity / facilities; | 12 (role models) | involvement increased by presence / influence; | 13 (media) | amount of exposure to different sports / how media treats sports people may influence involvement; | 14 (employment) | because sport can provide employment; | 15 (availability of time) | some sports require lots of time / you need time to be able to participate; | <b>6</b> |
| factor                           | explanation, for example:   |        |                           |                          |   |                              |  |         |   |            |  |             |   |                |   |                    |   |              |   |                                  |  |                          |  |                |  |                  |  |            |  |                 |                                       |                           |   |          |
| 1 (socioeconomic status)         | involvement limited by amount of disposable income / whether in employment;   |        |                           |                          |   |                              |  |         |   |            |  |             |   |                |   |                    |   |              |   |                                  |  |                          |  |                |  |                  |  |            |  |                 |                                       |                           |   |          |
| 2 (family / peers / friends)     | influences can be positive or negative / level of support;  |        |                           |                          |   |                              |  |         |   |            |  |             |   |                |   |                    |   |              |   |                                  |  |                          |  |                |  |                  |  |            |  |                 |                                       |                           |   |          |
| 3 (age)                          | suitable provision for any over 60's / young people / may be tendency for change of activity as people age;   |        |                           |                          |   |                              |  |         |   |            |  |             |   |                |   |                    |   |              |   |                                  |  |                          |  |                |  |                  |  |            |  |                 |                                       |                           |   |          |
| 4 (gender)                       | men may be more likely to participate than women / stereotyping of women / some sports more male / female appropriate;  |        |                           |                          |   |                              |  |         |   |            |  |             |   |                |   |                    |   |              |   |                                  |  |                          |  |                |  |                  |  |            |  |                 |                                       |                           |   |          |
| 5 (ability)                      | involvement limited by fitness / talent ID / pathways in place;   |        |                           |                          |   |                              |  |         |   |            |  |             |   |                |   |                    |   |              |   |                                  |  |                          |  |                |  |                  |  |            |  |                 |                                       |                           |   |          |
| 6 (disability)                   | limited / less access / may have low self-esteem / need adapted sports;   |        |                           |                          |   |                              |  |         |   |            |  |             |   |                |   |                    |   |              |   |                                  |  |                          |  |                |  |                  |  |            |  |                 |                                       |                           |   |          |
| 7 (race / culture)               | some ethnic groups still discriminate / stereotyping, e.g. black athletes may be sprinters;   |        |                           |                          |   |                              |  |         |   |            |  |             |   |                |   |                    |   |              |   |                                  |  |                          |  |                |  |                  |  |            |  |                 |                                       |                           |   |          |
| 8 (religion)                     | religion may inhibit, e.g. dress code / parental aspirations;   |        |                           |                          |   |                              |  |         |   |            |  |             |   |                |   |                    |   |              |   |                                  |  |                          |  |                |  |                  |  |            |  |                 |                                       |                           |   |          |
| 9 (government status / attitude) | policies / political influences in country may affect involvement;  |        |                           |                          |   |                              |  |         |   |            |  |             |   |                |   |                    |   |              |   |                                  |  |                          |  |                |  |                  |  |            |  |                 |                                       |                           |   |          |
| 10 (previous experience)         | enjoyed or disliked Physical Education / previous success / self-esteem / self-confidence;  |        |                           |                          |   |                              |  |         |   |            |  |             |   |                |   |                    |   |              |   |                                  |  |                          |  |                |  |                  |  |            |  |                 |                                       |                           |   |          |
| 11 (geography)                   | where you live may limit opportunity / facilities;  |        |                           |                          |   |                              |  |         |   |            |  |             |   |                |   |                    |   |              |   |                                  |  |                          |  |                |  |                  |  |            |  |                 |                                       |                           |   |          |
| 12 (role models)                 | involvement increased by presence / influence;  |        |                           |                          |   |                              |  |         |   |            |  |             |   |                |   |                    |   |              |   |                                  |  |                          |  |                |  |                  |  |            |  |                 |                                       |                           |   |          |
| 13 (media)                       | amount of exposure to different sports / how media treats sports people may influence involvement;  |        |                           |                          |   |                              |  |         |   |            |  |             |   |                |   |                    |   |              |   |                                  |  |                          |  |                |  |                  |  |            |  |                 |                                       |                           |   |          |
| 14 (employment)                  | because sport can provide employment;   |        |                           |                          |   |                              |  |         |   |            |  |             |   |                |   |                    |   |              |   |                                  |  |                          |  |                |  |                  |  |            |  |                 |                                       |                           |   |          |
| 15 (availability of time)        | some sports require lots of time / you need time to be able to participate;   |        |                           |                          |   |                              |  |         |   |            |  |             |   |                |   |                    |   |              |   |                                  |  |                          |  |                |  |                  |  |            |  |                 |                                       |                           |   |          |

| Question | Answer  | Marks    |
|----------|---|----------|
| 3(e)     | 4 marks for any 4 of:<br><br>1 penalties within the event – bookings / free kicks / sin bin or eq.;<br>2 penalties after the event – bans / fines / loss of medals / citing officers / 'name and shame' / eq.;<br>3 fair-play awards / place in major event based on disciplinary record;<br>4 clubs / teams fined / points deducted;<br>5 matches played behind closed doors / spectators banned from watching;<br>6 fair-play charters / code of conduct / education / campaigns;<br>7 drug testing / biological passport;<br>8 positive role models; | <b>4</b> |