# H154/H554 past paper questions with relevance to the H555 spefication

# Contents

[Using this resource 3](#_Toc467573363)

[Component 1: Physiological factors affecting performance 4](#_Toc467573364)

[1.1 Applied anatomy and physiology 4](#_Toc467573365)

[1.1a Skeletal and muscular systems 4](#_Toc467573366)

[1.1b Cardiovascular and respiratory systems 6](#_Toc467573367)

[1.2 Exercise physiology 8](#_Toc467573368)

[1.2a Diet and nutrition and their effect on physical activity and performance 9](#_Toc467573369)

[1.2b Preparation and training methods in relation to improving and maintaining physical activity and performance 10](#_Toc467573370)

[1.3 Biomechanics 12](#_Toc467573371)

[1.3a Biomechanical principles, levers and the use of technology 12](#_Toc467573372)

[Component 2: Psychological and Socio-cultural themes in physical education 15](#_Toc467573373)

[2.1 Skill acquisition 18](#_Toc467573374)

[2.2 Sports psychology 20](#_Toc467573375)

[2.3 Sport and society 23](#_Toc467573376)

# Using this resource

This resource contains past paper questions from question papers that were sat between 2013 and 2015. They cover topics that are on the new H555 specification, for first teaching September 2016.

Please feel free to copy and paste questions out of here into your own document to use with your students.

These are not the same as the SAMs (Sample Assessment Materials) for the H555 specification and the question style used here may differ slightly from that used on the new papers.

Due to copyright restrictions is has not been possible to replicate some figures, diagrams and tables. We have however included the link to the live paper where these can be found.

The SAMs should always be used to understand what the live papers will now look like – the examples here are simply some additional questions from the legacy H554 spec which are on relevant topics and as such may be of use to you in your teaching.

Some topics are much lighter on questions than others, the new H555 specification is considerably different to the legacy, and questions simply do not exist for some areas as they have not been on the specification before.

Whilst there are some examples of levels of response marked questions worth 10 and 20 marks teachers should be aware that these are asked with a different focus than those of the new H555 specification and care should be taken when using these old style questions with your learners.

# Component 1: Physiological factors affecting performance

### 1.1 Applied anatomy and physiology

1.1a Skeletal and muscular systems

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Fig. 1 shows an athlete performing a warm up exercise.  Complete the table below for the athlete’s hip joint in the direction of the arrow.   | Joint | Movement | Agonist | Antagonist | Type of muscular contraction | | --- | --- | --- | --- | --- | | Hip |  | Gluteus Medius |  |  |   Fig 1 can be found here, Question 1ai: <http://www.ocr.org.uk/Images/319435-question-paper-unit-g451-01-an-introduction-to-physical-education.pdf>  3 marks |
| Mark Scheme can be found here: <http://www.ocr.org.uk/Images/320121-mark-scheme-unit-g451-an-introduction-to-physical-education-june.pdf>  Question 1ai |

|  |
| --- |
| Fig. 1 shows a person using a resistance machine to increase leg strength.  Fig. 1 can be found here: <http://www.ocr.org.uk/Images/175366-question-paper-unit-g451-01-an-introduction-to-physical-education.pdf>  Question 1a  Complete the table below for the knee joint moving in the direction of the arrow.   | Joint | Synovial joint type | movement | Agonist | Antagonist | | --- | --- | --- | --- | --- | | Knee |  |  |  |  |   4 marks |
| **4 marks for 4 from:**  1. Hinge  2. Extension  3. Rectus Femoris / Vastus Lateralis/ Vastus Medialis / Vastus Intermedius  4. Biceps Femoris/Semimembranosus/ Semitendinosus |

### 1.1b Cardiovascular and respiratory systems

| Outline how oxygen is transported in the blood.  2 marks |
| --- |
| **2 marks for 2 from:**  1. (combines) with or in haemoglobin / as oxyhaemoglobin or HbO2  2. (dissolved) in plasma |
| **Guidance**  Do not accept Carried in red blood cells = TV |

| Gravity is one mechanism of venous return which aids the flow of blood back to the heart.  Identify **three** other mechanisms of venous return.  3 marks |
| --- |
| Mark Scheme can be found here: <http://www.ocr.org.uk/Images/176275-mark-scheme-unit-g451-an-introduction-to-physical-education-june.pdf>  Question 1bi |

| Explain how an increase in venous return during exercise affects the quality of an athlete’s performance.  3 marks |
| --- |
| Mark Scheme can be found here: <http://www.ocr.org.uk/Images/176275-mark-scheme-unit-g451-an-introduction-to-physical-education-june.pdf>  Question 1bii |
| 3 marks |

| Give an average value for cardiac output for a performer at rest and during maximal exercise.  2 marks |
| --- |
| Mark Scheme can be found here: <http://www.ocr.org.uk/Images/236001-mark-scheme-unit-g451-an-introduction-to-physical-education-june.pdf>  Question 1ci |

| Describe how the conduction system of the heart controls the systolic phase of the cardiac cycle.  4 marks |
| --- |
| Mark Scheme can be found here: <http://www.ocr.org.uk/Images/236001-mark-scheme-unit-g451-an-introduction-to-physical-education-june.pdf>  Question 1cii |

| Describe the mechanics of breathing for inspiration at rest.  4 marks |
| --- |
| Mark Scheme can be found here: <http://www.ocr.org.uk/Images/236001-mark-scheme-unit-g451-an-introduction-to-physical-education-june.pdf>  Question 1d |

| Explain hormonal regulation of the heart during exercise.  4 marks |
| --- |
| Mark Scheme can be found here: <http://www.ocr.org.uk/Images/320121-mark-scheme-unit-g451-an-introduction-to-physical-education-june.pdf>  Question 1c |

### 

### 1.1c Energy for exercise

| Define the terms ‘energy’, ‘work’ and ‘power’, and identify a unit of measurement for each.  6 marks  Explain the role of ATP in providing energy for muscle contraction. |
| --- |
| Mark Scheme can be found here: <http://www.ocr.org.uk/Images/176276-mark-scheme-unit-g453-principles-and-concepts-across-different-areas-of-physical-education-june.pdf>  Question 5c |

| Explain the principle of a coupled reaction using the ATP/PC energy system as your example.  4 marks |
| --- |
| Mark Scheme can be found here: <http://www.ocr.org.uk/Images/142400-mark-scheme-unit-g453-principles-and-concepts-across-different-areas-of-physical-education-january.pdf>  Question 5b |

| Using examples from a team sport, describe how players resynthesize ATP  during a game using the ATP/PC system and lactic acid system  6 marks |
| --- |
| Mark Scheme can be found here: <http://www.ocr.org.uk/Images/236002-mark-scheme-unit-g453-principles-and-concepts-across-different-areas-of-physical-education-june.pdf>  Question 5a |

| Oxygen availability and fuel availability determine which energy system is used.  4 marks  Describe how these factors determine which energy system is used. |
| --- |
| Mark Scheme can be found here: <http://www.ocr.org.uk/Images/236002-mark-scheme-unit-g453-principles-and-concepts-across-different-areas-of-physical-education-june.pdf>  Question 5b |

### 1.2 Exercise physiology

1.2a Diet and nutrition and their effect on physical activity and performance

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Evaluate the dietary intake of the recreational endurance performer shown in Table 1 below.  Include recommendations for improvement of the dietary intake in your answer.  State **one** way in which the diet of an elite endurance performer should contrast with the diet of a recreational endurance performer.   | Dietary component | % of dietary intake | | --- | --- | | Protein | 15 | | Fat/lipids | 45 | | Carbohydrate | 40  5 marks |   Table 1 |
| Mark Scheme can be found here: <http://www.ocr.org.uk/Images/176276-mark-scheme-unit-g453-principles-and-concepts-across-different-areas-of-physical-education-june.pdf>  Question 5b |

| Define the term aerobic capacity.  Age and gender are two factors that affect VO2 max. Identify **three** other factors  that affect an individual’s VO2 max.  4 marks |
| --- |
| Mark Scheme can be found here: <http://www.ocr.org.uk/Images/320122-mark-scheme-unit-g453-principles-and-concepts-across-different-areas-of-physical-education-june.pdf>  Question 5a |

| Discuss the use of RhEPO (recombinant erythropoietin) as a method of  enhancing performance.  5 marks |
| --- |
| Mark Scheme can be found here: <http://www.ocr.org.uk/Images/320122-mark-scheme-unit-g453-principles-and-concepts-across-different-areas-of-physical-education-june.pdf>  Question 5c |

1.2b Preparation and training methods in relation to improving and maintaining physical activity and performance

| There are several methods of evaluating aerobic capacity such as the multi-stage fitness test and the PWC170 test.  Describe **one** method of measuring aerobic capacity.  5 marks  Outline **one** advantage and **one** disadvantage of this method. |
| --- |
| Mark Scheme can be found here: <http://www.ocr.org.uk/Images/142400-mark-scheme-unit-g453-principles-and-concepts-across-different-areas-of-physical-education-january.pdf>  Question 5a |

| Government guidelines suggest that adults should undertake 30 minutes of moderate aerobic activity five times per week.  Explain how following a programme of aerobic exercise can help prevent  coronary heart disease.  5 marks |
| --- |
| Mark Scheme can be found here: <http://www.ocr.org.uk/Images/176275-mark-scheme-unit-g451-an-introduction-to-physical-education-june.pdf>  Question 1d |

| Identify **two** types of strength.  4 marks  Describe a method used to measure each type. |
| --- |
| Mark Scheme can be found here: <http://www.ocr.org.uk/Images/176276-mark-scheme-unit-g453-principles-and-concepts-across-different-areas-of-physical-education-june.pdf>  Question 5a |

| Explain factors that affect explosive strength.  Devise a six week training programme to improve explosive strength.  20 marks  Explain how the programme would improve health and fitness. |
| --- |
| Mark Scheme can be found here: <http://www.ocr.org.uk/Images/320122-mark-scheme-unit-g453-principles-and-concepts-across-different-areas-of-physical-education-june.pdf>  Question 5d |

| Define the term flexibility.  Using examples, explain factors that can affect the flexibility of a performer in sport.  20 marks  Critically evaluate different types of training used to develop flexibility. |
| --- |
| Mark Scheme can be found here: <http://www.ocr.org.uk/Images/176276-mark-scheme-unit-g453-principles-and-concepts-across-different-areas-of-physical-education-june.pdf>  Question 5d |

### 1.3 Biomechanics

1.3a Biomechanical principles, levers and the use of technology

| Define the term ‘centre of mass’.  Describe how a performer applies an eccentric force to a ball and explain  its effect.  5 marks |
| --- |
| Mark Scheme can be found here: <http://www.ocr.org.uk/Images/142400-mark-scheme-unit-g453-principles-and-concepts-across-different-areas-of-physical-education-january.pdf>  Question 4b |

| Explain why the position held in a bridge is more stable than in a handstand.  3 marks |
| --- |
| Mark Scheme can be found here: <http://www.ocr.org.uk/Images/236001-mark-scheme-unit-g451-an-introduction-to-physical-education-june.pdf>  Question 1bi |

| Using Newton’s Laws of Motion explain how a sprinter is able to maximise performance during a sprint start.  Draw a free body diagram to show all the forces acting on a sprinter accelerating  at the start of a race.  6 marks |
| --- |
| Mark Scheme can be found here: <http://www.ocr.org.uk/Images/142400-mark-scheme-unit-g453-principles-and-concepts-across-different-areas-of-physical-education-january.pdf>  Question 4c |

| Define Newton’s second **and** third Laws of Motion.  2 marks |
| --- |
| Mark Scheme can be found here: <http://www.ocr.org.uk/Images/176275-mark-scheme-unit-g451-an-introduction-to-physical-education-june.pdf>  Question 1cii |

| Using a practical example from Physical Education or sport explain Newton’s third Law of Motion.  1 mark |
| --- |
| Mark Scheme can be found here: <http://www.ocr.org.uk/Images/176275-mark-scheme-unit-g451-an-introduction-to-physical-education-june.pdf>  Question 1ciii |

| Describe what is meant by the inertia of a moving object.  4 mark |
| --- |
| Mark Scheme can be found here: <http://www.ocr.org.uk/Images/176276-mark-scheme-unit-g453-principles-and-concepts-across-different-areas-of-physical-education-june.pdf>  Question 4a |

| A basketball player jumps vertically during a match.  Draw a free body diagram to show the vertical forces acting on the basketball player during take-off.  Explain the relationship between the size of the vertical forces and their impact  on the size of the resulting vertical jump.  5 mark |
| --- |
| Mark Scheme can be found here: <http://www.ocr.org.uk/Images/236002-mark-scheme-unit-g453-principles-and-concepts-across-different-areas-of-physical-education-june.pdf>  Question 4a |

| Using examples from sport, explain how performers maximise their stability.  Using examples from sport, describe why a performer might want to minimise  stability in sport.  5 mark |
| --- |
| Mark Scheme can be found here: <http://www.ocr.org.uk/Images/236002-mark-scheme-unit-g453-principles-and-concepts-across-different-areas-of-physical-education-june.pdf>  Question 4b |

| Define moment of inertia and explain the factors that affect the moment of inertia of a rotating body in sport.  Explain why a runner has a flexed knee during the recovery phase of the  stride action.  5 marks |
| --- |
| Mark Scheme can be found here: <http://www.ocr.org.uk/Images/320122-mark-scheme-unit-g453-principles-and-concepts-across-different-areas-of-physical-education-june.pdf>  Question 4c |

| Fig. 2 shows the elbow joint and the position of the triceps brachii when supporting a weight  behind the head, as in a throw-in in football. This is an example of a first class lever.  *Diagram can be found here:* [*http://www.ocr.org.uk/Images/144704-question-paper-unit-g453-01-principles-and-concepts-across-different-areas-of-physical-education.pdf*](http://www.ocr.org.uk/Images/144704-question-paper-unit-g453-01-principles-and-concepts-across-different-areas-of-physical-education.pdf)  *Question 4d*  Explain the components of a first class lever.  Calculate the torque generated by the weight held in the hand.  Using practical examples, critically evaluate the use of the other two types  of lever.  20 marks |
| --- |
| Mark Scheme can be found here: <http://www.ocr.org.uk/Images/142400-mark-scheme-unit-g453-principles-and-concepts-across-different-areas-of-physical-education-january.pdf>  Question 4d |

1.3b Linear motion, angular motion, fluid mechanics and projectile motion

| Define the analogue of Newton’s First Law of Motion.  Explain how a figure skater controls angular velocity when performing a multiple  spin about the longitudinal axis.  6 marks |
| --- |
| Mark Scheme can be found here: <http://www.ocr.org.uk/Images/176276-mark-scheme-unit-g453-principles-and-concepts-across-different-areas-of-physical-education-june.pdf>  Question 4c |

| Fig. 1 represents the flight paths of three different projectiles in sport.  Fig 1 can be found here, Question 4d: <http://www.ocr.org.uk/Images/175364-question-paper-unit-g453-01-principles-and-concepts-across-different-areas-of-physical-education.pdf>  Draw a free body diagram for each projectile showing all the forces acting during flight.  20 marks  Explain the shape of the flight path for each of the projectiles. |
| --- |
| Mark Scheme can be found here: <http://www.ocr.org.uk/Images/176276-mark-scheme-unit-g453-principles-and-concepts-across-different-areas-of-physical-education-june.pdf>  Question 4d |

| A gymnast successfully completes a double somersault.  Define the terms ‘angular distance’ and ‘angular displacement’.  Estimate values for angular distance and angular displacement when the  gymnast has completed the double somersault.  4 marks |
| --- |
| Mark Scheme can be found here: <http://www.ocr.org.uk/Images/142400-mark-scheme-unit-g453-principles-and-concepts-across-different-areas-of-physical-education-january.pdf>  Question 4a |

| Describe angular motion and give an example from sport.  2 marks |
| --- |
| Mark Scheme can be found here: <http://www.ocr.org.uk/Images/236001-mark-scheme-unit-g451-an-introduction-to-physical-education-june.pdf>  Question 1bii |

| Using practical examples, describe the use of the three axis of rotation in sport.  Describe the angular analogue of Newton’s First Law of Motion and use it to explain how a high board diver performing somersaults uses their body position to maximise performance during the following phases of the dive:  Take off from the diving board  During flight  20 marks  Just before entry into the water |
| --- |
| Mark Scheme can be found here: <http://www.ocr.org.uk/Images/236002-mark-scheme-unit-g453-principles-and-concepts-across-different-areas-of-physical-education-june.pdf>  Question 4d |

| **Fig. 3** shows the forces acting on a fast moving shuttle during flight.  Using the information in Fig. 3, draw a parallelogram of forces diagram to show how to resolve the net force acting on a fast moving shuttle during this phase of its flight.  Explain how this net force causes a deviation in the normal flight path of a fast moving shuttle.  Fig 3 can be found here, Question 4b: <http://www.ocr.org.uk/Images/319436-question-paper-unit-g453-01-principles-and-concepts-across-different-areas-of-physical-education.pdf>  5 marks |
| --- |
| Mark Scheme can be found here: <http://www.ocr.org.uk/Images/320122-mark-scheme-unit-g453-principles-and-concepts-across-different-areas-of-physical-education-june.pdf>  Question 4b |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Fig. 4** shows the speed of a swimmer at set times after pushing off from the side of a pool at  the start of a race.   | Time / secs | Speed / ms–1 | | --- | --- | | 0 | 0.0 | | 0.5 | 3.0 | | 1.0 | 2.5 | | 1.5 | 2.0 | | 2.0 | 2.0 | | 2.5 | 2.0 | | 3.0 | 2.0 | | 3.5 | 2.0 | | 4.0 | 2.0 |   **Fig. 4**  Sketch a graph of speed against time for the swimmer.  The mass of the swimmer is 80 kg. For the first 0.5 seconds after pushing off from the side of the pool, calculate:   * the average acceleration of the swimmer * the average net force acting on the swimmer.   Use Newton’s Laws of Motion to help explain the shape of the graph.  Analyse the methods used by performers to minimise air resistance, fluid  friction or drag.  20 marks |
| Mark Scheme can be found here: <http://www.ocr.org.uk/Images/320122-mark-scheme-unit-g453-principles-and-concepts-across-different-areas-of-physical-education-june.pdf>  Question 4d |

# Component 2: Psychological and Socio-cultural themes in physical education

### 2.1 Skill acquisition

| Part, whole, progressive part and whole-part-whole are all methods of practice.  Describe each of these **four** methods of practising movement skills, giving a  practical example for each.  4 marks |
| --- |
| Mark Scheme can be found here: <http://www.ocr.org.uk/Images/142399-mark-scheme-unit-g451-an-introduction-to-physical-education-january.pdf>  Question 2b |

| Describe the characteristics of each of the **three** named phases of learning  movement skills.  6 marks |
| --- |
| Mark Scheme can be found here: <http://www.ocr.org.uk/Images/142399-mark-scheme-unit-g451-an-introduction-to-physical-education-january.pdf>  Question 2c |

| Describe the **five** different types of transfer that can occur when learning movement skills.  Give **one** way in which transfer of learning positively affects the development  of schema.  6 marks |
| --- |
| Mark Scheme can be found here: <http://www.ocr.org.uk/Images/142399-mark-scheme-unit-g451-an-introduction-to-physical-education-january.pdf>  Question 2d |

| Discuss how operant conditioning could be applied to young people learning movement skills, **and** adopting a balanced, active, healthy lifestyle.  10 marks |
| --- |
| Mark Scheme can be found here: <http://www.ocr.org.uk/Images/142399-mark-scheme-unit-g451-an-introduction-to-physical-education-january.pdf>  Question 2e |

| Giving a practical example for each, explain why a skill can be classified as  either self paced or externally paced.  4 marks |
| --- |
| Mark Scheme can be found here: <http://www.ocr.org.uk/Images/236001-mark-scheme-unit-g451-an-introduction-to-physical-education-june.pdf>  Question 2a |

| Using practical examples, describe visual, verbal and mechanical guidance.  Outline **one** benefit of each type of guidance.  6 marks |
| --- |
| Mark Scheme can be found here: <http://www.ocr.org.uk/Images/236001-mark-scheme-unit-g451-an-introduction-to-physical-education-june.pdf>  Question 2c |

| Arousal is often linked to performance. Critically evaluate Drive theory, Inverted  U theory and Catastrophe theory.  10 marks |
| --- |
| Mark Scheme can be found here: <http://www.ocr.org.uk/Images/236001-mark-scheme-unit-g451-an-introduction-to-physical-education-june.pdf>  Question 2e |

| Describe the different types of transfer and critically evaluate their impact on  the learning of movement skills.  10 marks |
| --- |
| Mark Scheme can be found here: <http://www.ocr.org.uk/Images/320121-mark-scheme-unit-g451-an-introduction-to-physical-education-june.pdf>  Question 2e |

### 2.2 Sports psychology

| Aggression often impacts upon performance and behaviour in sport.  Using practical examples, describe **four** methods that might be used to eliminate  aggressive tendencies in sports performers.  4 marks |
| --- |
| Mark Scheme can be found here: <http://www.ocr.org.uk/Images/142400-mark-scheme-unit-g453-principles-and-concepts-across-different-areas-of-physical-education-january.pdf>  Question 3a |

| Explain what is meant by ‘state anxiety’ **and** ‘trait anxiety’.  5 marks  Give a practical example of how anxiety might influence performance in sport. |
| --- |
| Mark Scheme can be found here: <http://www.ocr.org.uk/Images/142400-mark-scheme-unit-g453-principles-and-concepts-across-different-areas-of-physical-education-january.pdf>  Question 3b |

| Using examples, explain why goal setting is important in sustaining a balanced, active and healthy lifestyle.  4 marks |
| --- |
| Mark Scheme can be found here: <http://www.ocr.org.uk/Images/176276-mark-scheme-unit-g453-principles-and-concepts-across-different-areas-of-physical-education-june.pdf>  Question 3a |

| Cue utilisation is one aspect of attentional control.  5 marks  Using examples from sport, explain the effects of cue utilisation on performance. |
| --- |
| Mark Scheme can be found here: <http://www.ocr.org.uk/Images/176276-mark-scheme-unit-g453-principles-and-concepts-across-different-areas-of-physical-education-june.pdf>  Question 3b |

| Describe the characteristics of the following styles of leadership and explain when they might be used in sport:   * task-oriented * social-oriented   6 marks   * laissez-faire. |
| --- |
| Mark Scheme can be found here: <http://www.ocr.org.uk/Images/176276-mark-scheme-unit-g453-principles-and-concepts-across-different-areas-of-physical-education-june.pdf>  Question 3c |

| Using practical examples, describe the possible causes of aggressive behaviour  in sport.  6 marks |
| --- |
| Mark Scheme can be found here: <http://www.ocr.org.uk/Images/320122-mark-scheme-unit-g453-principles-and-concepts-across-different-areas-of-physical-education-june.pdf>  Question 3c |

| Bandura proposes that self-efficacy can arise from four sources.  Using examples from sport, explain how each source can influence performance.  (see question 3c here for diagram <http://www.ocr.org.uk/Images/144704-question-paper-unit-g453-01-principles-and-concepts-across-different-areas-of-physical-education.pdf> )  6 marks |
| --- |
| Mark Scheme can be found here: <http://www.ocr.org.uk/Images/142400-mark-scheme-unit-g453-principles-and-concepts-across-different-areas-of-physical-education-january.pdf>  Question 3c |

| Describe both cognitive and somatic anxiety management techniques that may  help to control levels of anxiety in sport.  6 marks |
| --- |
| Mark Scheme can be found here: <http://www.ocr.org.uk/Images/236002-mark-scheme-unit-g453-principles-and-concepts-across-different-areas-of-physical-education-june.pdf>  Question 3c |

| Describe the social learning and interactionist theories of personality.  4 marks |
| --- |
| Mark Scheme can be found here: <http://www.ocr.org.uk/Images/320122-mark-scheme-unit-g453-principles-and-concepts-across-different-areas-of-physical-education-june.pdf>  Question 3a |
| 4 marks |

# Component 3: Socio-cultural issues in physical activity and sport

### 3.1 Sport and society

| How did Public Schools help to promote and organise sports and games in the  nineteenth century?  5 marks |
| --- |
| Mark Scheme can be found here: <http://www.ocr.org.uk/Images/142399-mark-scheme-unit-g451-an-introduction-to-physical-education-january.pdf>  Question 3d |

| Describe benefits to **UK society** of London having hosted the Olympic Games  in 2012.  5 marks |
| --- |
| Mark Scheme can be found here: <http://www.ocr.org.uk/Images/176275-mark-scheme-unit-g451-an-introduction-to-physical-education-june.pdf>  Question 3a |

| Nineteenth century public schools went through three developmental stages of athleticism.  Describe stage two when Dr Thomas Arnold was head of Rugby School.  Give **one** reason for athleticism in girls’ public schools developing more slowly  than in boys’ public schools during stage three.  5 marks |
| --- |
| Mark Scheme can be found here: <http://www.ocr.org.uk/Images/176276-mark-scheme-unit-g453-principles-and-concepts-across-different-areas-of-physical-education-june.pdf>  Question 1b |

| The first modern Olympic Games were in Athens in 1896.  3 marks  Describe the background to the modern Olympic Games. |
| --- |
| Mark Scheme can be found here: <http://www.ocr.org.uk/Images/236001-mark-scheme-unit-g451-an-introduction-to-physical-education-june.pdf>  Question 3ci |

| Describe the early aims and philosophy of the modern Olympic movement.  3 marks |
| --- |
| Mark Scheme can be found here: <http://www.ocr.org.uk/Images/236001-mark-scheme-unit-g451-an-introduction-to-physical-education-june.pdf>  Question 3cii |

### 3.2 Contemporary issues in physical activity and sport

| Explain how modern technology can impact on performance in sport. Use a  **different** example of modern technology to support **each** of your points.  5 marks |
| --- |
| Mark Scheme can be found here: <http://www.ocr.org.uk/Images/176275-mark-scheme-unit-g451-an-introduction-to-physical-education-june.pdf>  Question 3d |

| Violence by players and spectators is a contemporary sporting issue.  Describe the causes of violence in sport.  10 marks  Evaluate possible solutions to violence in sport. |
| --- |
| Mark Scheme can be found here: <http://www.ocr.org.uk/Images/176275-mark-scheme-unit-g451-an-introduction-to-physical-education-june.pdf>  Question 3e |

| Name and describe the role of **one** national organisation in the UK that supports  elite performers at the top of the sports development pyramid.  3 marks |
| --- |
| Mark Scheme can be found here: <http://www.ocr.org.uk/Images/236001-mark-scheme-unit-g451-an-introduction-to-physical-education-june.pdf>  Question 3bii |

| Explain deviance in sport.  2 marks |
| --- |
| Mark Scheme can be found here: <http://www.ocr.org.uk/Images/236001-mark-scheme-unit-g451-an-introduction-to-physical-education-june.pdf>  Question 3di |

| The relationship between sport and sponsorship is one part of the ‘golden triangle’.  Discuss possible advantages and disadvantages of the relationship between  sport and sponsorship.  5 marks |
| --- |
| Mark Scheme can be found here: <http://www.ocr.org.uk/Images/320121-mark-scheme-unit-g451-an-introduction-to-physical-education-june.pdf>  Question 3d |

| Discuss the commercialisation of the Olympic Games post-1984 (Los Angeles).  10 marks  Explain how the Olympic Games can bring about nation building. |
| --- |
| Mark Scheme can be found here: <http://www.ocr.org.uk/Images/320121-mark-scheme-unit-g451-an-introduction-to-physical-education-june.pdf>  Question 3e |

We’d like to know your view on the resources we produce. By clicking on ‘[Like](mailto:resources.feedback@ocr.org.uk?subject=I%20liked%20the%20AS%20PE%20Past%20Papers%20Resource)’ or ‘[Dislike](mailto:resources.feedback@ocr.org.uk?subject=I%20disliked%20the%20AS%20PE%20Past%20Papers%20Resource)’ you can help us to ensure that our resources work for you. When the email template pops up please add additional comments if you wish and then just click ‘Send’. Thank you.

Whether you already offer OCR qualifications, are new to OCR, or are considering switching from your current provider/awarding organisation, you can request more information by completing the Expression of Interest form which can be found here: [www.ocr.org.uk/expression-of-interest](http://www.ocr.org.uk/expression-of-interest)

Looking for a resource? There is now a quick and easy search tool to help find free resources for your qualification:   
[www.ocr.org.uk/i-want-to/find-resources/](http://www.ocr.org.uk/i-want-to/find-resources/)

**OCR Resources**: *the small print*OCR’s resources are provided to support the delivery of OCR qualifications, but in no way constitute an endorsed teaching method that is required by the Board, and the decision to use them lies with the individual teacher. Whilst every effort is made to ensure the accuracy of the content, OCR cannot be held responsible for any errors or omissions within these resources.   
© OCR 2016 - This resource may be freely copied and distributed, as long as the OCR logo and this message remain intact and OCR is acknowledged as the originator of this work.

OCR acknowledges the use of the following content: n/a

Please get in touch if you want to discuss the accessibility of resources we offer to support delivery of our qualifications: [resources.feedback@ocr.org.uk](mailto:resources.feedback@ocr.org.uk)

Please get in touch if you want to discuss the accessibility of resources we offer to support delivery of our qualifications: [resources.feedback@ocr.org.uk](mailto:resources.feedback@ocr.org.uk)