

Cambridge Pre-U Specimen Papers
and Mark Schemes

Cambridge
Pre-U

Cambridge International Level 3
Pre-U Certificate in
SPORTS SCIENCE

For use from 2008 onwards



UNIVERSITY of CAMBRIDGE
International Examinations

Specimen Materials

Sports Science (9793)

Cambridge International Level 3
Pre-U Certificate in Sports Science (Principal)

For use from 2008 onwards

QAN 500/3826/6

Support

CIE provides comprehensive support for all its qualifications, including the Cambridge Pre-U. There are resources for teachers and candidates written by experts. CIE also endorses a range of materials from other publishers to give a choice of approach. More information on what is available for this particular syllabus can be found at www.cie.org.uk

Syllabus Updates

This booklet of specimen materials is for use from 2008. It is intended for use with the version of the syllabus that will be examined in 2010, 2011 and 2012. The purpose of these materials is to provide Centres with a reasonable idea of the general shape and character of the planned question papers in advance of the first operational examination.

If there are any changes to the syllabus CIE will write to centres to inform them. The syllabus and these specimen materials will also be published annually on the CIE website (www.cie.org.uk/cambridgepreu). The version of the syllabus on the website should always be considered as the definitive version.

Further copies of this, or any other Cambridge Pre-U specimen booklet, can be obtained by either downloading from our website www.cie.org.uk/cambridgepreu

or contacting:

Customer Services, University of Cambridge International Examinations,
1 Hills Road, Cambridge CB1 2EU
Telephone: +44 (0)1223 553554
Fax: +44 (0)1223 553558
E-mail: international@cie.org.uk

CIE retains the copyright on all its publications. CIE registered Centres are permitted to copy material from this booklet for their own internal use. However, CIE cannot give permission to Centres to photocopy any material that is acknowledged to a third party even for internal use within a Centre.

Copyright © University of Cambridge Local Examinations Syndicate 2008



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
Cambridge International Level 3 Pre-U Certificate
Principal Subject

SPORT SCIENCE

9793/01

Paper 1 Sport Physiology

For Examination from 2010

SPECIMEN PAPER

2 hours

Additional Materials: Answer Paper/Booklet

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name on all the work you hand in.

Write in dark blue or black pen.

You may use a soft pencil for any diagrams or rough working.

Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer **all** questions.

At the end of the examination, fasten all your work securely together.

The number of marks is given in brackets [] at the end of each question or part question.

This document consists of **3** printed pages and **1** blank page.



Answer all questions in Sections A, B and C**SECTION A**

- 1** Distinguish between ligaments and tendons with particular reference to their position and function. [4]
- 2** Muscles are arranged in antagonistic pairs. Use the upward phase of a bench press to explain the meaning of this expression. [2]
- 3** When a muscle is stimulated by a motor neurone the muscle contracts and movement occurs. With reference to the sliding filament theory of muscle contraction, explain how this is achieved. [5]
- 4** If an athlete suddenly stops performing strenuous exercise, their blood pressure drops dramatically. Explain the cause of this sudden drop in blood pressure. [4]
- 5** The electrical impulse responsible for the contraction of the heart is called the cardiac impulse. Describe how this impulse passes through the heart. [4]
- 6** The process of exchanging gases is known as respiration. Explain how the exchange of oxygen is achieved between blood and muscle tissues at rest, and how this process is affected during exercise. [6]

[Total: 25]

SECTION B

- 7 A standing broad jump is a forward jump to cover as much horizontal distance as possible. The performer takes off and lands on both feet. Analyse fully the take off phase of this movement. Your answer should involve joint type, bones which articulate at the joint, movement taking place, muscles, muscle function and type of contraction for all the joints of the spine, hip and lower limb which are involved in the movement. [25]

SECTION C

The answers to Section C should be in continuous prose.

- 8 The process of recovery from intense exercise involves the restoration of muscles and the rest of the body to their pre-exercise state. Describe all the processes, which take place during this process and evaluate how the knowledge of this process could help a coach to plan a training session. [25]
- 9 During a hockey match, the elite player will work at different intensities. Using examples from the game, describe the different pathways of ATP production. Explain the fuels used, and when the player will move from one pathway to another. [25]

BLANK PAGE

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

University of Cambridge International Examinations is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
Cambridge International Level 3 Pre-U Certificate
Principal Subject

SPORT SCIENCE

9793/01

Paper 1 Sport Physiology

For Examination from 2010

SPECIMEN MARK SCHEME

2 hours

MAXIMUM MARK: 100

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



All valid and appropriate responses, beyond those given in the indicative content will be credited appropriately.

Section A

1 Distinguish between ligaments and tendons with particular reference to their position and function. [4]

(AO1) 4 marks

Sub max 2

(Ligaments)

(position)

1. At the articular extremities of bones
2. Across/within joints

(function)

3. Join bones together
4. Stabilise a joint

Sub max 2

(Tendons)

(position)

5. Towards the end of a muscle

(function)

6. Transmit muscular pull to bone
7. Attach muscle to bone

2 Muscles are arranged in antagonistic pairs. Use the upward phase of a bench press to explain the meaning of this expression. [2]

(Must refer to upwards phase of a bench press)

(AO2) 2 marks for 2 of:

1. Agonist/prime mover, triceps brachii shortens to produce movement
2. Antagonist opposes/relaxes/lengthens, biceps brachii

3 When a muscle is stimulated by a motor neurone the muscle contracts and movement occurs. With reference to the sliding filament theory of muscle contraction, explain how this is achieved. [5]

(AO1) 5 marks for 5 of:

1. Neural action potential is converted to a muscle action potential
2. Nervous impulse reaches muscle cell and stimulates T vesicles to release calcium ions
3. Troponin combines with calcium ions
4. Active sites of actin filaments are exposed by removal of tropomyosin
5. Allows actin and myosin to couple forming cross bridges
6. Heads of myosin filaments become activated by ATP
7. ATP broken down into ADP and free phosphate releasing energy
8. Detachment of cross bridges and reattachment of myosin heads to next actin site/ratchet mechanism.
9. This action shortens sarcomere
10. Myofibril consists of units called sarcomeres
11. Sarcomere consists of filaments of actin and myosin
12. (As sarcomere contracts) I band shortens
13. A band stays the same

14. H zone disappears
15. Z lines get closer together
16. Stimulation stops/calcium removed so muscle returns to resting length.

4 If an athlete suddenly stops performing strenuous exercise, their blood pressure drops dramatically. Explain the cause of this sudden drop in blood pressure. [4]

(AO2) 4 marks for 4 of:

1. Suddenly stopping exercise stops muscle/skeletal pump
2. Therefore blood pools in working muscles
3. Skeletal pump mechanism, used during exercise, is responsible for maintaining venous return
4. Therefore reduction in venous return when exercise stops
5. Therefore end-diastolic volume is reduced/reduced filling of heart during diastole (relaxation phase)
6. Therefore stroke volume decreases
7. Therefore cardiac output is reduced

5. The electrical impulse responsible for the contraction of the heart is known as the cardiac impulse. Describe how this passes through the heart. [4]

(AO1) 4 marks for 4 of:

1. Impulse is generated in the sino-atrial node situated in wall of right atrium
2. Impulse travels through atria walls causing both atria to contract
3. Impulse activates AV node in right atrium
4. AV node helps to delay impulse so that atria finish contracting before ventricles start
5. Impulse passes to Bundle of His in septum
6. Bundle of His separates into left and right branches
7. Impulse spreads to bottom of heart then up and around ventricles through Purkinje Fibres
8. Impulse causes ventricles to contract

6. The process of exchange of gases is known as respiration. Explain how the exchange of oxygen is achieved between blood and muscle tissues at rest, and how this process is affected during exercise. [6]

6 marks for 6 of:

(AO1) Sub max 3 for

1. Haemoglobin is normally fully saturated with O₂
2. Partial pressure of O₂ in capillary network is high
3. Partial pressure of O₂ in muscle cell is lower
4. Diffusion occurs from an area of high pressure to an area of low pressure
5. O₂ transferred from Hb to myoglobin of muscle cell
6. Myoglobin transports O₂ to mitochondria of muscle cell

(AO2) Sub max 3 for

7. If more O₂ is being used in the cell during exercise, diffusion gradient is increased
8. The higher the gradient, the faster gases will diffuse
9. As body temperature increases with exercise, O₂ will dissociate more readily from Hb
10. As pp of CO₂ increases due to exercise, O₂ will dissociate more readily from Hb
11. A drop in pH (increase acidity/lactic acid presence) will cause O₂ to dissociate more readily from Hb
12. Increase in blood flow/blood pressure, improves O₂ delivery to muscles for exercise

SECTION B

- 7 A standing broad jump is a forward jump to cover as much horizontal distance as possible. The performer takes off and lands on both feet. Analyse fully the take off phase of this movement. Your answer should involve joint type, bones which articulate at the joint, movement taking place, muscles, muscle function and type of contraction for all the joints of the spine, hip and lower limb which are involved in the movement. [25]**

(Joint type)

(AO1) 4 marks for 4 of:

(Spine)

1. Joint types are gliding and cartilaginous

(Hip)

2. Ball and socket joint

(Knee)

3. Hinge joint

(Ankle)

4. Hinge joint

(Bones that articulate)

(AO1) 5 marks for 5 of:

(Spine)

5. Cartilaginous, between individual vertebrae

6. Gliding, between vertebral arches

(Hip)

7. Femur and pelvic bone/acetabulum

(Knee)

8. Femur, tibia and patella

(Ankle)

9. Talus, tibia and fibula

(Movement taking place)

(AO2) 4 marks for 4 of:

(Spine)

10. Movement at take off is extension

(Hip)

11. Movement at take off is extension

(Knee)

12. Movement at take off is extension

(Ankle)

13. Movement at take off is plantar flexion

(Muscles)

(AO1) 4 marks for 4 of:

(Spine)

14. Sacrospinalis/erector spinae muscles are responsible for extension

(Hip)

15. Gluteus maximus is responsible for extension

(Knee)

16. Rectus femoris, vastus lateralis, vastus intermedius, vastus medialis (Do not accept quadriceps group or vasti muscles)

(Ankle)

17. The main muscle involved is the soleus

(Muscle Function)

(AO2) 4 marks for 4 of:

(Spine)

18. It is the agonist/prime move for jump

(Hip)

19. It is the agonist/prime move for jump

(Knee)

20. The four muscles are the agonist muscles/prime move for jump

(Ankle)

21. It is the agonist/prime move for jump

(Types of contraction)

(AO2) 4 marks for 4 of:

(Spine)

22. Sacro-spinalis/erector spinae are contracting concentrically/shortening under tension (to provide movement)

(Hip)

23. Gluteus maximus is contracting concentrically/shortening under tension (to provide movement)

(Knee)

24. The four muscles are contracting concentrically/shortening under tension (to provide movement)

(Ankle)

25. Soleus is contracting concentrically/shortening under tension (to provide movement)

SECTION C

- 8 The process of recovery from intense exercise involves the restoration of muscles and the rest of the body to their pre-exercise state. Describe all the processes, which take place during this process and evaluate how the knowledge of this process could help the coach to plan a training session. [25]**

Content Mark:

Sub max 15 marks for 15 of:

(EPOC)

(AO2) Sub max 1 mark for:-

1. EPOC – (excessive post-exercise oxygen consumption) The amount of oxygen needed, above the amount normally required, to return the body to its pre-exercise state.

(Alactacid component)

(AO1) Sub max 2 marks for 2 of:-

2. Alactacid component is the replenishment of PC stores
3. Takes place in 3 mins/50% replenished after 30 secs
4. Requires approx 4 litres of oxygen

(Lactacid component)

(AO1) Sub max 2 marks for 2 of:-

5. Lactacid component is the removal of lactic acid from the body
6. Takes up to 1 hour
7. 5–8 litres of oxygen required
8. 60% converted back to pyruvic acid to be used in Krebs cycle/some converted back to glucose/some converted to proteins.

(Replenishment of myoglobin)

(AO1) Sub max 2 marks for 2 of:-

9. Replenish myoglobin stores with oxygen/myoglobin transports O_2 from blood to mitochondria of muscle cell.
10. Elevated HR and ventilation during recovery gives surplus O_2 for this to happen.
11. Process takes 0.51seconds

(Removal of CO_2)

(AO1) Sub max 3 marks for 3 of:-

12. 70% CO_2 removed in blood plasma by forming carbonic acid
13. Cardiac output (Q) and respiration remain high during recovery to expel CO_2 from lungs/chemoreceptors detect low pH/high CO_2 and stimulate cardiac and respiratory control centres.

(Replenishment of glycogen stores)

14. Glycogen stores in liver and muscles are depleted during exercise.
15. Needs ingestion of carbohydrate/takes up to 48 hours

(Coach planning training session)

(AO2) Sub max 5 marks for 5 of:-

16. Use of anaerobic energy system/maximum/high intensity work in training needs 3 minutes rest time to ensure full recovery
17. Active cool down at moderate intensity/35% VO_2 max essential for removal of lactic acid
18. Monitor training intensity to avoid OBLA
19. Anaerobic training improves the tolerance of the body to lactic acid
20. Warm up will increase supply of O_2 to working muscles/ensure myoglobin stores are full
21. Awareness of DOMS (delayed onset of muscle soreness)/slight tissue damage caused by excessive work/allow time for tissue recovery

Levels of Response Mark Scheme

Maximum 10 marks

Level 3: 8–10 marks

(AO2) (6–7 marks)

The candidate demonstrates a clear and mature understanding of, and the application of, the process of recovery from exercise. There is a very good appreciation of the application of the alactacid and lactacid components, the functions of, the time taken, and the fuels required to complete the processes. The importance of the replenishment of myoglobin, the removal of CO₂, and the replenishment of glycogen during the process of recovery is appreciated and applied to exercise. The candidate is able to apply this knowledge to a coach when planning a training session. The candidate has used appropriate examples to reinforce factual information.

(AO1) (2–3 marks)

The answer is comprehensive and detailed. It covers all aspects of the question. There is an accurate use of the correct terminology. The answer is logical and well structured. Many of the applications are included in the response. The answer is written in clear, concise, continuous prose. Sentences and paragraphs follow on from one another. There are few, if any, errors in punctuation, grammar, and spelling.

Level 2: 5–7 marks

(AO2) (4–5 marks)

The candidate demonstrates a sound knowledge and a sound application of the process of recovery from exercise. There is some understanding of the application of the alactacid and lactacid components. Some detail of the processes, the time taken, the fuels required are given. Some detail of the application of the other processes which are involved in recovery are given. The candidate is able to apply some of this knowledge to the planning of a coaching session. The candidate has used some examples to reinforce the factual information.

(AO1) (1–2 marks)

The answer is good with some degree of detail covering most aspects of the question. The use of the correct terminology is mostly accurate. The answer is written in prose, yet sentences and paragraphs may not always be connected. There are some weaknesses in punctuation, grammar and spelling. The answer has been structured.

Level 1: 0–4 marks

(AO2) (0–2 marks)

The answer is basic and lacks detail in some aspects of the question. The candidate is unsure of the applications of the process of recovery. Knowledge is limited. There is little attempt to describe the application of the different processes and components of the recovery process. Some simple ideas are expressed but the candidate is unable to apply knowledge, particularly to the construction of a training programme. Few, if any, examples are given.

(AO1) (0–2 marks)

There is some accuracy in the use of the correct terminology. There is little if any structure to the answer. Errors in punctuation, spelling and grammar are evident.

- 9 During a hockey match, the elite player will work at different intensities. Using examples from the game, describe the different pathways of ATP production. Explain the fuels used, and when the player will move from one pathway to another. [25]**

Content Mark:

15 marks for 15 of:

(ATP/PC system)

Sub max 3 marks

(AO2)

Sub max 1 mark for 1 of:

1. Is anaerobic so energy can be produced very quickly + e.g. sprint out from a corner/hit the ball/goalkeeper making a save/dodge or any other example from the game requiring high intensity work.
2. Excellent for instant energy for game/no by-products

Sub max 2 marks for 2 of:

(AO1)

3. Active enzyme is creatine kinase activated by an increase in ADP
4. 1 mole of ATP is produced
5. Fuel used is phosphocreatine
6. Phosphocreatine is broken down into creatine, free phosphate and energy which is used to convert ADP into ATP

(Lactic acid system)

Sub max 3 marks

(AO2)

Sub max 1 mark for:

7. Is anaerobic so energy can be produced quickly + e.g. attacker runs the ball into the opponents half, loses possession, then sprints to take up a defensive position
8. By-product is lactic acid, not so good as accumulation causes temporary reduction in body's ability to produce ATP causing fatigue

(AO1)

Sub max 2 marks for 2 of:

9. Active enzymes are glycogen phosphorylase and phosphofructokinase activated by decrease in PC levels and increase in calcium levels
10. 2 moles ATP produced
11. Fuel used is carbohydrate (stored in the body as glycogen)
12. Glycogen is broken down into glucose then pyruvic acid then lactic acid; process producing ATP

(Aerobic energy system)

Sub max 4 marks

(AO2)

Sub max 1 mark for 1 of:

13. Is aerobic so energy cannot be produced quickly/O₂ has to be transported from the lungs to working muscles e.g.s defender jogs to reposition having supported the attacking players, or any other example from the game using submaximal intensity exercise/endurance
14. Fuels used are carbohydrates and fat, large amounts of ATP can be resynthesised from one molecule of glycogen/good for stamina of hockey player

(AO1)

Sub max 3 marks for 3 of:

15. Active enzymes are glycogen phosphorylase, phosphofructokinase and lipoprotein lipase activated by decrease in insulin levels

16. 38 moles ATP produced
17. Stage 1 – glucose broken down into pyruvic acid, stage 2 – Krebs cycle, stage 3 – electron transport chain
18. By-products are CO₂ and H₂O

(Movement from one pathway to another during game/thresholds)

(AO2)

Sub max 5 marks for 5 of:

19. Energy for the game of hockey is derived from all three systems
20. Energy systems do not work in isolation during exercise
21. Contribution of each system is determined by the intensity and duration of the exercise
22. Game of hockey lasts 70 mins./needs to understand energy systems in order to become an elite player
23. Threshold is the point where energy system being used is no longer effective in game in producing energy for ATP synthesis
24. ATP/PC threshold is 10 secs/Lactic acid threshold is 15–180 secs depending on level of intensity of the activity/aerobic energy system lasts for an unlimited time provided the activity is sub-maximal

Levels of Response Mark Scheme

Maximum 10 marks

Level 3: 8–10 marks

(AO2) (2–3 marks)

There is a very good evaluation of the contribution of each pathway to the athlete in a game of hockey. Examples used are very appropriate to the game of hockey. The candidate shows a clear understanding of thresholds related to intensity of exercise in the game.

(AO1) (6–7 marks)

The candidate demonstrates a clear and mature understanding of the three pathways of ATP production. The answer is comprehensive and detailed. It covers all aspects of the question. There is accurate use of the correct terminology. The answer is logical and well structured. The answer is written in clear, concise, continuous prose. Sentences and paragraphs follow on from one another. There are few, if any, errors in punctuation, grammar and spelling.

Level 2: 5–7 marks

(AO2) (1–2 marks)

The candidate shows some ability to evaluate the contribution of each pathway in the game of hockey. Some examples are used but lack some explanation. The candidate shows some knowledge of the thresholds relating to each energy system and to the level of intensity of exercise in the game.

(AO1) (4–5 marks)

The candidate demonstrates a sound knowledge and understanding of the three energy systems. The answer is good, with some degree of detail covering most aspects of the question. The use of the correct terminology is mostly accurate. The answer has been structured. The answer is written in prose, yet sentences and paragraphs may not always be connected. There are some weaknesses in punctuation, grammar and spelling.

Level 1: 0–4 marks**(AO2) (0–2 marks)**

There is little attempt to describe the different systems and how they are used in the game of hockey. Few, if any examples are given. Knowledge of thresholds is limited with little application to the game.

(AO1) (0–2 marks)

The candidate is unsure of the detail of the three energy systems. Some simple ideas are expressed. The answer is basic and lacks detail in some aspects of the question. There is some accuracy in the use of the correct terminology. There is little, if any, structure to the answer. Errors in punctuation, grammar and spelling are evident.



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
Cambridge International Level 3 Pre-U Certificate
Principal Subject

SPORT SCIENCE

9793/02

Paper 2 Psychology of Sport Learning and Performance

For Examination from 2010

SPECIMEN PAPER

2 hours

Additional Materials: Answer Paper/Booklet

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name on all the work you hand in.

Write in dark blue or black pen.

You may use a soft pencil for any diagrams or rough working.

Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer **all** questions.

At the end of the examination, fasten all your work securely together.

The number of marks is given in brackets [] at the end of each question or part question.

This document consists of **3** printed pages and **1** blank page.



Answer all questions in Sections A, B and C.

SECTION A

- 1 Why is it important in skill classification to place skills on a continuum? [3]
- 2 Using an example from sport, explain the stimulus response bond. [4]
- 3 Describe the main characteristics of a skilful performance. [3]
- 4 What is meant by open-loop control? [3]
- 5 Using examples from sport, explain the difference between a motor skill and a perceptual skill. [4]
- 6 Explain operant conditioning and, using an example from sport, show how it can improve performance. [5]
- 7 Bandura's model of observational learning suggests that beginners and elite performers learn and behave by observing other performers or events. With reference to demonstration, identify how a teacher or coach can make the process more effective. [3]

[Total: 25]

SECTION B

- 8** Identify and outline the phases of learning, which an athlete will pass through when learning to throw the javelin. As a javelin coach, explain how you would teach the event to a beginner, with reference to teaching styles, the presentation of the skill, the type of practice and the type of guidance to be used. [25]

SECTION C

The answers to Section C should be in continuous prose.

- 9** When a team wins important matches, such as the Ashes cricket series, the victories are often attributed to excellent mental preparation. How might the coach use knowledge of commitment, confidence, concentration and emotional control to ensure that the team is ready to play the 'mind game'? [25]
- 10** Motivation is an important issue in the learning and performance of motor skills in sport. Discuss the theory of achievement motivation and analyse the links to personality, situation and competitiveness. [25]

BLANK PAGE

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

University of Cambridge International Examinations is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
Cambridge International Level 3 Pre-U Certificate
Principal Subject

SPORT SCIENCE

9793/02

Paper 2 Psychology of Sport Learning and Performance

For Examination from 2010

SPECIMEN MARK SCHEME

2 hours

MAXIMUM MARK: 100

This document consists of **11** printed pages and **1** blank page.



All valid and appropriate responses beyond those given in the indicative content will be credited appropriately.

SECTION A

1 Why is it important in skill classification to place skills on a continuum? [3]

(AO1) 3 marks for 3 of:

1. Skills are made up of range of characteristics
2. Continua show that skills have characteristics to a greater or lesser extent
3. Skills can change according to the situation in which they are performed
4. Skills have elements of all characteristics
5. To analyse skills on a continuum helps the teacher to find the best approach to teach, practice and improve the skill

2 Using an example from sport, explain the stimulus response bond. [4]

(AO2) 4 marks for 4 of: (must apply to an example from sport):

1. Stimulus-response bond is where a stimulus from the environment is linked to a movement response
2. The response becomes associated with/linked to/the stimulus
3. The response is stored in the LTM
4. The response can be recalled in similar environmental conditions
5. The stimulus may be in the form of a problem to be solved e.g. coach sends tennis balls to forehand side of performer (stimulus), performer plays cross court forehand drives (response). The stimulus is then connected to the response. In a match the response will follow the stimulus almost automatically

3 Describe the main characteristics of a skilful performance. [3]

(AO1) 3 marks for 3 of:

1. Correct technical model
2. Learned
3. Consistently successful
4. Efficient
5. Economical
6. Aesthetic
7. Goal directed
8. Fluent

4 What is meant by open-loop control? [3]

(AO1) 3 marks for 3 of:

1. Motor programmes are pre-learned movement
2. Motor programmes are stored in long-term memory
3. As complete programmes
4. Motor programmes can be retrieved at will
5. Movement happens from one command
6. Open-loop control happens in quick movements
7. There is (no time for) feedback during the performance

5 Using examples from sport, explain the difference between a motor skill and a perceptual skill. [4]

(AO2) 4 marks: (must apply to an example from sport)

(Perceptual):

Sub max 2 marks for 2 of:

1. Interpreting and making sense of information received from display
2. The performer decides when, where and how hard to send a pass
3. In games, taking into account all aspects of the environment prior to passing the ball

(Motor):

Sub max 2 mark for 2 of:

(e.g. swimming, jumping)

4. Controlled muscular movement
5. Movement has a set goal/an aim

6 Explain operant conditioning and, using an example from sport, show how it can improve performance. [5]

5 marks total

(AO1) Sub max 3 for:

1. Behaviour is shaped
2. It takes the form of trial and error learning
3. The environment is shaped to get the required response
4. Skinner developed the theory using rats in boxes
5. Reinforcement/rewards play an important role
6. Positive reinforcement reinforces S–R bond
7. Negative reinforcement breaks S–R bond

(AO2) Sub max 2 for:

1. (structure environment) coach always sends a high shot in badminton so that a smash can be the response
2. (trial and error) player attempts a smash but is not always successful
3. (shape behaviour) coach sends a high shot so that a smash is the result
4. (reinforcement) coach says well done on successful response

7 Bandura's model of observational learning suggests that beginners and elite performers learn and behave by observing other performers or events. With reference to demonstration, identify how a teacher or coach can make the process more effective. [3]

(AO2) 3 marks for 3 of:

(must refer to the demonstration of a skill e.g. a tennis serve)

1. Learner must be aware of relevance of skill to final performance
2. Refer to high status model
3. Performer must be able to see and hear well
4. Highlight main aspects of technique
5. Focus attention of particular points for beginners and children
6. Not too long a delay from instruction to demonstration
7. Not allow too long between demonstration and mental rehearsal
8. Allow time for mental rehearsal
9. Repeat demonstration if necessary
10. Reinforce successful performance

[Total: 25]

SECTION B

- 8 Identify and outline the phases of learning, which an athlete will pass through when learning to throw the javelin. [12]**

Sub max 12 marks

(AO1) Sub max 4 marks for:

Sub max 1 mark for name of phase

1. Cognitive

Sub max 3 marks for 3 of:

2. Learner trying to 'get to grips'
3. Inconsistent performance
4. Uncoordinated performance
5. Gross errors being made
6. Unable to correct own errors
7. Requires lots of instruction
8. Difficulty processing information
9. Extrinsic feedback used predominantly

(AO1) Sub max 4 marks for:

Sub max 1 mark for name of phase

1. Associative

Sub max 3 marks for 3 of:

2. Fundamentals of skill have been mastered
3. Motor programmes are being developed
4. Movement is more fluid
5. Gross error detection and correction is being practiced
6. Skills are practiced and refined under a variety of conditions
7. Learner refines their ability to deal with a variety of cues
8. Use of both intrinsic and extrinsic feedback

(AO1) Sub max 4 marks for:

Sub max 1 mark for name of phase

1. Autonomous

Sub max 3 marks for 3 of:

2. Movement has become automatic
3. Movement is habitual
4. Performance is consistent
5. Few errors made
6. Correction of errors is successful
7. Skills can be adapted

As a javelin coach, explain how you would teach the event to a beginner, with reference to teaching styles, the presentation of the skill, the type of practice and the type of guidance to be used. [13]

Sub max 13 marks

(Teaching style)

(AO2) Sub max 2 marks for 2 of: (must explain through the javelin example)

1. Command style
2. Ensure safety
3. Ensure correct technique learned
4. Ensure quick progress
5. Ensures accurate feedback given

(Presentation of the skill)

(AO2) 3 marks for 3 of: (must explain through the javelin example)

Either:

1. Progressive part
2. Independent parts are practiced
3. Parts can then be linked
4. Helps with transfer to the whole for a beginner
5. Javelin is a difficult skill to learn
6. Allows for a limited concentration span

Or:

(AO2) 3 marks for 3 of: (must explain through the javelin example)

1. Whole – part – whole
2. Beginner is able to develop kinaesthetic awareness of whole skill
3. Learner given demonstration
4. Learner attempts the skill
5. Teacher then breaks down into parts to improve specific techniques
6. Teacher is able to concentrate on specific areas for the individual

Or:

(AO2) 3 marks for 3 of: (must explain through the javelin example)

1. Part
2. Javelin is a complex skill
3. Breaks down into sub-routines
4. Teacher is able to focus on each sub-routine
5. Beginner gets feedback on each part
6. Part is a slow method of presentation

(Type of practice)

(AO2) Sub max 4 marks for 4 of: (must explain through the javelin example):

1. Distributed practice
2. Beginner needs rest periods
3. Length of session to be appropriate to beginner
4. Beginner affected by short concentration span
5. Beginner lacks physical strength for event
6. Beginner is less motivated
7. Rest periods can be used to give feedback
8. Rest period can be used for mental rehearsal
9. Distributed practice is better when skill is dangerous

(Type of guidance)

(AO2) Sub max 4 marks for 4 of: (must explain through the javelin example)

Sub max 2 marks

1. Verbal guidance
2. Provides information about the skill for the beginner
3. Directs attention to key points of the skill
4. Verbal feedback can be readily given

Sub max 2 marks for:

5. Visual guidance
6. Can be given through demonstration, DVD, posters, charts
7. Learner builds a mental picture
8. Must be a correct model

Sub max 2 marks for:

9. Manual guidance
10. Coach physically manipulates beginner to achieve correct body position
11. Useful in potentially dangerous situations
12. Beginner receives kinaesthetic awareness of correct movement

SECTION C

- 9 When a team wins important matches, such as the Ashes cricket series, the victories are often attributed to excellent mental preparation. How might the coach use knowledge of commitment, confidence, concentration and emotional control to ensure that the team is ready to play the 'mind game'? [25]

Content Mark:

15 marks for 15 of:

(commitment) max 3 marks

(AO1)

Sub max 2 marks for 2 of:

1. Coach uses goal setting/long, medium and short term goals
2. Coach uses objective (outcome)/process goals (effort and ability of performer)
3. SMARTER goal setting

(AO2)

Sub max 1 mark for:

4. Players are prepared to work hard over a prolonged period of time to achieve success

(confidence) max 4 marks

(AO1)

Sub max 3 marks for 3 of:

5. Confidence comes from previous accomplishments/vicarious experiences/verbal persuasion/emotional control
6. Link to personality/affects psychological momentum
7. Lack of confidence causes high levels of anxiety
8. Refer to Vealey's model of sport confidence
9. Correct coaching styles, and strategies/positive self talk/anxiety management

(AO2)

Sub max 1 mark for:

10. Player has belief in his/her ability, knowledge, skills, and attitudes

(concentration) max 4 marks

(AO1)

Sub max 3 marks for 3 of:

11. Ability to focus and maintain attention
12. Nideffer – broad and narrow – internal and external
13. Easterbrook – cue utilisation
14. Low arousal/perceptual field widens/large number of cues/decision overload
15. Perceptual field adjusts as arousal increases
16. Coach/player to focus on relevant cues

(AO2)

Sub max 1 mark for:

17. Knowledge of arousal – poor performance occurs when performer is under or over aroused

(control) max 4 marks

(AO1)

Sub max 3 marks for 3 of:

19. Ability to control physiological and psychological arousal
20. Explanation and use of Drive Theory
21. Explanation and use of Inverted U Theory
22. Hanin/Zone of optimal functioning
23. State and trait anxiety/Spielburger

(AO2)

Sub max 1 mark for 1 of:

24. Coach uses somatic anxiety control techniques/relaxation training – PMR/biofeedback
25. Coach uses cognitive anxiety control techniques/imagery/positive self talk/thought stopping/mental rehearsal

Levels of Response Mark Scheme

Maximum 10 marks

Level 3: 8–10 marks

(AO2) (5–6 marks)

There is a very good appreciation of the application of each of the four areas of mental preparation. The candidate is able to apply this knowledge to the work of a coach. The candidate has used appropriate examples to reinforce factual information.

(AO1) (3–4 marks)

The candidate shows a clear and mature understanding of the process of mental preparation for sport. There is accurate use of the correct terminology. The answer is written in clear, concise, continuous prose. There are few, if any errors in punctuation, grammar and spelling.

Level 2: 5–7 marks

(AO2) (3–4)

There is some appreciation of the application of each of the four areas of mental preparation. The candidate is able to apply some of this knowledge to the work of a coach. Some examples are given to reinforce factual information.

(AO1) (2–3marks)

The candidate shows a sound knowledge and understanding of mental preparation for sport. The use of the correct terminology is mostly accurate. The answer is written in prose yet sentences and paragraphs may not always be connected. There are some weaknesses in punctuation, grammar and spelling.

Level 1: 1–4 marks**(AO2) (1–2 marks)**

The candidate is unsure of the application of mental preparation for sport. Simple ideas are expressed, but the candidate is unable to apply these ideas to the work of the coach in mental preparation for sport. Few if any examples are given.

(AO1) (0–2 marks)

There is little knowledge and understanding of the four areas of mental preparation. The answer is basic and lacks detail in some aspects of the question. There is some accuracy in the use of the correct terminology. Errors in punctuation, grammar and spelling are evident.

- 10 Motivation is an important issue in the learning and performance of motor skills in sport. Discuss the theory of achievement motivation and analyse the links to personality, situation and competitiveness. [25]**

Content Mark:

15 marks for 15 of:

(theory)

Sub max 3 marks for 3 of:

(AO1)

1. Motivation gives a drive to achieve a goal/energises behaviour
2. Motivation links closely with arousal
3. Theory of achievement motivation examines extent to which performer is motivated to succeed
4. Theory presents an interactionist view/links personality with competitiveness
5. Competitive motivation is a combination of personality and situation factors

(factors influencing achievement motivation orientation)

Sub max 3 marks for 3 of:

(AO1)

6. Childhood experiences/presence of significant others
7. Social environment
8. Cultural differences
9. Emphasis on task or outcome goals
10. Expectations/aspirations

(personality)

Sub max 2 marks for 2 of:

(AO1)

6. High nach: performer with high need to achieve success
7. High naf: performer with high need to avoid failure
8. TAS performers/tendency to approach success
9. TAF performers/tendency to avoid failure

Sub max 2 marks for 2 of:

(AO2)

10. Performer with high nach and low naf are motivated to succeed and not worried about failure/enjoy taking risks/display approach behaviour/compete in sports with enthusiasm
11. Performer with high naf and low nach/are worried about failure/lack competitive edge/display avoidance behaviour/opt for easier task rather than take part in sport
12. All performers have a balance of nach and naf characteristics which determine their motivation in sport

(situation)

Sub max 1 mark for 1 of:

(AO1)

13. Situational factors are probability of success/difficulty of task/incentive value of success

Sub max 2 marks for 2 of:

(AO2)

14. Incentive value of success is higher if playing high standard opposition
15. TAF personalities choose easy tasks/impossible tasks where incentive value is low/tasks with no chance of winning

(competitiveness)

Sub max 2 marks for 2 of:

(AO1)

16. Outcome goals inevitable in modern society/coach should emphasise these
17. Coaches must understand motivation levels
18. Perceptions of the performer can be influenced by success or failure

Levels of Response Mark Scheme

Maximum 10 marks

Level 3: 8–10 marks

(AO2) (5–6 marks)

The candidate shows a mature and clear understanding of application of the theory of achievement motivation to sporting situations. The candidate shows an ability to examine by argument and discussion the theory and the links to personality, situation and competitiveness in aspects of sport. The candidate has used appropriate examples to reinforce factual information.

(AO1) (3–4 marks)

The candidate shows a mature knowledge and understanding of all aspects of achievement motivation and the interaction of personality, the situation and competitiveness. There is accurate use of the correct terminology. The answer is written in clear, concise, continuous prose. There are few, if any errors in punctuation, grammar, and spelling.

Level 2: 5–7 marks

(AO2) (3–4 marks)

The candidate shows some understanding of the application of the theory of achievement motivation to sporting situations. There is some discussion relating to the application of the theory, but the arguments lack some depth. The links to personality, situation and competitiveness are understood but again lack depth in application. The candidate has used some examples to reinforce the factual information.

(AO1) (2–3 marks)

The candidate shows sound knowledge and understanding of the theory of achievement motivation. The use of the correct terminology is mostly accurate. The answer is written in prose, yet sentences and paragraphs may not always be connected. There are some weaknesses in spelling, grammar and punctuation.

Level 1: 0–4 marks**(AO2) (0–3 marks)**

The candidate is unsure of the application of the theory of achievement motivation. There is little or no discussion of the theory and the links to personality, situation and competitiveness. Few, if any examples are given.

(AO1) (0–1 marks)

The answer is basic and lacks detail in all aspects of the question. Some simple ideas are expressed but the candidate is unable to apply knowledge. Errors in punctuation, spelling and grammar are evident.



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
Cambridge International Level 3 Pre-U Certificate
Principal Subject

SPORT SCIENCE

9793/03

Paper 3 Sociological Perspectives in Sport

For Examination from 2010

SPECIMEN PAPER

2 hours

Additional Materials: Answer Paper/Booklet

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name on all the work you hand in.

Write in dark blue or black pen.

You may use a soft pencil for any diagrams or rough working.

Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer **all** questions.

At the end of the examination, fasten all your work securely together.

The number of marks is given in brackets [] at the end of each question or part question.

This document consists of **2** printed pages.



Answer all questions in Sections A, B and C.

SECTION A

- 1** Sport is a social institution. Define this term. [2]
- 2** Throughout the development of sport there have been two types of competitor and the emergence of the two ethics; amateurism and professionalism. Explain the possible conflicts between amateurism and professionalism in sport. [6]
- 3** Sport has been and continues to be ordered along gender lines. Discuss the source of the stereotyping of women in sport. Suggest measures which could be introduced to improve the status of females in sport. [6]
- 4** Define the terms race and ethnicity. Explain the development of racism in sport and suggest measures and procedures which may be introduced to reduce instances of racism in sport. [8]
- 5** Explain the Victorian cult of athleticism and Muscular Christianity as a collection of ideas. [3]

SECTION B

- 6** The body as a performance machine metaphor is extremely common in the world of sport and physical culture. Using examples from sport, explain this metaphor, its origins, uses and possible consequences. [25]

SECTION C

The answers to Section C should be in continuous prose.

- 7** In addition to supplying information, the mass media teach norms and values to consumers, and they may shape or distort our views of a sport, a team or an athlete. Discuss the impact and influence of the mass media on sport. Explain the theory that sport and the media have grown to depend on each other. [25]
- 8** Advanced societies use sport to reflect their supposed superiority. Using examples from sport, and referring to the contemporary influence of the United States of America, explain how commercialism and politics are linked to sport. [25]

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

University of Cambridge International Examinations is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
Cambridge International Level 3 Pre-U Certificate
Principal Subject

SPORT SCIENCE

9793/03

Paper 3 Sociological Perspectives in Sport

For Examination from 2010

SPECIMEN MARK SCHEME

2 hours

MAXIMUM MARK: 100

This document consists of **8** printed pages.



All valid and appropriate responses beyond those given in the indicative content will be credited appropriately.

SECTION A

1 Sport is a social institution. Define this term. [2]

(AO1) 2 marks for 2 of:

1. Institutions are systems of interrelated norms that are rooted in shared values
2. Sport is a distinctive social organisation
3. Sport is a unique form of social activity, linking to other social structures
4. Institutions are central to the structural organisation of human activities

2 Throughout the development of sport there have been two types of competitor and the emergence of the two ethics; amateurism and professionalism. Explain the possible conflicts between amateurism and professionalism in sport. [6]

(AO2) 6 marks for 6 of:

1. The conflict between paid for performances versus unpaid performances
2. Unpaid performances tend to exclude many people from participating
3. The underlying values of participation for its own sake versus participation for extrinsic reward
4. The professional performance requires full time training/coaching/science support/funding
5. Conflict with the amateur ideal, without support, the inability to perform to the highest levels
6. Amateurism tends to elevate the team spirit, participation and cooperation as a moral good
7. Professionalism tends to elevate individualism and rewards only the winners
8. The amateur code is inconsistent with capitalist and consumerist modes of social organisation
9. Historically industrialisation brought leisure/money, people prepared to pay to spectate, therefore demand for high levels of performance

3 Sport has been and continues to be ordered along gender lines. Discuss the source of the stereotyping of women in sport. Suggest measures which could be introduced to improve the status of females in sport. [6]

(AO1) Sub max 3 marks for 3 of:

1. Physiological differences between men and women as the source
2. Historically men have been regarded as physically the stronger sex
3. Historically men went to war; women stayed at home to care for a family
4. Historical development of modern male dominated sport was via English public schools populated by boys
5. Games such as rugby, football, played predominately by men: faster, more powerful, more interesting as spectator sport

(AO2) Sub max 3 marks for 3 of:

6. Where professional female sportswomen compete in the same arena as men they need to be equally paid (for example, tennis, golf, snooker etc)
7. Stronger scrutiny on the unequal way in which the media reports female sport in relation to male sport
8. Increase the number of female sport administrators
9. Increase the number of female sports coaches
10. Encourage more female role models
11. Apply sex discrimination laws

- 4 Define the terms race and ethnicity. Explain the development of racism in sport and suggest measures and procedures which may be introduced to reduce instances of racism in sport. [8]**

8 marks for 8 of:

(AO1) Sub max 2 marks for 2 of:

(race)

1. The physical characteristic of an individual

(ethnicity)

2. Belonging to a particular group in society

(AO1) Sub max 2 marks for 2 of:

3. Stemming from prejudice linked with the power of one ethnic group over another

4. A sub culture of society manifesting itself in sport

5. Developed in sport as stacking: the disproportionate concentration of ethnic minorities in certain positions in a sports team

(AO2) Sub max 4 for 4 of:

6. Campaign by national agencies, governing bodies to stamp out racism in sport

7. An education programme to raise awareness of/remove discrimination

8. Encouragement of ethnic groups to take up managerial, organisational roles in sport

9. An examination of the role of the media in sensationalising instances of discrimination

10. Creation of more role models

11. Increased sporting opportunities for ethnic minorities

12. Implementation of race discrimination laws

- 5 Explain the Victorian cult of athleticism and Muscular Christianity as a collection of ideas. [3]**

(AO1) 3 marks for 3 of:

1. Ideology of healthy mind in a healthy body/mens sana incorpore sano

2. Cult of athleticism created in British public schools through school sport

3. Value of physical strength required to fight

4. Value of morality which gave boys an understanding of fair play and acceptance of decisions by leaders

5. Social values which encouraged team work and leadership skills

6. Precedence of participation and fair play over winning

SECTION B

- 6 The body as a performance machine metaphor is extremely common in the world of sport and physical culture. Using examples from sport, explain this metaphor, its origins, uses and possible consequences. [25]**

Explanation of the metaphor

(AO1) Sub max 6 marks for 6 of:

1. Body, until recently, viewed as a fixed unchanging fact of nature
2. Critical questions now being asked by sports scientists about training, and manipulation of the body as a performance machine
3. Technology is being used to invade/monitor/measure/test/evaluate/rehabilitate the body as a machine
4. This technology creates discomfort as it challenges the way sport has been organised and played
5. It challenges the way excellence has been defined
6. It challenges the way rewards have been allocated
7. Body cannot be fully understood unless also considered in a cultural context

Origins of the metaphor

(AO1) Sub max 5 marks for 5 of:

8. Body is seen as a natural phenomenon rather than a cultural phenomenon
9. The dominance of the body as a machine metaphor comes from the concept of body-mind dualism 'cogito ergo sum' (I think therefore I am).
10. Referred to as a Cartesian dualism and is a legacy of the very influential philosophies of the French thinker Rene Descartes (1596-1650)
11. Descartes tried to explain the body in terms of digestion, growth and reproduction, in terms of a mechanical model
12. Traditional mind/body split has characterised Western thinking since Plato
13. Body and body parts socially defined or constructed in different ways throughout history

Uses

Max 8 marks

(AO1) Sub max 3 marks for 3 of:

14. Modification of the body by sports science as a series of systems to be broken down to improve the efficiency
15. Drug taking as performance enhancement
16. Effects of dietary control

(AO2) Sub max 5 marks for 5 of:

17. Training methods and techniques
18. Delay the onset of puberty in young gymnasts
19. Mechanical prosthetics for replacing body function (for example; limb prosthetics and specialised wheelchairs for disabled athletes).
20. Enhancing body function (for example; ergonomic trainers, swimming suits)
21. Environmental technologies for the enhancement of performance (for example; synthetic pitches)

Consequences

(AO2) Sub max 6 marks for 6 of:

22. Athletes, coaches and others are beginning to see their bodies and other bodies in very dissociated ways
23. This can impact upon the way in which people treat their own and others bodies
24. Inflicting pain or injury upon oneself or others in order to succeed or win
25. Training or participating while injured
26. Long-term health effects of drug taking
27. Long-term effects of manipulation of young bodies
28. Difficulties/expense in drug testing

SECTION C

- 7 In addition to supplying information, the mass media teach norms and values to consumers, and they may shape or distort our views of a sport, a team or an athlete. Discuss the impact and influence of the mass media on sport. Explain the theory that sport and the media have grown to depend on each other. [25]**

10 marks for 10 of:

(AO1) Sub max 8 marks for 8 of:

1. The media inform us about events and people
2. The media interpret what is going on in the world
3. The media entertain
4. The media are a unique power because they connect us to the rest of the world
5. The media intervenes in sport as well as reports on it
6. The media needs sport, as sport is one of the primary areas of social life that it uses to entertain people
7. The media is the main modern institution that connects consumer conscious sport to people and thus sport needs the media to broadcast its activities
8. Advertisers and sponsors of sport insist on maximising media coverage in order to promote their products
9. Modern sports associations need advertisers, sponsors and thus the media to sustain their infrastructures financially
10. This is known as the sponsorship/advertising/media axis
11. The result of this interdependency is that the media have a lot of power to shape sport with its own social values
12. These values can be seen to clash with those values or needs of the sport itself
13. The media can present sport in ways that suit its commercial needs
14. Clashes are gender biased reporting

(AO2) Sub max 2 marks for 2 of:

15. The media encourages sport to change to make it more accessible to report on (examples include the use of frequent time outs, statistics, coloured sports clothing, simplification of rules, and rules changes to make sports more dynamic and entertaining)
16. Scapegoating of individuals for failed performances
17. Celebrating one individual in a successful team performance

Levels

Maximum 15 marks

Level 3: 12–15 marks

(AO2) (9–10 marks)

The candidate is able to apply detailed knowledge of the media in relation to the impact and influence on the consumer and on sport. There is an in-depth explanation of how the media and sport have come to depend on each other. There is very good appreciation of the shaping or distortion of the consumer view of the sport, a team or an athlete. The candidate has used appropriate examples to reinforce comments made.

(AO1) (3–5 marks)

The candidate demonstrates a clear and mature knowledge and understanding of the function of the mass media. The answer is written in clear, concise, continuous prose. Sentences and paragraphs follow on from one another. There are few, if any errors in punctuation, grammar and spelling.

Level 2: 7–11 marks**(AO2) (5–8 marks)**

The candidate is able to apply some knowledge of the media in relation to the impact and influence on the consumer and on sport. Some explanation is given on how the media and sport have come to depend on one another. There is some understanding of the shaping or distortion of the consumer view of the sport, a team or an athlete. Some examples are used to reinforce comments made.

(AO1) (2–3 marks)

The candidate demonstrates a sound knowledge and understanding of the function of the mass media in relation to the effect on the consumer. There may be gaps in this knowledge. The candidate may be limited in discussion of the impact of the media on sport. The candidate expresses simple ideas clearly. Sentences and paragraphs may not always be connected. There are some weaknesses in punctuation and grammar.

Level 1: 0–6 marks**(AO2) (0–4 marks)**

The candidate has little ability to apply knowledge of the media in relation to the impact and influence on the consumer and on sport. There is little attempt to explain the shaping or distortion of the consumer view of a sport, a team or an athlete. There is little or no knowledge of how the media and sport have come to depend on one another.

(AO1) (0–2 marks)

The candidate is unsure of the subject area. Knowledge and understanding of the function of the mass media is limited. Discussion skills are very limited. Simple ideas are expressed but difficulty is found in relating areas of knowledge. Errors in spelling, grammar and punctuation are evident.

- 8 Advanced societies use sport to reflect their supposed superiority. Using examples from sport, and referring to the contemporary influence of the United States of America, explain how commercialism and politics are linked to sport. [25]**

10 marks for 10 of:-

(AO1) Sub max 5 marks for 5 of:

1. Politics encompasses any process of governing people and administering policies. Therefore politics is an inherent part of sport organisations
2. Sport is used politically in many ways
3. The 100th Olympics were the most commercial games that had been staged. In so doing it used its political influence to try to change the way in which the Olympics were organised as a commercially sponsored rather than a state sponsored model
4. This model was subsequently adopted increasingly in future Olympics and is now seen as the norm
5. The United States of America, as well as other consumer capitalist countries, were highly influential in promoting the choice of the Beijing 2008 Olympics
6. These Olympics would be important to increase the opening of important Chinese commercial markets to Western (in particular American) access
7. International relations involve public diplomacy, which include commerce and sport competition
8. Vital national interests are, for example, those which cause a nation to go to war. Sport is a secondary interest
9. Underdeveloped nations have no control over world sporting events. They have to go along with decisions made by the more powerful nations
10. Increase in the influence of transnational organisations, for example, the role of the IOC as a global political player

(AO2) Sub max 5 marks for 5 of:

11. As a metaphorical weapon: 'beating' or 'conquering' another nation in the arena of competitive international sport
12. Sport is used to symbolise the superiority of one national state and its beliefs, practices and organisation over another, through competition
13. This is often referred to as political economy (for example; The Los Angeles Olympics occurred during the "Cold War". The capitalist West, led by the United States of America used the games to try to show the superiority of a capitalist way of life over a communist way of life)
14. Symbolic superiority of the professional, commercially produced athlete over the state sponsored, amateur athlete. For example; during the Barcelona Olympics of 1992, the American Olympic Team took full advantage of the loosening of amateur participation rules to allow its Dream Team of NBA basketball stars to compete in the Olympics. They consequently won the gold medal
15. The United States of America used the 1996 Atlanta Olympic games to signify to the world that the Olympics could be 'better' handled by entirely privately funding profit-making commercial organisations
16. In addition, the American Broadcast network NBC successfully persuaded the IOC to allow NBC to dictate when some of the most popular live events took place so as to coincide with American television's primetime
17. The global use of the American model of sport organisation, such as closed leagues and franchises, to encourage commercial investment
18. United States of America send coaches, equipment to nations which lack resources
19. The United States of America bring in coaches from underdeveloped nations, to teach them

Levels

Maximum 15 marks

Level 3: 12–15 marks**(AO2) (9–10 marks)**

The candidate demonstrates a clear and mature understanding of the meaning of commercialism and politics and how they are linked to sport. There is a very good appreciation and application of the influence of the United States of America in world sport. Good examples are used and serve to support, explain and reinforce comments made.

(AO1) (3–5 marks)

The candidate shows good knowledge and understanding of commercialism and politics in sport. The answer is written in clear, concise, continuous prose. Sentences and paragraphs follow on from one another. There are few errors in grammar, punctuation and spelling.

Level 2: 7–11 marks**(AO2) (5–8 marks)**

The candidate demonstrates a sound knowledge of the meaning of commercialism and politics and how they are applied and linked to sport. There is some appreciation of the influence of the United States of America on world sport. Some examples are used to support comments made.

(AO1) (2–3 marks)

The candidate shows sound knowledge and understanding of commercialism and politics in sport. There may be gaps in knowledge. The candidate expresses simple ideas clearly. Sentences and paragraphs may not always be connected. There are some weaknesses in grammar, punctuation and spelling.

Level 1: 0–6 marks**(AO2) (0–4 marks)**

The explanation of how politics and commercialism are applied and linked to sport is limited both in ideas and in development. There is little understanding of the contemporary influence of the United States of America on world sport. Few or no examples are evident.

(AO1) (0–2 marks)

Simple ideas about commercialism and politics are expressed, but difficulty is found in relating areas of knowledge. The candidate is unsure of the subject area. Knowledge is limited. Errors in grammar, punctuation and spelling are evident.

University of Cambridge International Examinations
1 Hills Road, Cambridge, CB1 2EU, United Kingdom
Tel: +44 1223 553554 Fax: +44 1223 553558
Email: international@cie.org.uk Website: www.cie.org.uk

© University of Cambridge International Examinations 2007