



The EverLearner

**National Mock Exams 2023**

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# Model Answers

## AQA A Level PE – Paper 1

### This document contains:

- Model answers for the National Mock Exam questions
- Model examples of extended writing
- Marking for each of the model answers in order to guide teachers and students to credit-worthy elements of the answers

### How should schools use these papers?

These model answers are written to support PE teachers and students review the National Mock Exam 2023 and to prepare for the live revision sessions delivered by James in May 2023. We strongly recommend that students learn these model answers in preparation for the summer exams 2023. The questions posed and the answers provided are based on significant analysis of past papers.

Please, use these model answers in combination with the National Mock Exam paper, mark scheme and the revision session (Wednesday, 10th May 5.00pm–6.30pm), available in the AQA A Level PE Revision page: <https://pages.theeverlearner.com/2023-aqa-a-level-pe-revision>.

All questions are taken from ExamSimulator. Please note, there are hundreds of additional questions on ExamSimulator covering all topics and skills. ExamSimulator is a premium resource available via TheEverLearner.com.

I hope this helps both students and teachers in their exam preparations.

*James Simms*





<b>Subject</b>	Physical Education
<b>Course</b>	AQA Linear GCE PE
<b>Time allowed</b>	2 hours

<b>First name</b>	
<b>Last name</b>	
<b>Class</b>	Physical Education A-Level
<b>Teacher</b>	

<b>Title</b>	AQA A-level PE Paper 1

<b>Guidance</b>	<ul style="list-style-type: none"><li>• This paper is marked out of 105 marks.</li><li>• You have 2 hours (plus additional time for those who have Exam Access Arrangements).</li><li>• Answer all questions.</li><li>• A calculator is permitted for this exam.</li><li>• This paper contains one 8-mark and one 15-mark question. Good luck.</li></ul>

<b>Total marks</b>	105 / 105 (100%)
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1.

Look closely at this image.

Which of the following occurs during cardiovascular drift?

- A** Increased venous return
- B** Decreased viscosity of the blood
- C** Decreased venous return
- D** Increased stroke volume

<sup>1</sup>  
Option C - Decreased venous return.

No comments provided.

Marks:[1/1]

2. During proprioceptive neuromuscular facilitation (PNF) training, the level of muscular tension is detected by a specialised cell. Which specialised cell?

- A** Golgi tendon organ
- B** Acetylcholine
- C** Motor neurone
- D** Synapse

Option A - **1** Golgi tendon organ.

No comments provided.

Marks:[1/1]

3. Describe Starling's law of the heart during a warm-up.

**1** Stroke volume is determined by venous return. As the warm - up progresses, more blood is returning to the heart leading to an **2** increased venous return. Therefore, the **3** ventricles will stretch further with a greater mass of blood and recoil with more force to **4** increase the ejection fraction. This means a greater proportion of a greater quantity will be ejected.

No comments provided.

Marks:[3/3]

4. The image shows a goalkeeper making a save. Complete the table for the **left shoulder** joint as the goalkeeper moves from position A to B.



Joint	Articulating bones	Main agonist	Plane of movement	Axis of rotation
Left shoulder	A	B	C	D

1 A - Humerus and scapula. 2 B - Medial deltoid. 3 C - Frontal plane. 4 D - Sagittal axis.

No comments provided.

Marks:[4/4]

5. Analyse the role of EPOC following a 400m sprint race.

A 400m race is an anaerobic event which leads to an 1 increased oxygen deficit. At the end of the race, the fast component of EPOC will be beneficial, as 2 50% of ATP and PCr can be replenished in 30 seconds. Lactic acid is present at the end of the race and the time to remove it, the slow component of EPOC, 5 will be greater compared to the fast component.

No comments provided.

Marks:[3/3]

6. Evaluate the use of plyometric training for a basketball player.

<p>Plyometric training is a specialised training to increase power. It involves exercises such as box jumps, which use an eccentric muscle contraction rapidly followed by a concentric contraction. A basketball player is likely to need power in the muscles of the lower body and, in order to develop this power, can complete exercises such as hopping and bounding. Likewise, arm power is also beneficial and it can be achieved through jump press - ups and medicine ball throws and catches. If power is increased in the leg muscles, the player's defensive and offensive rebounding will be more effective as the player will be able to jump higher to snatch the ball before their opponent. The recruitment of Type IIx muscle fibres will be increased and the all - or - none law will lead to higher jumps. Activities such as box jumps adhere to the principle of specificity as they are very similar movements to those involved when jumping in a basketball game. However, plyometrics do have a higher risk of injury, which could hinder the progression of a player as injury will not permit to train or compete, resulting in reversibility. Plyometrics is also a type of training associated with performers in the associative or autonomous stage of learning. It may not be suitable for novice basketball players and they may be more suited to weight training at 75% of their one - rep maximum.</p>	<p>No comments provided.</p>
	<p>Marks:[8/8]</p>

7.

Analyse how the sympathetic **and** parasympathetic nervous systems are used to control breathing before, during and after a triathlon.



By Andre Matta/Brasil2016.gov.br - <http://www.brasil2016.gov.br/pt-br/galeria-de-fotos/triatlo-masculino-pagos-rio-2016>. CC BY-SA 3.0. <https://commons.wikimedia.org/w/index.php?curid=50783259>

Sympathetic and parasympathetic control of breathing is carried

1 out by the respiratory control centre in the medulla oblongata.

4 The RCC receives feedback from chemoreceptors, baroreceptors  
2 and proprioceptors. Sympathetic nerve stimulation causes an

increase in the the force of contraction of respiratory muscles.

6 Before the endurance event, hormonal control leads to an

increase in arousal and anticipation and, therefore, an increase in  
11 adrenaline. This is further enhanced by a warm - up routine.

Adrenaline increases sympathetic activity to increase breathing  
5 depth, which in turn increases oxygen uptake. During the race,

12 chemoreceptors detect an increase in carbon dioxide. The  
13 sympathetic nervous system in the RCC is stimulated. The

phrenic nerve activates the diaphragm and intercostal muscles to  
contract with greater force and increase breathing depth. The

14 excess carbon dioxide is expelled through increased expiration.

15 The intercostal nerve activates the intercostal muscles and

abdominals to contract with more force to expel excess carbon

No comments  
provided.



<p>dioxide. <sup>16</sup> Stretch receptors exist and are located in the lungs to avoid overinflation of the lungs. <sup>19</sup> After the race, parasympathetic stimulation occurs and the force of contraction of respiratory muscles decreases. <sup>19</sup> Baroreceptors detect a decrease in blood pressure to increase the parasympathetic activity, which <sup>20</sup> will gradually decrease the breathing depth. It is likely the breathing depth remains slightly elevated, as <sup>18</sup> EPOC is used to replenish stores used throughout the three events, such as glycogen.</p>	
	Marks:[15/15]

## Section B : Skill Acquisition

8. Which of the following is an accurate example of **bilateral** transfer in football?

- A** Jumping for a header
- B** Playing in two positions
- C** Throw-in from both sides of the pitch
- D** Passing with both feet

**1**  
D - Passing with both feet.

No comments  
provided.

Marks:[1/1]

9. Which of the following is an example of knowledge of results feedback in netball?

**A**

The centre pass led to a goal 12 times in the quarter.

**B**

The distribution of the pass from the centre was accurate and with good pace.

**C**

We did not convert enough of our interceptions.

**D**

The interceptions showed really good elevation and timing.

Option A - <sup>1</sup> The centre pass led to a goal 12 times in the quarter.

No comments provided.

Marks:[1/1]

10. Describe insight learning.

Insight learning is <sup>1</sup> known as the Gestaltist theory. Learning takes place <sup>2</sup> from problem - solving using previous experience. The learner is able to remember the requirements of a skill by being placed into an environment which uses <sup>3</sup> the whole performance.

No comments provided.

Marks:[3/3]

11. Define manual guidance.  
Give a sporting example of the use of manual guidance.

<p>1 Manual guidance involves physically supporting a performer during a movement. 2 A trampoline coach uses the hand to guide a performer into the air so they understand the position required before executing a landing.</p>	<p>No comments provided.</p>
	<p>Marks:[2/2]</p>

12. Explain how chunking can be used to improve information processing by a handball player.

<p>The arm action for shooting can be chunked and broken up into smaller parts. This provides an opportunity for extrinsic feedback so the processing of the skill is faster.</p>	<p>No comments provided.</p>
	<p>Marks:[2/2]</p>

13. Evaluate the use of progressive part practice for a rock climber.

<p>A climbing wall can be divided into sections using progressive part practice. This way, a climber can master one part of the wall before moving onto the next. The climber is likely to develop a full motor programme for the first part, increasing confidence. However, this approach may take longer to apply and the climber may feel frustrated with not being able to experience the full climb.</p>	<p>No comments provided.</p>
	<p>Marks:[3/3]</p>

14. Evaluate the use of operant conditioning by a trampolining coach working with beginners.

<p>Operant conditioning is based on S - R bonds. Behaviour is shaped through reinforcement and punishment. Operant conditioning often begins with trial - and - error learning. For beginners in trampolining, a coach can plan a session to cause a particular response. For example, the session can be based around vertical bouncing and remaining in the centre of the bed. When the beginner achieves this, the coach can use praise to strengthen the correct S - R bond and ensure the beginner knows that forward travel is not suitable and can cause a loss in marks. The beginner is more likely to repeat the correct response and work hard to not travel when bouncing. The praise and positive reinforcement at this point needs to be specific, such as "well done for landing on the cross and not moving forwards." When the beginner is consistently not travelling, the coach removes coaching points as a form of negative reinforcement. This negative reinforcement works in a similar way to validate the correct S - R bond. Eventually, the correct motor programme for vertical bouncing will be formed and stored in the long - term memory. Additionally, a coach could use punishment by asking the jumper to leave the trampoline if they do perform forward travel. However, punishment could lead to drop in motivation at this cognitive stage of learning and may not be used until the schema is starting to develop.</p>	<p>No comments provided.</p>
	<p>Marks:[8/8]</p>

15.

Analyse the role of choice and simple reactions **and** the inverted U theory of arousal for a sprint relay team.

<p>5 Inverted U theory describes the relationship between arousal levels and performance quality. The inverted U graph demonstrates that at 6 low levels of arousal performance is low. The sprinters in the team may 8 react too slowly at the start of their leg. Likewise, 6 if arousal levels are too high, performance is also low. The outgoing runner may 8 possibly run off too early from being over aroused. 7 At moderate arousal levels, the graph shows this to be the optimal zone of arousal. At this point, they 7 should achieve their fastest reactions. 1 Choice reaction time is defined as the numerous responses possible to a stimulus. This can be the case when the outgoing runner needs to be aware of numerous stimuli 2 to decide 3 when to set off to be handed the relay baton. In comparison, 4 simple reaction time is when there is only one possible response to a stimulus. For example, 5 when the first leg runner just needs to respond to the gun at the start of the race to achieve a fast start. 9 Choice reaction time is particularly important for leg 2, 3 and 4. Likewise, these runners need to ensure they are in their optimal zone of functioning so 10 they do not 11 drop the baton on the handover. Despite 11 simple reaction time being mostly relevant to the first sprinter, they also 12 cannot risk being over aroused, as this could lead to a false start which could lead to the whole team being disqualified. 13 Selective attention is a key requirement for this sprinter to achieve the 14 right level of arousal to just focus on the one stimulus: the gun. Likewise, all runners will need to consider the effective use of cognitive stress management techniques to achieve their optimal arousal before a race.</p>	<p>No comments provided.</p>
	<p>Marks:[15/15]</p>

## Section C : Sport and Society

16. Look closely at this image.  
Which of the following is a **social** benefit of increasing participation in regular exercise?

- A** Catharsis
- B** Hypertrophy of the heart
- C** Reduced anxiety
- D** Collaboration with others

<sup>1</sup>  
Option D - Collaborating with others.

No comments  
provided.

Marks:[1/1]

17. Look closely at this image.  
Which of the following led to the emergence of more elite female football performers?

- A** Increased proportion of UK society are female
- B** Increased media coverage of women's football
- C** Increased popularity of men's football
- D** Decreased funding in men's football

<p><sup>1</sup> Option B - <b>Increased media coverage of women's football.</b></p>	<p>No comments provided.</p>
	<p>Marks:[1/1]</p>

18. State **three** characteristics of real tennis.

<p><sup>1</sup> 1 - Played by the <b>upper class</b>. <sup>4</sup> 2 - Played using <b>purpose - built facilities and equipment</b>. <sup>3</sup> 3 - <b>Involved a complex set of rules.</b></p>	<p>No comments provided.</p>
	<p>Marks:[3/3]</p>

19. Explain how secondary socialisation can **lower** participation levels in female sport.

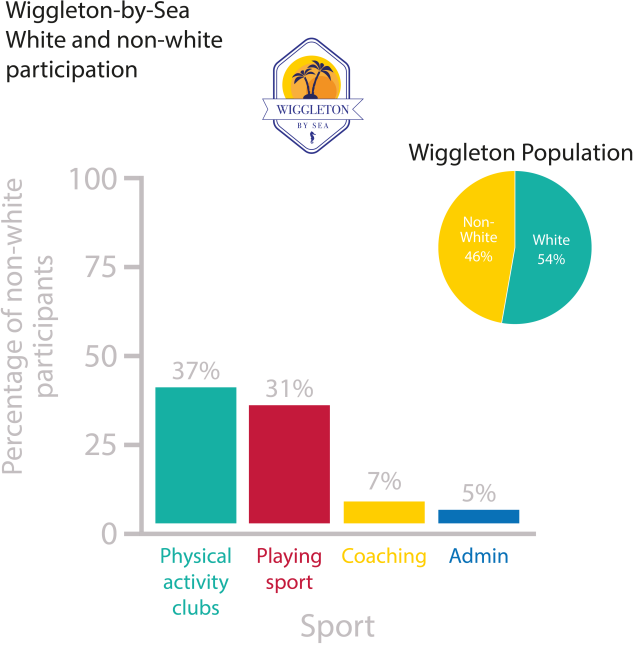
<p><sup>2</sup> <b>Parents may have had a negative experience of sport in their younger years</b>, <sup>1</sup> so <b>physical activity is less likely be promoted in the home</b>. <sup>3</sup> <b>Parents may not be able to afford the expense needed in sport</b> and, therefore, individuals are unable to be involved. <sup>4</sup> <b>Friends may encourage different hobbies</b> and lead individuals away from sport.</p>	<p>No comments provided.</p>
	<p>Marks:[3/3]</p>



20. Define discrimination.

<p>1 Discrimination is an <b>act on a prejudice towards a minority group.</b></p>	<p>No comments provided.</p>
	<p>Marks:[1/1]</p>

21. Look closely at the data in this image and use it to evaluate this statement:  
"Ethnic discrimination is a feature of sport in Wiggleton-by-Sea."

<p>Wiggleton-by-Sea White and non-white participation</p>  <p>Wiggleton Population</p> <table border="1"><thead><tr><th>Role</th><th>Percentage of non-white participants</th></tr></thead><tbody><tr><td>Physical activity clubs</td><td>37%</td></tr><tr><td>Playing sport</td><td>31%</td></tr><tr><td>Coaching</td><td>7%</td></tr><tr><td>Admin</td><td>5%</td></tr></tbody></table> <table border="1"><thead><tr><th>Ethnicity</th><th>Percentage</th></tr></thead><tbody><tr><td>Non-White</td><td>46%</td></tr><tr><td>White</td><td>54%</td></tr></tbody></table>	Role	Percentage of non-white participants	Physical activity clubs	37%	Playing sport	31%	Coaching	7%	Admin	5%	Ethnicity	Percentage	Non-White	46%	White	54%	
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White	54%																
<p>2 The data clearly shows <b>non - white people being underrepresented in coaching roles.</b> This <b>could be caused by discrimination</b> and lack of opportunities to take up coaching positions. <b>However, the data does not extend to show any current trends</b> which can account for the responses.</p>	<p>No comments provided.</p>																
	<p>Marks:[3/3]</p>																

22.

Evaluate the impact of the Church on the development of association football **and** lawn tennis from 1850 to 1900.

By 1850, **urbanisation had occurred**. Populations had migrated to cities due to rising industry. The **Church was involved in promoting physical activity**, as it built on the **muscular christianity movement** occurring in public schools. For association football, **churches provided their facilities and grounds** for physical activity to take place, including football, and **they supported the formation of Sunday - school football teams**. **Aston Villa is an example** of a team that first started as a church team. This was good for football, as there were **more teams to play the codified game, increasing the number of fixtures**. Regular **play led to a development in the technical aspects of the game**. Likewise, **attendance at church increased significantly** amongst the working classes. There were, however, **teams being set up in the factories who did not attend church**. Lawn tennis was very different to association football, as it was **not played by the working classes**. The **church saw the rationalisation of football as an opportunity to support moral integrity** amongst the working class. However, they were not able to support lawn tennis as it was not felt that that the church facilities were **suitable for a lawn tennis court**. The church did, however, **support the athleticism shown from tennis, particularly amongst females**.

Benefit of the doubt.

Marks:[8/8]

Analyse the work of national partners to support female **coaches** to break down barriers and work in elite sport.

One barrier is the **lack of role models** in high - profile coaching roles. **NGBs are national partners** working with and **funded by Sport England** to **write whole sport plans to target elite female coaching**. There are current policies in place to drive an increase in **qualified female coaches as a key performance indicator**. In addition, **increased media coverage of elite football coaches such as Emma Hayes and Serena Wiegman** has led to a shift in attitude towards females in this role. This cognitive dissonance will **increase confidence and motivation for all females to access coaching** qualification in football. **Support and mentoring is also in place for female coaches** opting for the coaching route.

Another barrier is the fear of **sexism** and abuse when in a coaching role. **YST is a national partner working with girls and young school - age children** to **break down barriers linked with stereotypes**. They promote leadership programmes such as Girls Active, which develops leading and coaching qualities in girls at a young age so they can pursue a coaching pathway with increased confidence. **Lack of time and family commitments** are a final barrier for females wanting to pursue elite coaching roles.

**Women in Sport are a national partner** which **conduct extensive research** on participation levels and number of females in coaching, officiating and admin roles in sport. They publish trends which **can be challenged by national initiatives** such as **This Girl Can** and NGB policy to **break down traditional stereotypes** and support females completing females coaching qualifications on top of other commitments. Moving courses online or on a virtual platform is an example of NGB policy change. Over time, **more females will transition into elite**

No comments provided.

23. Analyse the work of national partners to support female **coaches** to break down barriers and work in elite sport.

<p>coaching roles to <sup>23</sup> further increase role models and <sup>25</sup> make elite female coaching a social norm.</p>	
	Marks:[15/15]

END OF QUESTIONS