



ADVANCED GCE

PHYSICAL EDUCATION

Principles and concepts across different areas of Physical Education

G453

MARK SCHEME

**Monday 1 February 2010
Morning**

Duration: 2 hours 30 minutes

MAXIMUM MARK 105

STANDARDISATION VERSION

General Instructions on Marking Scripts

You should refer to the *Instructions for Examiners* documentation for detailed guidance.

For many question papers there will also be subject, or paper-specific, instructions which supplement these general instructions. The paper-specific instructions follow these generic ones.

1 Before the Standardisation Meeting

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**.

Bring these **marked scripts** to the meeting.

2 Marking and Annotation of Scripts After the Standardisation Meeting

2.1 Scripts must be marked in **red**, including those initially marked in pencil for the Standardisation meeting.

2.2 All scripts must be marked in accordance with the version of the mark scheme agreed at the Standardisation meeting.

2.3 Annotation of scripts

Examiners should use annotation to show clearly where a mark is earned or why it has not been awarded. This will help examiners, checkers and those who review the marking of scripts.

Annotation consists of:

- ticks and crosses to show where marks have been earned or not earned
- specific words or phrases as agreed at Standardisation and as contained and included in the final mark scheme to show why a mark has been earned or indicate why a mark has not been earned (eg to show there is an omission)
- standard abbreviations, eg for *follow through*, *special case*, etc.

As scripts may be returned to centres, you should use the minimum of comments and make sure that these are related to the award of a mark or marks and are matched to statements in the mark scheme.

Do **not** include general comments on a candidate's work.

Record any annotation in the body of the answer, or in the margin next to the point where the decision is made to award, or not award, the mark.

2.4 Recording of marks

2.4.1 Give a clear indication of how marks have been awarded, as instructed in the mark scheme.

2.4.2 Record numerical marks for responses to part-questions **unringed** in the right-hand margin. Show the total for each question (or, in specific cases, for each page) as a single **ringed** mark in the right-hand margin at the end of each question.

2.4.3 Transfer ringed totals to the front page of the script, where they should be totalled.

2.4.4 Show evidence that you have seen the work on every page of a script on which the candidate has made a response.

2.4.5 Cross through every blank page to show that you have seen it.

3 Handling of unexpected answers

The Standardisation meeting will include discussion of marking issues, including:

- consideration of the mark scheme to reach a decision about the range of acceptable responses and the marks appropriate to them
- comparable marking standards for optional questions
- the handling of unexpected, yet acceptable, answers.

If you are not sure how to apply the mark scheme to an answer, you should telephone your Team Leader.

Question Number	Expected Answer	Mark																											
Section A - Historical Studies (Option A1)																													
1 (a)	<p>Social and cultural factors influence participation and performance in physical activity. Explain how socio-cultural factors influenced the characteristics of popular recreation in pre-industrial Britain. State how one of these factors continues to impact on participation and performance today.</p> <p>5 marks for 5 of: sub max 4 for impact of socio-cultural features sub max 1 for how factors impact today</p> <p>Impact of socio-cultural factors on popular recreation Socio-cultural factors...so...Popular recreations were/had</p> <table border="1"> <thead> <tr> <th></th> <th>Socio-cultural factors</th> <th>Popular rec characteristics</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>limited transport and/or communications</td> <td>local</td> </tr> <tr> <td>2</td> <td>illiteracy/no NGBs/uneducated</td> <td>uncodified/simple rules/limited organisation</td> </tr> <tr> <td>3</td> <td>reflection of life and times/harsh society</td> <td>cruel and/or violent</td> </tr> <tr> <td>4</td> <td>seasonal time/free time on Holy Days or annual holidays</td> <td>occasional/festival</td> </tr> <tr> <td>5</td> <td>before industrial or urban revolution/before migration to towns/population centres on village or county town life/lack of technology</td> <td>rural/natural/simple</td> </tr> <tr> <td>6</td> <td>work sometimes became the basis of play (eg. footmen become pedestrians)</td> <td>occupational</td> </tr> <tr> <td>7</td> <td>rags to riches/increase income</td> <td>wagering</td> </tr> <tr> <td>8</td> <td>two class society/feudal system</td> <td>courtly and popular/upper/gentry class activities and lower or peasant class activities</td> </tr> </tbody> </table> <p>How factors continue to impact today – credit relevant explanation</p> <p>9 Transport eg not having a car so unable to get to sports centre 10 Time eg working long hours so unable to get to gym/traditional holidays 11 Money eg unemployed so unable to afford club membership/wagering to make money/professional 12 Class eg unable to play certain games such as golf or polo as considered to be middle (or upper) class 13 Education continues to be important in activities/healthy and active lifestyle</p>		Socio-cultural factors	Popular rec characteristics	1	limited transport and/or communications	local	2	illiteracy/no NGBs/uneducated	uncodified/simple rules/limited organisation	3	reflection of life and times/harsh society	cruel and/or violent	4	seasonal time/free time on Holy Days or annual holidays	occasional/festival	5	before industrial or urban revolution/before migration to towns/population centres on village or county town life/lack of technology	rural/natural/simple	6	work sometimes became the basis of play (eg. footmen become pedestrians)	occupational	7	rags to riches/increase income	wagering	8	two class society/feudal system	courtly and popular/upper/gentry class activities and lower or peasant class activities	
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1 (b)	<p>Nineteenth century public schools were usually fee paying, non local and boarding. Explain the impact of each of these three characteristics on the development of games in nineteenth century public schools. Comment on how one of these characteristics impacts on young people in schools today.</p> <p>3 marks for 3 of:</p> <p>1 (fee paying) money for facilities/equipment/coaching/staff/transport</p> <p>2 (non-local) mix of activities (from home or from different regions)/start of standardised rules</p> <p>3 (boarding) time to play/impact on standards/games occupied boys outside of classroom/kept them out of trouble Impact same today</p> <p>Impact today: 1 mark for 1 of:</p> <p>4 today - accept accurate relevant comment about how one characteristic continues to impact today</p> <p>fee paying – eg affects choice of school/independent v state/can affect quality of facilities for example</p> <p>non-local – eg affects whether boarder or day student/</p> <p>boarding – eg affects school experience and/or relationships with friends and family</p>	

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1 (c)	<p>Describe the different forms of athletics in nineteenth century public schools and compare these with forms of athletics that young people participate in today.</p> <p>3 marks max for description only</p> <table border="1" data-bbox="341 472 1310 1789"> <thead> <tr> <th data-bbox="341 472 405 537"></th> <th data-bbox="405 472 708 537">Then</th> <th data-bbox="708 472 772 537"></th> <th data-bbox="772 472 1019 537">Similarities with today</th> <th data-bbox="1019 472 1083 537"></th> <th data-bbox="1083 472 1310 537">Differences from today</th> </tr> </thead> <tbody> <tr> <td data-bbox="341 537 405 808">1</td> <td data-bbox="405 537 708 808">Hare and hounds or paperchase adapted from fox hunting/accept description - dropping of paper or 'scent' for others to follow</td> <td data-bbox="708 537 772 808">2</td> <td data-bbox="772 537 1019 808">Cross country or harrier clubs</td> <td data-bbox="1019 537 1083 808">3</td> <td data-bbox="1083 537 1310 808">Track and field athletics/sports hall athletics or other suitable contemporary reference/fun runs</td> </tr> <tr> <td data-bbox="341 808 405 1146">4</td> <td data-bbox="405 808 708 1146">Steeplechase adapted from chase on horse-back /accept description of chase over hedges and fields or cross country</td> <td data-bbox="708 808 772 1146">5</td> <td data-bbox="772 808 1019 1146">Cross country part of some school curricula. Steeplechase an established track and field event</td> <td data-bbox="1019 808 1083 1146">6</td> <td data-bbox="1083 808 1310 1146">Cross country less popular than 20 yrs ago. Steeplechase limited in schools due to specialist nature and facility needed</td> </tr> <tr> <td data-bbox="341 1146 405 1485">7</td> <td data-bbox="405 1146 708 1485">Sports day a social or community or festival occasion (with many spectators) /highly organised or structured/measured tracks/local clubs involved/brass bands etc</td> <td data-bbox="708 1146 772 1485">8</td> <td data-bbox="772 1146 1019 1485">Sports days still big events in some schools. Often still house representation. Measured tracks. In junior schools</td> <td data-bbox="1019 1146 1083 1485">9</td> <td data-bbox="1083 1146 1310 1485">(In state schools) usually part of school day with limited parental or community involvement</td> </tr> <tr> <td data-bbox="341 1485 405 1789">10</td> <td data-bbox="405 1485 708 1789">Sports day result of improved transport/opportunity to 'show off' school or request donations</td> <td data-bbox="708 1485 772 1789">11</td> <td data-bbox="772 1485 1019 1789">Open days including sports days still an opportunity to market school. Still some donations requested/raffles etc</td> <td data-bbox="1019 1485 1083 1789">12</td> <td data-bbox="1083 1485 1310 1789">Less focussed marketing than in the past</td> </tr> </tbody> </table>					Then		Similarities with today		Differences from today	1	Hare and hounds or paperchase adapted from fox hunting/accept description - dropping of paper or 'scent' for others to follow	2	Cross country or harrier clubs	3	Track and field athletics/sports hall athletics or other suitable contemporary reference/fun runs	4	Steeplechase adapted from chase on horse-back /accept description of chase over hedges and fields or cross country	5	Cross country part of some school curricula. Steeplechase an established track and field event	6	Cross country less popular than 20 yrs ago. Steeplechase limited in schools due to specialist nature and facility needed	7	Sports day a social or community or festival occasion (with many spectators) /highly organised or structured/measured tracks/local clubs involved/brass bands etc	8	Sports days still big events in some schools. Often still house representation. Measured tracks. In junior schools	9	(In state schools) usually part of school day with limited parental or community involvement	10	Sports day result of improved transport/opportunity to 'show off' school or request donations	11	Open days including sports days still an opportunity to market school. Still some donations requested/raffles etc	12	Less focussed marketing than in the past	
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<p>1 (d)</p> <p>18-20</p> <p>13-17</p> <p>8-12</p>	<p>Explain the development of public baths in urban industrial communities in the nineteenth century. To what extent do developmental factors from the nineteenth century continue to impact on participation and performance today?</p> <p>A2 level descriptors</p> <p>Level 4:- a comprehensive answer</p> <ul style="list-style-type: none"> • detailed knowledge & excellent understanding • detailed analysis and excellent critical evaluation • well-argued, independent opinion and judgements which are well supported by relevant practical examples • very accurate use of technical and specialist vocabulary • high standard of written communication throughout. <p>Discriminators from L3 are likely to include:</p> <ul style="list-style-type: none"> • <i>a logical and detailed explanation of relevant factors re post industrial swimming</i> • <i>ref today – both participation and performance covered</i> • <i>ref today – clear judgements re the extent to which factors impact today</i> • <i>sound structure and balance between parts of the answer.</i> <p>Level 3:- a competent answer</p> <ul style="list-style-type: none"> • good knowledge & clear understanding • good analysis and critical evaluation • Independent opinions and judgements will be present but may not always be supported by relevant practical examples • generally accurate use of technical and specialist vocabulary • written communication is generally fluent with few errors. <p>Discriminators from L2 are likely to include:</p> <ul style="list-style-type: none"> • <i>logical explanation of number of factors</i> • <i>a broad range of factors linked to the development of public baths</i> • <i>clear reference to contemporary factors with some attempt at evaluation</i> • <i>possible reference to pre-industrial situation to set scene.</i> <p>Level 2:- a limited answer</p> <ul style="list-style-type: none"> • limited knowledge & understanding • some evidence of analysis and critical evaluation • opinion and judgement given but often unsupported by relevant practical examples • technical and specialist vocabulary used with limited success • written communication lacks fluency and contains errors. <p>Discriminators from L1 are likely to include:</p> <ul style="list-style-type: none"> • <i>understanding of more than hygiene ref post industrial development</i> • <i>both parts of the question will have been attempted – then and now – but for now both participation and performance may not have been addressed.</i> 	

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1 (d) continued 0-7	<p>Level 1:- a basic answer</p> <ul style="list-style-type: none"> • basic knowledge & little understanding • little relevant analysis or critical evaluation • little or no attempt to give opinion or judgement • little or no attempt to use technical and specialist vocabulary • errors in written communication will be intrusive. <p>Indicative Content:</p> <table border="1" data-bbox="371 674 1311 2063"> <thead> <tr> <th colspan="3" data-bbox="371 674 1311 707">Development of public baths in urban industrial communities</th> </tr> </thead> <tbody> <tr> <td data-bbox="371 707 491 808">1</td> <td data-bbox="491 707 715 808">(size)</td> <td data-bbox="715 707 1311 808">Towns grew <ul style="list-style-type: none"> • as a result of industrialisation/overcrowding </td> </tr> <tr> <td data-bbox="371 808 491 909">2</td> <td data-bbox="491 808 715 909">(washing)</td> <td data-bbox="715 808 1311 909">Lack of washing facilities <ul style="list-style-type: none"> • Only wealthy 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1 (d) continued	Extent of 19th century factors on participation and performance today			
	12	(size)		Facilities extensive <ul style="list-style-type: none"> • Most towns well provided with range of facilities including leisure pools
	13	(washing)		No impact today/leisure/enjoyment now
	14	(pollution)		Less impact today <ul style="list-style-type: none"> • Blue flags on beaches/ cleaner beaches and sea/ less polluted
	15	(disease/health)		To combat obesity and encourage balanced active healthy lifestyles today <ul style="list-style-type: none"> • health spas with relaxation pools etc/combating stress
	16	(Safety)		Widely believed that all children should learn to swim <ul style="list-style-type: none"> • Swimming part of NC
	17	(Class)		Should not affect opportunity <ul style="list-style-type: none"> • as Govt aims for free swimming for all
	18	(Competition)		Impact of NGB awards <ul style="list-style-type: none"> • or initiatives or campaigns for both participation and performance today
	19 areas	(Local amenity)		Some towns have prestigious facilities which draw people from surrounding areas
	Also consider			
	20	(Opportunity)		Factors to do with provision such as availability/time, choice/access <ul style="list-style-type: none"> • comparatively expensive family activity/(govt supported) free swimming (for U16 and O60s)
	21	(Provision)		Factors to do with provision such as availability of facilities <ul style="list-style-type: none"> • coaching/courses/transport/health clubs
	22	(School)		Limited school provision
	23	(Cultural factors)		Cultural factors/ethnicity <ul style="list-style-type: none"> • Cultural reasons for participation
	24	(Role Models)		Role models <ul style="list-style-type: none"> • impact of Olympic Games (eg Rebecca Adlington or Michael Phelps)
	25	(Technology)		Such as hoists for disabled/teaching aids/leisure pools/wave machines
	26	(Trend)		Trend for: ante-natal swimming or aqua aerobics or parent and baby/toddler swimming
	27	(Triathlon)		Increasing interest in triathlon

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Section A – Comparative Studies (Option A2)																																															
2 (a)	<p>The dominant values of a country can affect participation and performance in physical activity within that country. Outline the dominant values in both the UK and the USA that can affect participation and performance in physical activity.</p> <p>5 marks for 5 of Sub max 3 from one section:</p> <table border="1" data-bbox="368 562 1315 1559"> <thead> <tr> <th colspan="3" data-bbox="368 562 1315 600">The UK:</th> </tr> </thead> <tbody> <tr> <td data-bbox="368 600 432 633">1</td> <td data-bbox="432 600 695 633">(democracy)</td> <td data-bbox="695 600 1315 633">Democracy</td> </tr> <tr> <td data-bbox="368 633 432 667">2</td> <td data-bbox="432 633 695 667">(teamwork)</td> <td data-bbox="695 633 1315 667">Teamwork</td> </tr> <tr> <td data-bbox="368 667 432 701">3</td> <td data-bbox="432 667 695 701">(individuality)</td> <td data-bbox="695 667 1315 701">Individuality/each person unique</td> </tr> <tr> <td data-bbox="368 701 432 734">4</td> <td data-bbox="432 701 695 734">(fair play)</td> <td data-bbox="695 701 1315 734">Fair play/sportsmanship</td> </tr> <tr> <td data-bbox="368 734 432 768">5</td> <td data-bbox="432 734 695 768">(competitiveness)</td> <td data-bbox="695 734 1315 768">Competitiveness/desire to achieve</td> </tr> <tr> <td data-bbox="368 768 432 842">6</td> <td data-bbox="432 768 695 842">(participation)</td> <td data-bbox="695 768 1315 842">Participation/(traditionally) taking part more important than winning</td> </tr> <tr> <td data-bbox="368 842 432 943">7</td> <td data-bbox="432 842 695 943">(overcoming discrimination)</td> <td data-bbox="695 842 1315 943">overcoming discrimination/Multi-culturalism/fairness/egalitarianism/equal opportunity/social equality</td> </tr> <tr> <th colspan="3" data-bbox="368 943 1315 981">The USA:</th> </tr> <tr> <td data-bbox="368 981 432 1046">8</td> <td data-bbox="432 981 695 1046">(Lombardianism)</td> <td data-bbox="695 981 1315 1046">Lombardianism/win at all costs/ traditionally winning more important than taking part</td> </tr> <tr> <td data-bbox="368 1046 432 1111">9</td> <td data-bbox="432 1046 695 1111">(counter culture ethic)</td> <td data-bbox="695 1046 1315 1111">(less dominant) counter culture ethic/taking part more important than winning</td> </tr> <tr> <td data-bbox="368 1111 432 1176">10</td> <td data-bbox="432 1111 695 1176">(radical ethic)</td> <td data-bbox="695 1111 1315 1176">(less dominant) radical ethic/taking part and winning of equal importance</td> </tr> <tr> <td data-bbox="368 1176 432 1285">11</td> <td data-bbox="432 1176 695 1285">(rags to riches)</td> <td data-bbox="695 1176 1315 1285">Rags to riches opportunities/ref American dream/Land of opportunity/work ethic/frontier spirit</td> </tr> <tr> <td data-bbox="368 1285 432 1420">12</td> <td data-bbox="432 1285 695 1420">(pluralism)</td> <td data-bbox="695 1285 1315 1420">Pluralism/different ethnic or religious or political groups within one society/the theory that minority groups maintain cultural differences but share power</td> </tr> <tr> <td data-bbox="368 1420 432 1559">13</td> <td data-bbox="432 1420 695 1559">(hegemony)</td> <td data-bbox="695 1420 1315 1559">Hegemony (or control or domination or power or authority held by certain group)/key roles or positions held by dominant societal group/WASP domination</td> </tr> </tbody> </table>	The UK:			1	(democracy)	Democracy	2	(teamwork)	Teamwork	3	(individuality)	Individuality/each person unique	4	(fair play)	Fair play/sportsmanship	5	(competitiveness)	Competitiveness/desire to achieve	6	(participation)	Participation/(traditionally) taking part more important than winning	7	(overcoming discrimination)	overcoming discrimination/Multi-culturalism/fairness/egalitarianism/equal opportunity/social equality	The USA:			8	(Lombardianism)	Lombardianism/win at all costs/ traditionally winning more important than taking part	9	(counter culture ethic)	(less dominant) counter culture ethic/taking part more important than winning	10	(radical ethic)	(less dominant) radical ethic/taking part and winning of equal importance	11	(rags to riches)	Rags to riches opportunities/ref American dream/Land of opportunity/work ethic/frontier spirit	12	(pluralism)	Pluralism/different ethnic or religious or political groups within one society/the theory that minority groups maintain cultural differences but share power	13	(hegemony)	Hegemony (or control or domination or power or authority held by certain group)/key roles or positions held by dominant societal group/WASP domination	
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21	(NGB)	FA a highly efficient business/various campaigns eg 'respect'																														

<p>2 (d)</p> <p>18-20</p>	<p>Compare the provision for Physical Education and school sport in Australia and the UK. To what extent do cultural factors influence provision for Physical Education and school sport in Australia?</p> <p>A2 level descriptors</p> <p>Level 4:- a comprehensive answer</p> <ul style="list-style-type: none"> • detailed knowledge & excellent understanding • detailed analysis and excellent critical evaluation • well-argued, independent opinion and judgements which are well supported by relevant practical examples • very accurate use of technical and specialist vocabulary • high standard of written communication throughout. <p>Discriminators from L3 are likely to include:</p> <ul style="list-style-type: none"> • <i>reference to negatives (in spite of good provision) eg obesity</i> • <i>effective comparisons that are well structured within answer</i> • <i>comprehensive coverage of cultural factors that influence provision with analysis/evaluation of relative influence.</i> 	
<p>13-17</p>	<p>Level 3:- a competent answer</p> <ul style="list-style-type: none"> • good knowledge & clear understanding • good analysis and critical evaluation • Independent opinions and judgements will be present but may not always be supported by relevant practical examples • generally accurate use of technical and specialist vocabulary • written communication is generally fluent with few errors. <p>Discriminators from L2 are likely to include:</p> <ul style="list-style-type: none"> • <i>good attempts at comparison</i> • <i>a greater number of points made/more depth to answer</i> • <i>competent coverage of cultural factors that influence provision with an attempt at analysis/evaluation of relative influence.</i> 	
<p>8-12</p>	<p>Level 2: - a limited answer</p> <ul style="list-style-type: none"> • limited knowledge & understanding • some evidence of analysis and critical evaluation • opinion and judgement given but often unsupported by relevant practical examples • technical and specialist vocabulary used with limited success • written communication lacks fluency and contains errors. <p>Discriminators from L1 are likely to include:</p> <ul style="list-style-type: none"> • <i>attempts at comparisons</i> • <i>some understanding of links between culture and provision with possible attempts at analysis /evaluations.</i> 	
<p>0-7</p>	<p>Level 1: - a basic answer</p> <ul style="list-style-type: none"> • basic knowledge & little understanding • little relevant analysis or critical evaluation • little or no attempt to give opinion or judgement • little or no attempt to use technical and specialist vocabulary • errors in written communication will be intrusive. 	

Indicative content

	PE in Australia:	Similarities with UK:
Positive evidence		
1 (SEPEP)	<ul style="list-style-type: none"> (SEPEP – sport education and physical education programme) 100 minutes per week for both PE and sport/framework can be adapted by schools 	Schools Not similar <ul style="list-style-type: none"> UK has National curriculum
2 (school games)	Intra and Inter school games <ul style="list-style-type: none"> Pacific games 	Similar in most schools/ <ul style="list-style-type: none"> work of SSCOs/ variable provision
3 (options)	Range of options that increase likelihood of participation	Similar in most schools <ul style="list-style-type: none"> work of SSCOs/ variable provision
4 (Fundamental Skills Programme)	Fundamental Skills Programme <ul style="list-style-type: none"> basic skills for junior schools/ /skilfulness likely to encourage continued participation 	Not similar <ul style="list-style-type: none"> work of SSCOs/ non-specialists in junior schools Similar <ul style="list-style-type: none"> Active sport/top sport/ dragon sport
5 (PASE)	(PASE - Physical and sport education) <ul style="list-style-type: none"> professional development (INSET) programme for (non-specialist) teachers 	Some similarity as INSET available <ul style="list-style-type: none"> BUT less opportunity for PE specific INSET for non-specialists/ pressure on INSET budgets
6 (sport linkage)	<ul style="list-style-type: none"> School club links sharing of facilities/pathway for talented children to progress to clubs 	Similar <ul style="list-style-type: none"> more for interest than necessarily talent
7 (exemplary schools)	Exemplary schools <ul style="list-style-type: none"> (with good programmes funded to) share good practice 	Not similar <ul style="list-style-type: none"> however - beacon schools or independent schools often highly regarded
8 (sport/talent search)	Sports or Talent Search/Talent ID	Similar/Idea copied <ul style="list-style-type: none"> ref Talent ID for 2012
9 (awards)	State awards/awards for achievement <ul style="list-style-type: none"> de Coubertin award for non sporting achievement (eg participation or fair play) 	Some similarities with local awards

10 (role models)	Elite athletes as role models	Some similarity/but less structured use of role models/funding does not depend on their work
11 (sports leaders)	Sports leaders <ul style="list-style-type: none"> (older students who help teacher/sports leadership part of syllabus/sports leadership include coaching, officiating, leading) 	<ul style="list-style-type: none"> CSLA available to some/coaching, officiating/leading part of examination PE
12 (YDP)	Youth development programme – quality Outdoor Ed programme/D of E	<ul style="list-style-type: none"> D of E/ outdoor education programmes
However		
13 (obesity)	Serious obesity problems	Similar
14 (inactivity)	Problems with inactivity in young people <ul style="list-style-type: none"> Post-16 drop out 	Similar
Cultural factors – influence on provision for PE/Sport in Australia		
15 (historical 1)	Copy of UK system <ul style="list-style-type: none"> eg house competitions 	
16 (historical 2)	British sports adopted in schools	
17 (geography)	Favourable climate for outdoor sports <ul style="list-style-type: none"> high status of swimming in schools due to favourable climate 	
18 (O Ed)	High status of O Ed due to environmental factors	
19 (Govt)	School sport high on federal or state agendas <ul style="list-style-type: none"> good support for school sport 	
20 (social determinants)	Egalitarian society <ul style="list-style-type: none"> antidiscrimination/sport for all/equality of opportunity, provision and esteem 	

Question Number	Expected Answer	Mark
3 (c)	<p>Using practical examples, explain the possible positive and negative effects of an audience on sports' performance.</p> <p>6 marks for:</p> <ol style="list-style-type: none"> 1 Arousal/drive/anxiety increased/over-aroused 2 Dominant response/habit more likely to occur/learned responses automatic/motor programmes are run 3 Weaker players/novices performance deteriorates/incorrect dominant response/can lead to learned helplessness 4 Good performances from well learned/stronger/elite/correct dominant response produced/can lead to mastery orientation 5 Extroverts likely to perform better with an audience/Reticular activating system (RAS) favours extroverts when audience present 6 Introverts likely to perform worse with audience present/RAS does not favour introverts 7 If audience in familiar setting performance helped/'homefield' advantage/disadvantage if away/unfamiliar/hostile environment 8 Anxiety raised by being judged/perceived judgement of others/evaluation apprehension/the nature of the audience/who is in the audience 9 Proximity of the audience/how close the crowd are to the player 10 Distractions/widening of attentional focus/utilisation of too many cues 11 Attention narrows for those who are used to audiences/high levels of ability/ optimum cue utilisation 12 Depends on task/gross/dynamic skills helped or fine/complex skills hindered 	[6]

3 (d)	<p>The following is a typical statement made by a young person who has given up sport and leads an unhealthy lifestyle: <i>'I think sport is boring. I am no good at it, I don't enjoy it and I can think of better things to do on a Saturday afternoon.'</i></p> <p>Using attribution and attitudinal theories, evaluate critically the reasons why this young person does not participate in sport. How might you persuade this young person to once again take up sport?</p> <p>A2 level descriptors</p>	
18-20	<p>Level 4:- a comprehensive answer</p> <ul style="list-style-type: none"> • detailed knowledge & excellent understanding • detailed analysis and excellent critical evaluation • well-argued, independent opinion and judgements which are well supported by relevant practical examples • very accurate use of technical and specialist vocabulary • high standard of written communication throughout. <p>Discriminators from L3 are likely to include:</p> <ul style="list-style-type: none"> • <i>good use of both attribution <u>and</u> attitudinal theories with correct psychological terminology</i> • <i>consistent link to participation</i> • <i>possible drawbacks of using strategies</i> 	
13-17	<p>Level 3:- a competent answer</p> <ul style="list-style-type: none"> • good knowledge & clear understanding • good analysis and critical evaluation • Independent opinions and judgements will be present but may not always be supported by relevant practical examples • generally accurate use of technical and specialist vocabulary • written communication is generally fluent with few errors. <p>Discriminators from L2 are likely to include:</p> <ul style="list-style-type: none"> • <i>use of both attribution and attitudinal theories with psychological terminology</i> • <i>mostly link to participation</i> • <i>some relevant reformative strategies identified.</i> 	
8-12	<p>Level 2:- a limited answer</p> <ul style="list-style-type: none"> • limited knowledge & understanding • some evidence of analysis and critical evaluation • opinion and judgement given but often unsupported by relevant practical examples • technical and specialist vocabulary used with limited success • written communication lacks fluency and contains errors. <p>Discriminators from L1 are likely to include:</p> <ul style="list-style-type: none"> • <i>may not have both attribution and attitudinal theories with little psychological terminology</i> • <i>links to participation rarely made</i> • <i>few relevant reformative strategies identified.</i> 	
0-7	<p>Level 1:- a basic answer</p> <ul style="list-style-type: none"> • basic knowledge & little understanding • little relevant analysis or critical evaluation • little or no attempt to give opinion or judgement • little or no attempt to use technical and specialist vocabulary • errors in written communication will be intrusive. 	

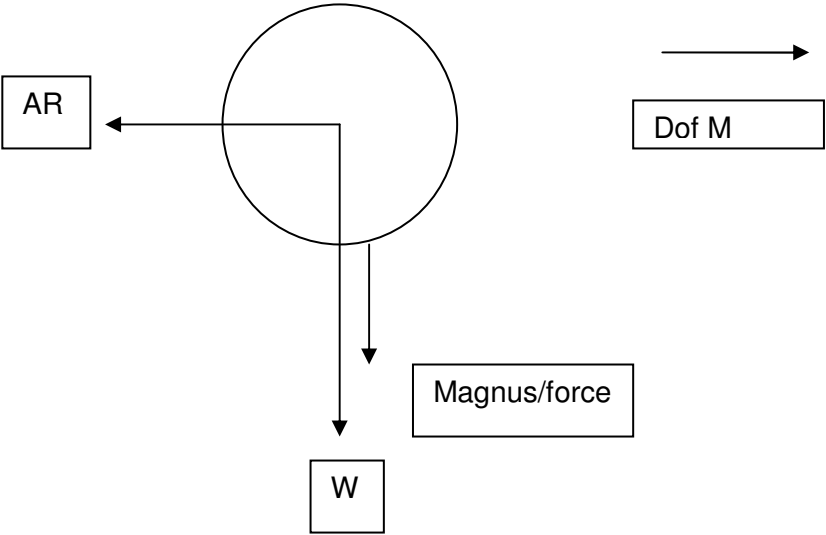
<p>3 (d) continued</p>	<p>Indicative content:</p> <ol style="list-style-type: none"> 1 Attitudes arisen from previous experience <ul style="list-style-type: none"> • Poor experiences reinforced by significant others 2. Attitudes affected by beliefs / feelings and behaviour <ul style="list-style-type: none"> • Triadic model • attitudes that are stable known as consonance 3. Attitudes are shaped via role models <ul style="list-style-type: none"> • More likely to copy significant others • Influence of peers and other groups 4 Attitudes shaped by cultural reasons / expectations <ul style="list-style-type: none"> • Examples of cultural restrictions • Religious beliefs / cultural norms 5 Attribution given sport is boring is a belief <ul style="list-style-type: none"> • cognitive element. 6 Therefore lack of motivation to participate <ul style="list-style-type: none"> • Could lead to dysfunctional behaviour / leading others down an unhealthy route / bad influence 7 Gives a reason that he may be comfortable with/devalues sport <ul style="list-style-type: none"> • low status of sport/he is too good for such trivia 8 Attribution (I am no good at it) gives sense of helplessness <ul style="list-style-type: none"> • learned helplessness 9 This is an internal stable attribution <ul style="list-style-type: none"> • Weiner's model 10 Leads to lack of self-esteem/lack of confidence <ul style="list-style-type: none"> • Links to confidence factors 11 Attribution (I don't like it) is an affective/emotional attitudinal element 12 Leads to lack of motivation/interest/fear 13 (think of better things to do) - attributes non participation to lack of meaning /usefulness of sport <ul style="list-style-type: none"> • Counter-cultural attitudes / wanting to be different 14 Attribution show behavioural attitude in line with cognitive and affective elements <ul style="list-style-type: none"> • shows consonance/non-participant is happy/comfortable with attributions and attitudes/sees little reason to change 15 Attributional retraining <ul style="list-style-type: none"> • change internal to controllable • change stable factors to unstable factors • change external to internal factors 16 Attitude change <ul style="list-style-type: none"> • via cognitive dissonance theory/changing at least one element of the triadic model/change one or more of cognitive, affective and behavioural elements • change their beliefs/value of participation 	
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	<p>17 Persuasion/persuasive communication</p> <ul style="list-style-type: none">• needs to be from high status model/role model/significant other• message relevance <p>18 Use of positive reinforcement/encouragement</p> <ul style="list-style-type: none">• developing new S-R bonds/ operant conditioning <p>19 Use of vicarious experiences/watching others who are getting something out of sport</p> <p>20 Give success/less emphasis on competition/make it enjoyable</p> <ul style="list-style-type: none">• redefine success/raise confidence/self-efficacy <p>21 Lower anxiety/arousal (through encouragement).</p> <ul style="list-style-type: none">• Arousal affected in different ways / inverted U / catastrophe theories	<p>[20]</p>
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Question Number	Expected Answer	Mark
Section B - Biomechanics (Option B2)		
4 (a)	<p>Identify the three main axes of rotation and give a sporting example for each.</p> <p>3 marks for 3 from: (must have sporting example to gain mark)</p> <ol style="list-style-type: none"> 1 Longitudinal (top to bottom) eg spinning skater or eq 2 Transverse (side to side) eg somersault or eq 3 Frontal (front to back) eg cartwheel or eq 	[3]
4 (b)	<p>What is meant by the term centre of mass and how does this help to explain why the Fosbury Flop is the preferred technique for the high jump?</p> <p>4 marks for 4 from: Submax of 2 marks from (centre of mass)</p> <ol style="list-style-type: none"> 1 CM is the point at which a body is balanced in all directions 2 It is the point at which weight appears to act 3 Its position depends on the distribution of mass/can change position when body shape changes 4 It follows a predetermined flight path/height that CM reaches is predetermined at take off. <p>Submax of 3 marks from (Fosbury Flop)</p> <ol style="list-style-type: none"> 5 Due to arching/hyperextension of back/shape of FF 6 CM can be positioned outside the body 7 Therefore, CM can pass underneath the bar as body goes over it 8 Whereas other techniques/straddle/western roll 9 Where CM stays within body 10 CM has to pass over the bar. 	[4]

Question Number	Expected Answer	Mark
4 (c)	<p>If the mass of the tennis player is 80kg, calculate his weight W and the moment of force caused by the weight (Assume the acceleration due to gravity is 10ms^{-2}).</p> <p>Show all your working.</p> <p>State the Principle of Moments and calculate the force F needed by the gastrocnemius and soleus for this system to remain balanced.</p> <p>Explain why this lever system is more efficient than that of the elbow during a bicep curl.</p> <p>6 marks for: (weight)</p> <p>1 $W = mg/W = 80 \times 10$ 2 $W = 800 \text{ N/newtons}$.</p> <p>(principle of moments)</p> <p>3 Moment of Force = Force x (perpendicular)distance from fulcrum/ = 800×0.2 4 Moment of Force = $160\text{Nm/Newton metres}$ 5 Principle of Moments states that Clockwise moments = Anticlockwise moments/ $0.25F = 160/F = 160/0.25$ 6 $F = 640\text{N/newtons}$.</p> <p>2 marks from (efficiency of levers)</p> <p>7 Ankle/ball of foot is a class 2 lever whereas the elbow is a class 3 lever/or opposite 8 Load/weight is closer to the fulcrum than effort/force of muscle contraction/opposite 9 Therefore, less effort is required to balance an equivalent load /or opposite.</p>	[8]

Question Number	Expected Answer	Mark
4 (d)	<p>Sketch a free body diagram to show the forces acting on a ball with topspin during flight.</p> <p>Examine the effects of different types of spin on a ball during flight and when bouncing.</p> <p>Evaluate the advantages and disadvantages of each type of spin in sport.</p> <p>A2 level descriptors</p>	
18-20	<p>Level 4:- a comprehensive answer</p> <ul style="list-style-type: none"> • detailed knowledge & excellent understanding • detailed analysis and excellent critical evaluation • well-argued, independent opinion and judgements which are well supported by relevant practical examples • very accurate use of technical and specialist vocabulary • high standard of written communication throughout. <p>Discriminators from L3 are likely to include:</p> <ul style="list-style-type: none"> • <i>free body diagram to show all forces correctly</i> • <i>description of effect of all 3 main types of spin on both flight path and bounce of a ball</i> • <i>good range of advantages and disadvantages of all types of spin with substantial and relevant examples from sport. Top end of this level will cover advantages and disadvantages of both flight path and bouncing balls.</i> 	
13-17	<p>Level 3:- a competent answer</p> <ul style="list-style-type: none"> • good knowledge & clear understanding • good analysis and critical evaluation • independent opinion and judgements will be present but may not always be supported by relevant practical examples • generally accurate use of technical and specialist vocabulary • written communication is generally fluent with few errors. <p>Discriminators from L2 are likely to include:</p> <ul style="list-style-type: none"> • <i>free body diagram showing all forces</i> • <i>description of the effect of most of the types of spin on both the flight path and bounds of a ball</i> • <i>a range of advantages and disadvantages of most types of spin with some relevant examples from sport. Bottom end of this level may not cover the advantages/disadvantages of spin on flight path or bounce of a ball.</i> 	
8-12	<p>Level 2:- a limited answer</p> <ul style="list-style-type: none"> • limited knowledge & understanding • some evidence of analysis and critical evaluation • opinion and judgement given but often unsupported by relevant practical examples • technical and specialist vocabulary used with limited success • written communication lacks fluency and contains errors. 	

Question Number	Expected Answer	Mark
4 (d) continued	<p>Discriminators from L1 are likely to include:</p> <ul style="list-style-type: none"> • <i>free body diagram shows some of the forces accurately but at the lower end of this level they are shown inaccurately</i> • <i>description of the effects of some types of spin on the flight path and bounce of a ball</i> • <i>some advantages/disadvantages are covered with limited accuracy. To reach the higher end of this level candidates should make reference to both flight paths and the bounce of the ball.</i> 	
0-7	<p>Level 1:- a basic answer</p> <ul style="list-style-type: none"> • basic knowledge & little understanding • little relevant analysis or critical evaluation • little or no attempt to give opinion or judgement • little or no attempt to use technical and specialist vocabulary • errors in written communication will be intrusive. 	
	<p>Indicative content</p> <p>(Free body diagram)</p> <ol style="list-style-type: none"> 1 W/weight acting from CM of the ball 2 AR/air resistance acting from CM opposite the direction of motion 3 Magnus/force acting downwards perpendicular to direction of motion <div style="text-align: center; margin: 20px 0;">  </div> <p>(Effects of spin on flight path)</p> <ol style="list-style-type: none"> 4 All spins cause non parabolic/asymmetrical flight paths 5 Spin gives stability in flight 6 (Advantage) More accuracy eg Shooting in football 7 (Disadvantage) More predictable flight path which makes it easier for opposition/no spin makes for less predictable flight path eg Ronaldo free kick/volleyball serve 	

	<p>(Topspin-flight)</p> <p>8 Topspin makes flight path shorten 9 (advantage) Can hit ball harder and still goes in eg topspin drive in table tennis 10 (advantage) Can confuse opposition where ball will land eg flipper in cricket 11 (disadvantage) Lose distance eg drive in golf 12 Topspin makes ball dip in flight 13 (advantage) Can hit ball higher over obstacles and still go in eg volley over GK in football 14 (disadvantage) If not hit high enough ball hits obstacle eg topspin drive in tennis</p> <p>(Backspin-flight)</p> <p>15 Backspin makes flight path lengthen 16 (advantage) Hit ball further eg drive in golf 17 (disadvantage) Ball travels too far before landing eg sliced backhand in tennis 18 Backspin makes ball hang in the air</p>	
	<p>19 (advantage) Gives more time to recover before next shot eg defence in table tennis 20 (disadvantage) Gives opponent more time to attack eg opponent can move into volley in tennis</p> <p>(Side spin-flight)</p> <p>21 Sidespin makes ball swerve in flight 22 (advantage) Can move ball around obstacles eg free kick around a wall in football 23 (disadvantage) Ball can deviate too far eg slice/hook in golf</p> <p>(Effect of spin on bounce)</p> <p>24 Spin can cause balls to bounce in unpredictable fashion 25 (advantage) Confuse opponent eg leg break in cricket 26 (disadvantage) Confuse team mates eg passes with spin in football</p> <p>(Topspin-bounce)</p> <p>27 Topspin makes ball shoot forward when bouncing 28 (advantage) Keeps opponent back/from attacking eg tennis 29 (advantage) Can keep ball lower eg drive in squash/flipper in cricket</p>	
	<p>(Backspin-bounce)</p> <p>30 Backspin makes ball sit up on bouncing 31 (advantage) Drop shots with backspin make opponent move further eg tennis 32 (advantage) Gives more control over ball on landing eg pitch in golf 33 (disadvantage) Easy for an opponent to attack eg tennis</p> <p>(Sidespin-bounce)</p> <p>34 Sidespin does not cause deviation on bouncing 35 (advantage) Ball carries on swerving after bouncing eg slice serve in tennis 36 (disadvantage) Ball can swerve too much after bouncing eg low shot in football</p>	<p>[20]</p>
	TOTAL	[35]

Question Number	Expected Answer	Mark
Section B - Exercise and Sport Physiology		
5 (a)	<p>The recovery process returns the body to its pre-exercise state. Describe the main processes involved in the alactacid component of recovery.</p> <p>5 marks in total</p> <ol style="list-style-type: none"> 1 The alactacid component occurs first 2 using some of the excess post exercise oxygen consumption 3 process restores the ATP (and) PC stores depleted during exercise 4 The energy for these (reversible) endothermic reactions; 5 is made available by the aerobic breakdown of fats and carbohydrate/uses aerobic system 6 the alactacid component takes between two and three minutes for full recovery 7 and uses up to 4 litres of oxygen/O₂ consumption remains high 8 It takes approximately 30 seconds to resynthesise 50% of PC stores 9 During this component the myoglobin oxygen stores are replenished 	[5]
5 (b)	<p>Explain what is meant by the term metabolic equivalent. How can knowledge of METs be useful to a performer?</p> <p>4 marks in total</p> <p><i>Sub max 3 marks – what is meant by</i></p> <ol style="list-style-type: none"> 1 MET/metabolic equivalent is a way of expressing energy cost 2 is the ratio of the work metabolic rate to the resting metabolic rate 3 it estimates the energy cost of an activity by amount of oxygen consumed 4 one MET is equivalent to the resting VO₂ (3.5 ml/kg/min) 5 one MET is equal to a specific calorific amount (0.0175kcal/kg/min or 1kcl/kg/hr) <p><i>sub max 2 marks – how it helps the performer</i></p> <ol style="list-style-type: none"> 6 low intensity activity will be equivalent to small number of METS (eg walking is 2METS)/high intensity activity higher number of METS/to know how hard they are working 7 can calculate the overall energy cost of a training session/workload 8 can adjust diet according to the number of calories burned 9 can use METS to estimate BMR 	[4]

Question Number	Expected Answer	Mark
5 (c)	<p>Carbohydrates are a valuable source of energy. Why is it important for a performer to ensure that they have adequate supplies of carbohydrate? How can a performer make sure that they don't deplete their stores of carbohydrate? 6 marks in total</p> <p><i>Sub max 3 marks –why are they important</i></p> <p>1 carbohydrate is the only fuel that can be broken down anaerobically/needed for high intensity work for more than 10 secs</p> <p>2 carbohydrate can also be broken down aerobically/main fuel for first 20 mins of exercise</p> <p>3 carbohydrate is needed to ensure the efficient breakdown of fats</p> <p>4 there are limited stores of carbohydrate in the body</p> <p>5 carbohydrates contain 4Kcals per gram</p> <p><i>sub max 3 marks – how can stores be maintained</i></p> <p>6 performer can eat a high carbohydrate diet</p> <p>7 performer can carbo-load before an event/glycogen sparing</p> <p>8 performer can eat a high carbohydrate meal before the event (low GI foods)</p> <p>9 performer can drink/eat carbohydrates during event eg banana/sports drink</p> <p>10 performer can replace carbohydrates used immediately after the event (high GI foods/drink)</p> <p>11 pacing during event/take opportunities to recover</p>	

<p>5 (d)</p> <p>18-20</p>	<p>Devise a six month training programme that will develop aerobic capacity. Justify your programme by referring to the theory of periodisation and the principles of training.</p> <p>A2 levels descriptors</p> <p>Level 4:- a comprehensive answer</p> <ul style="list-style-type: none"> • detailed knowledge & excellent understanding • detailed analysis and excellent critical evaluation • well-argued, independent opinion and judgements which are well supported by relevant practical examples • very accurate use of technical and specialist vocabulary • high standard of written communication throughout. <p>Discriminators from L3 are likely to include:</p> <ul style="list-style-type: none"> • <i>creation of a detailed and appropriate progressive 6 month programme</i> • <i>training aims of each cycle clearly stated</i> • <i>excellent justification of programme with reference to both periodisation and training principles</i> • <i>appropriate monitoring and evaluation throughout programme included.</i> 	
<p>13-17</p>	<p>Level 3:- a competent answer</p> <ul style="list-style-type: none"> • good knowledge & clear understanding • good analysis and critical evaluation • Independent opinions and judgements will be present but may not always be supported by relevant practical examples • generally accurate use of technical and specialist vocabulary • written communication is generally fluent with few errors. <p>Discriminators from L2 are likely to include:</p> <ul style="list-style-type: none"> • <i>creation of a 6 month progressive programme with micro, meso and macro cycles identified</i> • <i>overall training aim stated for the programme</i> • <i>good justification of the programme with reference to training principles</i> • <i>initial evaluation of aerobic capacity used to set goals</i> 	
<p>8-12</p>	<p>Level 2:- a limited answer</p> <ul style="list-style-type: none"> • limited knowledge & understanding • some evidence of analysis and critical evaluation • opinion and judgement given but often unsupported by relevant practical examples • technical and specialist vocabulary used with limited success • written communication lacks fluency and contains errors. <p>Discriminators from L1 are likely to include:</p> <ul style="list-style-type: none"> • <i>creation of a 6 month programme with some progression shown</i> • <i>some justification of the programme given with reference to training principles</i> • <i>general aim of programme given but with no reference to periodisation or monitoring and evaluation.</i> 	

0-7	<p>Level 1:- a basic answer</p> <ul style="list-style-type: none"> • basic knowledge & little understanding • little relevant analysis or critical evaluation • little or no attempt to give opinion or judgement • little or no attempt to use technical and specialist vocabulary • errors in written communication will be intrusive. 	
	<p>Indicative content</p> <p>(Periodisation)</p> <ol style="list-style-type: none"> 1 Initial assessment <ul style="list-style-type: none"> • age/current activity levels/PARQ/health screening/aim 2 Fitness testing <ul style="list-style-type: none"> • multi-stage fitness test to estimate VO_2 max • Cooper 12 minute run based on distance covered • PWC170 use of HR 3 Macrocycle <ul style="list-style-type: none"> • Long term objective/usually year/could be 6 months for some sports • Reach physiological peak at right time • Increase VO_2 max/increase % VO_2 max at which OBLA occurs • Made up of a number of mesocycles 4 Mesocycle <ul style="list-style-type: none"> • Medium term objective/1 to 4 months/depends on sport/objective • Increase in CV endurance • Could be pre-season/competitive/off season • Made up of a number of microcycles 5 Microcycle <ul style="list-style-type: none"> • Short term objective/1 to 3 weeks/recurrent units • Made up of a number of training sessions 6 Pre-season <ul style="list-style-type: none"> • Characterised by development of basic all round fitness • Progressively increase in intensity/focus on aerobic fitness 7 Tapering <ul style="list-style-type: none"> • Close to event training load reduced/recovery periods longer • Ensure fuels/glycogen levels are high for event 8 Competitive season <ul style="list-style-type: none"> • Maintenance of aerobic fitness levels • Training sessions reduced to avoid burn out 9 Off/transition season <ul style="list-style-type: none"> • Rest/low level activity/active recovery/cross training <p>(Principles of training)</p> <ol style="list-style-type: none"> 10 Specificity <ul style="list-style-type: none"> • Muscles used/movement patterns/fibre type/energy system 11 Moderation <ul style="list-style-type: none"> • Prevent injury/allow sufficient recovery/particularly at start 12 Overload <ul style="list-style-type: none"> • Make body work harder/increase stress on the body • Increase frequency/intensity/time or distance/type 13 FITT <ul style="list-style-type: none"> • (F) 2/3+ a week • (I) 60-80% VO_2/HR max • (T) 20+ mins/3km+ 	[20]

	<p>14 Continuous/Fartlek</p> <ul style="list-style-type: none">• All body exercises• Running/swimming/cycling• altitude <p>15 Interval training</p> <ul style="list-style-type: none">• 1 set of 3-4 reps• work interval 3+ mins• work-relief ratio 1:1/0.5 <p>16 Progression</p> <ul style="list-style-type: none">• Once adaptations have been made further increases in workload• Increase frequency/intensity/time/distance by 10%• Best to increase time/distance as overloading aerobic <p>17 Variance</p> <ul style="list-style-type: none">• Different types of training• Different types of exercise• Prevent boredom/overuse injury/maintain motivation <p>18 Monitoring/evaluating</p> <ul style="list-style-type: none">• Training diary/regular testing• Reversibility• Conduction of a gap analysis	
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