OCR
RECOGNISING ACHIEVEMENT

ADVANCED SUBSIDIARY GCE

PHYSICAL EDUCATION **G451**

Unit G451: An Introduction to Physical Education

MARK SCHEME

Tuesday 19 January 2010
Morning

Duration: 2 hours

MAXIMUM MARK 90

General advice to Assistant Examiners on the procedures to be used

YOU WILL BE REQUIRED TO UNDERTAKE PRACTICE AND STANDARDISATION SCRIPTS BEFORE STARTING TO MARK LIVE SCRIPTS. YOU WILL BE ADVISED OF THE AMOUNT OF SCRIPTS PRIOR TO THE MARKING PERIOD.

1 The schedule of dates for the marking of this paper is very important. It is vital that you meet these requirements. If you experience problems then you must contact your Team Leader (Supervisor) without delay.

2 An element of professional judgement is required in the marking of any written paper. Candidates often do not use the exact words which appear in the detailed sheets which follow. If you are in doubt about the validity of any answer then consult your Team Leader (Supervisor) by phone, the messaging system within SCORIS or e-mail.

3 Some questions may have a 'Level of Response' mark scheme. Any details about these will be in the rationale.

4 If an answer has been crossed out and no alternative answer has been written then mark the answer crossed out.

5 In addition to the award of 0 marks, there is a NR (No Response) option on SCORIS.

Award 0 marks

- if there is any attempt that earns no credit (including copying out the question or some crossed out working)

Award NR (No Response)

- if there is nothing written at all in the answer space
  OR
- if there is any comment which does not in any way relate to the question being asked (eg 'can't do', 'don't know')
  OR
- if there is any sort of mark which is not an attempt at the question (eg a dash, a question mark)

6 Abbreviations, annotations and conventions used in the detailed Mark Scheme. These vary from paper to paper, you will be advised in advance of the correct abbreviations, annotations and conventions to be used.

Highlighting is also available to highlight any particular points on the script.

7 The Comments box

The comments box will be used by your PE to explain their marking of the practice scripts for your information. Please refer to these comments when checking your practice scripts.
You should only type in the comments box yourself when you have an additional object of the type described in Appendix B of the Handbook for Assistant Examiners and Subject Markers.
Please do not use the comments box for any other reason.
Any questions or comments you have for your team leader should be communicated by phone, SCORIS messaging system or e-mail.

8 Abbreviations, annotations and conventions that are used in this Mark Scheme vary from paper to paper. The following annotations are available for this paper.

✓ (Tick)	Tick
x (Cross)	Cross
BOD	Benefit of the doubt
REP	Repeat
?	Unclear
L1	Level 1
L2	Level 2
L3	Level 3
KU	Knowledge and Understanding
EG	Example/Reference
VG	Vague
DEV	Development
SEEN	Noted but no credit given
IRRL	Significant amount of material which does not answer the question

Section A – Anatomy and Physiology	Accept	Do not accept
Answer **all** parts of the question.		

1 (a) **Use your anatomical and physiological knowledge to complete the table below for the athlete's elbow during the upward phase of the bicep curl.**

3 marks, 1 for each element of the table completed correctly. Accept first answer only

Joint	Joint Type	Movement	Agonist	Antagonist
Elbow	**1. Hinge or synovial hinge** (synovial on own – TV)	**2. Flexion**	Biceps Brachii	**3. <u>Tricep(s) Brachii</u>**

What type of muscle contraction is occurring in the biceps brachii during the downward phase of the bicep curl?

1 mark. Accept first answer only.

4. eccentric or isotonic eccentric (isotonic on own = TV)

Name one muscle in the trunk acting to maintain good posture and core stability during the biceps curl.

1 mark. Accept first answer only.

5.multifidis / transverse abdominis / rectus abdominis / (external) obliques / (internal) obliques / erector spinae / sacrospinalis /.

(abdominals on own = TV)
(rectus abdominals/abdominus rectus = BOD)

3 marks in total for question 1(a)

Section A – Anatomy and Physiology		Accept	Do not accept
1 (b)	**Using a serve in tennis, explain Newton's three laws of motion.** **5 marks. Sub max 2 if laws are stated but not applied.** ***Explanation must be clearly linked with the correct law.***	**Additional guidance:** Serve starts when player takes position and ends when opponent hits the return or the ball hits the net	
1. (N1)	**law of inertia or Newton 1 states** a body will remain in a state of uniform motion or at rest unless an (external) force acts upon it.	Candidates who write **N1or law of inertia and** give the example of tennis that is embedded within the definition of the law = 2 marks.	
2. (e,g.N1)	**law of inertia or Newton 1 states** (ball) the tennis ball will remain in the server's hand until s/he applies a force to the ball to toss it / (ball) the tennis ball will continue to travel vertically upwards or downwards (from the toss) until the force of the racket head changes its direction / (player) the tennis player needs to apply a force to the ground to allow them to stretch up or jump to hit the ball.		
3. (N2)	**law of acceleration or Newton 2 states** the acceleration or rate of change of momentum or velocity of an object is proportional to the force (and takes place in the direction in which the force acts.)	rate of change of speed = BOD Candidates who write **N2 or law of acceleration and** give the example of tennis that is embedded within the definition of the law = 2 marks.	speed or velocity of ball (without mentioning change) = TV
4. (e.g.N2)	**law of acceleration or Newton 2 states** (ball) the harder the player hits the ball the faster it will travel (in the direction it has been hit) / (player) the greater the force applied to the ground the faster or further the player will jump into the air.		(for ball) the **further** it will travel
5. (N3)	**law of reaction or Newton 3 states** for every action there is an equal and opposite reaction.	Candidates who write **N2 or law of reaction and** give the example of tennis that is embedded within the definition of the law = 2 marks.	'action reaction'
6. (e.g.N3)	**law of reaction or Newton 3 states** (ball) the racket strings apply a force to the ball and the ball will apply an equal and opposite force to the strings or vice versa / (player) to jump to hit the ball, the player applies a downward or action force on the ground that applies an upward (reaction) force on the player / (player) to jump to hit the ball, the player applies a force on the ground that applies an opposite force on the player		
			5 marks in total for question 1(b)

Additional guidance:
'*law of inertia - the harder the player hits the ball, the faster it will travel'* = 0 marks = (N1 identified but application = N2, which has not been identified)
'law of inertia – a body will remain in a state of rest in hand unless a force acts upon it' = 1 mark for point 1 = (law identified but not applied to tennis serve)
'law of inertia – a tennis ball remains in player's hand until they apply a force to toss the ball' = 2 marks = application embedded within definition of N1 – hits point 1 ***and*** *point 2)*

Section A – Anatomy and Physiology		Accept	Do not accept
1 (c)	**Give <u>three</u> mechanisms which maintain venous return during exercise. 6 marks**		
Mechanisms - sub max 3. Mark first three answers only.			
1	skeletal or muscular or muscle pump	Accurate descriptions	
2	(pocket) valves		
3	respiratory (muscle) pump		
4	smooth muscle		
5	gravity from above the heart		gravity on own
	Explain how the increase in blood flow affects cardiac output. sub max 3		
Frank-Starling's law (of the heart)			
6	more blood returning to the right atrium or heart		increase in blood flow/ increased venous return = Rep
7	increased stretch of the myocardium or heart wall (during ventricular diastole) / increased end diastolic volume	EDV or end diastolic volume	
8	causing greater force of contraction (during ventricular systole) / decreased end systolic volume	ESV for end systolic volume	
9	(as SV = EDV-ESV) stroke volume increases/more blood pumped out of the heart per beat	SV for stroke volume	
10	cardiac output = heart rate x stroke volume	Q or CO for cardiac output	
11	(therefore) cardiac output **increases**		
12	(more blood returning to the right atrium or heart) directly **stimulates** or **triggers** the SA node or causes **increased** firing rate of SA node (which increases heart rate)		pacemaker
			6 marks in total for question 1 (c)

		Accept	Do not accept
1 (d) Describe the neural mechanisms which cause heart rate to change <u>during</u> exercise. **4 marks – Sub max 2 for points 1-4**			reference to adrenalin
1. (chemo)	chemoreceptors detect **increase** in (pp)CO_2 or acidity or lactic acid or lactate or **decrease** in (pp)O_2 or pH (of the blood)		change on own
2. (proprio)	proprioceptors detect movement		
3. (baro)	baroreceptors detect **increase** in (blood) pressure or / baroreceptors detect stretch of the arterial or blood vessel walls		
4. (thermo)	thermoreceptors or temperature receptors detect **increase** in <u>blood</u> temperature		
5. (CCC)	information sent to the cardiac control centre or CCC (in the medulla oblongata)		
6. (sympathetic)	(via the) sympathetic nervous system or SNS	autonomic or autogenic nervous system or ANS or sympathetic system or sympathetic control = BOD	
7. (nerve)	(impluses sent) down the (cardiac) accelerator nerve (to the SA node)		
8. (SA node)	to stimulate the SA node / increase firing of the SA node		pacemaker
			4 marks in total for question 1 (d)

Section A – Anatomy and Physiology		
1 (e)	**Discuss the positive and negative effects on the skeletal system of young people performing:** • **Contact sports** • **High impact sports** • **Activities involving repetitive actions.** **10 marks – Levels marked question**	
Level 3 **8-10 marks**	**A comprehensive answer:** • **detailed** knowledge & understanding • **effective** analysis/critical evaluation and/or **discussion**/explanation/development • **clear** and **consistent** practical application of knowledge • **accurate** use of technical and specialist vocabulary • **high standard** of written communication.	**Discriminators from L2 <u>are likely</u> to include:** • balanced discussion of **both** positive and negative aspects • successful development of some specific conditions i.e. osteopororsis, osteoarthritis, growth plates, joint stability, posture and alignment
Level 2 **5-7 marks**	**A competent answer:** • **satisfactory** knowledge & understanding • analysis/critical evaluation and/or **discussion**/explanation/development **attempted with some success** • **some success** in practical application of knowledge • technical and specialist vocabulary used with **some accuracy** • written communication **generally fluent** with **few errors**	**Discriminators from L1 <u>are likely</u> to include:** • **both** positive and negative aspects covered although more detail may be evident in one • reference to some **specific conditions** i.e. osteopororsis, osteoarthritis, growth plates, joint stability, posture and alignment
Level 1 **0-4 marks**	**A limited answer:** • **basic** knowledge & understanding • **little or no attempt** to analyse/critically evaluate and/or **discuss**/explain/develop • **little or no attempt** at practical application of knowledge; • technical and specialist vocabulary used with **limited success**; • written communication **lacks fluency** and **there will be errors**, some of which may be intrusive	

Section A – Anatomy and Physiology

1 (e) **Indicative content**: Candidate responses are likely to include: (relevant responses not listed should be acknowledged)

Care must be taken not to credit effects on the muscular system. i.e. watch out for sprain (ligament) = OK but strain (muscle) = IRR

Numbered points = knowledge and understanding **Bullet points** = likely to be development of knowledge

POSITIVE EFFECTS	**Contact sports**	**High Impact sports**	**Repetitive actions**
	e.g. rugby, American football, Aussie rules football	netball, basketball, some events in track and field, gymnastics	**e.g.** run, row, swim, constantly practise technique i.e. tennis serve etc
1. stronger or healthier bones / increase in peak bone density or calcium deposits • reduced risk of osteoporosis • osteoporosis is the weakening of bones or loss of bone density - making bones more prone to fractures or damage • reduced risk of damage to growth plates • weight bearing activities are best to improve bone health.	✓	✓	✓
2. healthier joints / increase in thickness of articular or hyaline cartilage • greater ability to absorb shock so reduced risk of injury • reduced risk of developing osteoarthritis in later life • osteoarthritis is a degenerative disease due to loss of articular or hyaline cartilage at the ends of long bones	✓	✓	✓
3. stronger ligaments (stronger tendons = BOD) • increased joint stability • less risk of injury or joint trauma **e.g**. sprains, dislocations etc • joint trauma can lead to osteoarthritis in later life	✓	✓	✓
4. better lubrication of joints by synovial fluid • improves joint health • aids flexibility	✓	✓	✓
5. decreased mechanical strain on joints due to exercise helping to manage weight as part of an active, healthy, balanced lifestyle • reduces risk of osteoarthritis • prevents sedentary lifestyle that can be linked with osteoporosis in later life	✓	✓	✓

Credit <u>description</u> of condition once only e.g. if description of OA credited for positive it cannot be credited for negative.

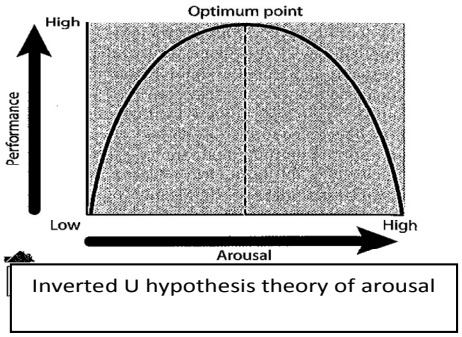
NEGATIVE EFFECTS	Contact sports	High Impact	Repetitive actions
6. increased risk of damage to articular/hyaline cartilage or increased risk of wear and tear on articular cartilage • increased risk of joint trauma **e.g**. sprain, dislocation (cartilage or meniscus) tear etc • which can lead to osteoarthritis in later life • osteoarthritis - degenerative / loss of articular/hyaline cartilage at the ends of long bones	✓	✓	✓
7. increased risk of ligament being stretched or torn / sprain / (tendon tear = BOD) • decreased joint stability	✓	✓	
8. increased risk of damage to growth plates or immature bone • plate of cartilage or immature bone is at the end of long bones or between the epiphysis and diaphysis • the growth plate closes towards the end of adolescence **e.g.** Tom Daley – limited number of platform dives a day	✓	✓	✓
9. increased risk of an impact or acute injury/ break or fracture **e.g.** or dislocation or sprain or (meniscus) tear or joint separation i.e. acromioclavicular or ac joint **eg** Rooney metatarsal • after break bone is stronger • the safest types of physical activity is aerobic or submaximal or low to medium intensity	✓	✓	
10. increased risk of overuse or chronic injury **e.g.** tendinitis or tennis or golfer's or thrower's elbow or <u>stress</u> fracture or shin splints or Osgood schlatter syndrome or chondromalacia patella or runner's knee			✓
11. increased risk of inflamed bursa or bursitis • bursa is a fluid filed sac • which cushions and lubricates the joint where friction is likely to occur			✓

e.g. effects relevant to the knee joint	**e.g. effects relevant to the shoulder joint**
• hinge joint and so injury prone • at particular risk of damage to ligaments • e.g. anterior/posterior cruciate, medial/lateral collateral • risk of meniscus tear– very common in impact & contact sports	• shallow joint and so prone to dislocation • ball and socket joint but much less stable than the hip • head of humerus very loosely fits into glenoid fossa of scapula
	Section A Total [30]

Section B: Acquiring Movement Skills		Accept	Do not accept
2 (a)	**Identify a motor skill in sport and justify its classification on the open closed continuum.** **Explain which practice methods would be most appropriate for this skill.** **6 marks - a motor skill must be identified** **If motor skill is wrongly classified (e.g. a free throw is an open skill) do not carry error forward - mark justification positively.**		
Justification for open classification/Open because: Sub max 3 E.g. A pass or shot in hockey / sailing			
1.	the environment or others affect the skill / environment is unstable or changing or unpredictable / performer has to adapt to changing environment		
2.	predominantly perceptual / needs a lot of perception or judgement or interpretation		
3.	there is much information to process/ the skill is more complex / lots of decision making		
4.	the skill is externally paced / the speed or timing of the skill is dictated or controlled by others		
OR Justification for closed classification/Closed because: Sub max 3 E.g. swimming strokes / gymnastics movements e.g. vault			
5.	the environment or others do not affect the skill / environment is stable or unchanging or predictable		
6.	predominantly habitual / the same pattern of movements is repeated.		
7.	there is little information to process / the skill is simple / fewer stimuli / fewer responses.		
8.	the skill is internally or self paced / the performer controls the speed of the skill.		
Explanation of practice methods: Sub max 3 NB practice method must be stated to gain mark			
Practice methods for open skills			
9.	**varied** practice should be used to motivate / to build interest or schema / give different experiences / simulates game situation		varied prac on own
OR Practice methods for closed skill:			
10.	**fixed** practice should be used to form habits / to develop motor programmes		
Practice methods for open OR closed skills			
11.	**distributed** practice should be used to allow for recovery / feedback / coaching		
12.	**Whole part whole** for open skills to correct faults or give specific coaching		
13.	**massed** practice should be used to form habit /to develop motor programmes		
14.	**whole** practice should be used for understanding of environment		
15.	**whole part whole** or **part** practice should to develop or improve (weak) subroutines		
16.	**whole** practice should be used to give idea or understanding or a mental picture or holistic view of skill		
17.	(progressive) **part** practice should be used to give early success / to motivate or give confidence / to help understanding the skill / for more complex skills / if skill is dangerous / to increase safety	**6 marks in total for question 2 (a)**	

2 (b)	**Explain <u>the role</u> of mental practice in the performance of movement skills.** **4 Marks**		
		Do not accept	
1.	(helps) **create** a mental picture of the skill / helps performer to visualise performance	It is visualisation It is imagery It is rehearsal A description of MR A practical example alone '*a sprinter goes over a picture in her mind'* *'a sprinter might visualise the start of the race.*'	
2.	Helps **understanding** of requirements.		
3.	Helps visualise fault correction.		
4.	Activates nervous impulses / cuts down on reaction time.		
5.	Helps to discard irrelevant information / maintains focus or selective attention.		
6.	Visual representation **remembered** better/ helps performer remember what skill should look like		
7.	Can organise information for storage/increase storage capacity.		
8.	Can improve confidence /can increase optimism.		
9.	Helps to control arousal levels.		
			4 marks in total for question 2 (b)

2 (c)	**Learning and performing movement skills often involves the use of the memory process.** **Describe the multi-store memory <u>process</u> when performing movement skills.** **4 marks**		
		Accept	**Do not accept**
1.	(involves the) short-term sensory store or STSS **and** short-term memory or STM **and** long-term memory or LTM	Only if in correct order/ accurate diagram in correct order	
For points 2-5, emboldened points **and** description required for each mark			
2.	(involves the) **short-term sensory store** or **STSS** selective attention happens / important information is filtered in / irrelevant information is filtered out		
3.	(Involves the) **short-term memory or STM** organises or chunks information / encodes information to LTM		
4.	(Involves the) **long-term memory** or **LTM** stores or remembers information or patterns of movement **indefinitely** / decodes information (to STM) / stores motor programmes (used to perform movements) / associates (current) performance with previous performances (to recognise strengths and weaknesses)		
5.	Memory process affects or influences perception / helps judge or interpret what needs to be done (to perform the movement)		
			4 marks in total for question 2 (c)

2 (d)	**Using the Inverted U theory and a practical example explain how levels of arousal can affect the performance of movement skills. 6 marks - 1 mark for practical example Point 1 required for max 6**		
1	(example)award when practical example is **clearly** linked with **a** theory point		
	Under arousal a golfer drives but fails to hit the green/drives short a sprinter slow out of blocks as not stimulated enough a rugby tackle may be half hearted – and attacking player runs through	**Optimal arousal** a golfer needs moderate arousal to drive effectively and hit the green/target area a sprinter is quick out of the blocks and therefore most likely to perform well a rugby player makes clean, effective tackle	**Over arousal** in golf can cause loss in technique so performance can be lowered/drives too long/wide sprinter may false start due to excessive stimulation rugby player may have lack of control when tackling / high tackle giving away a penalty
Sub max 5 for points 2-5			
2	 Inverted U hypothesis theory of arousal		**Additional guidance** Both axes must be named correctly • Arousal (x axis) • Performance (y axis) and labelled: • Low to high OR with arrow clearly showing increase • Optimum point **named**
3	as arousal increases so does performance but only up to a point or optimum level / optimum performance at moderate levels of arousal		
4	if arousal is too high or performer highly aroused then performance will decrease/ under arousal leads to poor performance		
5	theory is modified depending on personality of performer / extrovert performs well with high arousal / introvert underperforms (or extrovert performs well) with high arousal		
6	theory is modified depending on the ability or skill of performer / performer in cognitive stage achieves optimum performance with low(er) levels of arousal / beginner can only cope with low(er) levels of arousal / performer in autonomous stage achieves optimum performance with high(er) levels of arousal		
7	theory is modified depending on the nature of the task / fine or complex skills performed most effectively at low(er) levels of arousal / gross or simple skills performed most effectively at high(er) levels of arousal		
8	**Inverted U does not** explain sudden decreases in performance		
			6 marks in total for question 2 (d)

2 (e)	**Using practical examples, explain the process of observational learning when it is used for acquiring movement skills <u>and</u> learning to follow an active and healthy lifestyle. Refer to Bandura's model in your answer.** **10 marks – Levels marked question**	
Level 3 **8-10 marks**	**A comprehensive answer:** • **detailed** knowledge & understanding • **effective** analysis/critical evaluation and/or discussion/**explanation**/development • **clear** and **consistent** practical application of knowledge • **accurate** use of technical and specialist vocabulary • **high standard** of written communication.	**Discriminators from L2 <u>are likely to</u> include:** • four parts of the model addressed: i.e. attention/retention/motor reproduction/motivation • valid movement **and** BAHL examples given
Level 2 **5-7 marks**	**A competent answer:** • **satisfactory** knowledge & understanding • analysis/critical evaluation and/or discussion/**explanation**/development **attempted with some success** • **some success** in practical application of knowledge • technical and specialist vocabulary used with **some accuracy** • written communication **generally fluent** with **few errors**	
Level 1 **0-4 marks**	**A limited answer:** • **basic** knowledge & understanding • **little or no attempt** to analyse/critically evaluate and/or discuss/**explain**/develop • **little or no attempt** at practical application of knowledge; • technical and specialist vocabulary used with **limited success**; • written communication **lacks fluency** and **there will be errors**, some of which may be intrusive	

2 (e)	**Indicative content**: Candidate responses are likely to include: (relevant responses not listed should be acknowledged) **Numbered points** = knowledge / understanding **Bullet points** = likely to be development of knowledge

Indicative content:

1. Demonstration – watching demonstration/watching the model
   - (accurate development of demo. point)
2. **Attention**
3. performer cues in to or selectively attends to or focuses or concentrates (on aspects of display or demonstration)
   - **role models** or high status performers or significant others draw focus / role model educate or encourage or shows how to follow an active and healthy lifestyle / degree of attention is influenced by attractiveness or status of model
   - **key points** highlighted / verbal guidance used to highlight key aspect of demo

   e.g. (movement skill) focus on or watch the arm action of a successful performer's tennis serve

   e.g. (BAHL) watching or seeing a role model or significant other who does not smoke / or whose alcohol intake is moderate

   e.g. (BAHL) watching a successful tennis player who follows a healthy lifestyle

   e.g. (BAHL) regular participation in sport by popular people encourages observer to follow active lifestyle
4. **Retention**
5. observer needs to remember the demo or movements or behaviours watched
   - **repetition** of the **demonstration** or role model's movements or behaviours will **aid** memory / demo or information should be repeated

   e.g. (movement skill) coach repeats or gets another athlete to repeat demo of triple jump or other skill

   e.g. (BAHL) information about importance of not smoking / moderation in alcohol consumption is repeated so learner remembers key information
   - use of mental rehearsal or imagery can help (observer retain demonstration)

   e.g. (movement skill) imagining the movement of arm action in a tennis serve may help retention/performer mentally rehearses serve
   - symbolic coding by using key/catch phrases can help retention of demonstration

   e.g. (movement skill) use of phrases such as 'clean palm, dirty neck' (Shot Putt)

   e.g. (BAHL) catch phrases such as '*change for life'* or '*five a day'*
6. **Motor reproduction**
7. observer must be capable of performing the skill / or information must be at a level relevant to performer / performer must be able to match demonstration
   - observer must have **physical** capacity to perform skill or follow lifestyle choices
   - performer must have **mental** capacity to understand skill or lifestyle choices

   e.g. (movement skill) a young child will not be able to perform a slam dunk (basketball) / must have leg strength to complete all three phases of triple jump/ lower school performers must understand components of triple jump

   e.g. (BAHL) learners must **understand** the benefits of not smoking / of a balanced diet

8. **Motivation** –
9. observer must have drive to or want to learn to copy model
    - use of praise or positive reinforcement (to encourage drive to copy model)

    e.g. (movement skill) coach praises or positively reinforces successful copying of tennis serve / coach uses praise or positive reinforcement to encourage copying of demonstration

    e.g. (BAHL) parents praise or support your healthy or lifestyle / role model praises learner for not smoking / moderating alcohol consumption / for exercising / badge given for eating healthily or exercising

    e.g. (BAHL) learners must have mental willpower to stop smoking/moderate alcohol consumption

10. Matching performance – performer imitates demonstration

Further discussion might include:

11. copying more likely if behaviour is **socially acceptable**/follows **social norms**

    e.g. (movement skill) if sportsmanship shown by tennis player / if tennis player always does thorough warm up

12. copying more likely if behaviour or skill is considered to be **relevant** (to needs)
    - Observer will try to copy model if they can see how copying (the behaviour or skill) will positively affect performance or lifestyle

    e.g. (movement skill) observer / player wants to play tennis or improve tennis serve or get fitter

    e.g. (BAHL) observer / player wants to follow an active lifestyle to make friends

13. copying more likely if observer can **identify with** model or demonstrator
    - Same sex / age / race / ability model will encourage copying

    e.g. (movement skill) female observer more likely to try to copy serve of female demonstrator

    e.g. (BAHL) male observer more likely to want to copy active lifestyle of male demonstrator

14. reference to bobo dolls experiment

Section B Total [30]

Section C: Socio-Cultural studies relating to participation in physical activity			Accept	Do not accept
3 (a) It is widely accepted that physical activity is part of a healthy lifestyle. However, people lead more sedentary lifestyles now than in the past. (i)Identify reasons for increasingly sedentary lifestyles in the UK today. 3 marks				Lack of money or facilities or motivation Lack of opportunity, provision, esteem. /due to recession
1.	(deskbound)	more desk or office jobs / less manual work / exercise now a choice not necessity		
2.	(work)	more time at work / long hours at work / work increasingly demanding / concentrating on careers		'Lack of **time'** on own
3.	(gadgets)	labour saving gadgets or machines / accept suitable example e.g. sit-on mowers /TV channel controls		
4.	(cars)	widespread car use / children driven to school		
5.	(technology)	technology / computer use / shopping on-line / computer games		
6.	(parents)	parents don't exercise / limited role modelling		
7.	(concern)	children don't play outside / fear of allowing children to play out		
8.	(TV)	More TV channels / people watch sport on TV / people watch rather than participate		
(ii) What are the physical activity recommendations for active lifestyles? 2 marks				
1.	(5 a week)	(adults) **30** mins **5 times** a week		Any alternatives
2.	(moderate)	Moderate level / able to speak during exercise / feel breathless / recover within 10 mins of stopping	Sub max level Aerobic level	
3.	(children)	for **children** or young people 60 minutes a day	for **children** 5 or 6 or7 x 60 mins per week	60 mins a day on own
4.	(high impact)	**for children** (at least) **twice a week** higher impact activities should be included (e.g. skipping or jumping		
				3 marks in total for question 3 (a)

<table>
<tr><th colspan="3">Section C: Socio-Cultural studies relating to participation in physical activity</th><th>Accept</th><th>Do not accept</th></tr>
<tr><td>3 (b)</td><td colspan="4">Identify one difference between Outdoor Recreation and Outdoor Education and explain why there is limited regular participation in Outdoor Education by young people.
5 marks - 1 mark for difference</td></tr>
<tr><td colspan="2">Difference:</td><td>Outdoor Rec.</td><td colspan="2">Outdoor Ed - need direct comparative point for 1 mark</td></tr>
<tr><td rowspan="3">1.</td><td rowspan="3">(difference)</td><td>for enjoyment or fun</td><td>for learning</td><td></td><td rowspan="3">OEd – for education = REP
ORec – not serious</td></tr>
<tr><td>in own time / when participant chooses / leisure time / hobby</td><td>in school or college time/ extracurricular / if compulsory in a school</td><td rowspan="2">Organisation: accept reference to different levels of formality.
So, informally v formally arranged
OEd more structured or organised</td></tr>
<tr><td>Organised or lead by self or non-specialists</td><td>Organised or lead by school or OEd centre or specialists</td></tr>
<tr><td colspan="5">explain why there is limited regular participation in Outdoor <u>Education</u> by young people.
Sub max 4</td></tr>
<tr><td>2.</td><td>(staff)</td><td>lack of staff expertise of qualifications / staff ratios</td><td></td><td>lack of staff on own</td></tr>
<tr><td>3.</td><td>(funding)</td><td>cost of or lack of transport or specialist equipment / insufficient funding to employ or to train specialist staff / need for voluntary contributions / schools not able to charge for out of school activities</td><td></td><td>OEd is expensive / due to money / ‘can’t afford it’ / lack of funding on own</td></tr>
<tr><td>4.</td><td>(risk)</td><td>teachers reluctant to take on responsibility / staff uneasy with risk factors / lack of parental consent / complex risk assessment / health and safety / media highlighting tragedies or risks or possible problems</td><td></td><td>not safe</td></tr>
<tr><td>5.</td><td>(distance)</td><td>distance from facilities / schools in cities so difficult to get to natural environment or to specialist facilities</td><td></td><td>access to facilities on own</td></tr>
<tr><td>6.</td><td>(time)</td><td>not enough time / restrictions on time table / pressure on curriculum / exam work</td><td></td><td></td></tr>
<tr><td>7.</td><td>(facilities / equipment)</td><td>need for specialist or appropriate facilities or equipment / e.g. no canoes</td><td>‘correct’ facilities</td><td>no space /'lack of facilities' on own/don’t have resources</td></tr>
<tr><td>8.</td><td>(NC)</td><td>not compulsory part of NC</td><td></td><td>not on NC</td></tr>
<tr><td colspan="5">5 marks in total for question 3 (b)</td></tr>
</table>

Section C: Socio-Cultural studies relating to participation in physical activity			Accept	Do not accept
3 (c)	**In the UK various organisations are involved with physical activity. Describe the work of both: Home country organisations (such as Sport England) The British Olympic Association (BOA) 5 marks - sub max 3 from one section.**			
Home Country organisations - Sub max 3				
1.	(participation)	(works to) increase participation or get more people involved (in sport) / promote community sport or active communities / make countries 'active sporting nations'./ start, stay, succeed / tries to reduce dropout	Builds foundation of Sports development pyramid. (so helps more people to excel)	
2.	(campaigns)	accept any relevant campaign e.g. *'(Get) Active', 'Sporting champions', 'Sport Action Zones'.*	Other valid HC campaigns should be accepted	
3.	(govt support)	supports government targets / e.g. supports PESSCL strategy	PESSYP	works with schools
4.	(funding lottery)	provides or distributes **lottery** or **government** funding / invests in community sport		provides funding on own Funds or provides equipment or facilities
5.	(promotion)	Promotes or encourages volunteering / coaching / leadership / officiating (to get people involved)		supports coaches
6.	(target groups)	targets priority groups (e.g. disabled or elderly)		
7.	(cooperation)	works with other organisations (e.g. NGBs/ HE/FE / local govt/YST/UK Sport/ LOCOG) /shares good practice / encourages co-operation or partnerships between organisations / promotes network of clubs, coaches, facilities **and** volunteers	Works with sports colleges	
8.	(2012)	works to ensure that London 2012 leaves a sporting legacy.		
9.	(excellence)	responsible for funding elite performers in **some** sports (e.g. squash / netball)		funds elite performers on own
10.	(information)	provides information or expertise or advice (e.g. on coaching/facilities/sports development)		
11.	(playing fields)	Protects community playing fields		

Section C: Socio-Cultural studies relating to participation in physical activity			Accept	Do not accept
The British Olympic Association (BOA) - Sub max 3				
12.	(promotion /2012)	promotes Olympic Games / develops Olympic Movement / organises Olympic day / promotes public relations / involved with organising London 2012		
13.	(bids)	works on Olympic bids		
14.	(sponsors)	appoints or works with official sponsors for 2012 Games / fund raises	attracts sponsorship	Sponsors athletes
15.	(Team GB organisation)	Helps select Team GB /supports or prepares or manages or organises Team GB / provides workshops or training for Team GB (e.g. on motivation or performance lifestyle)	Organises Britain's involvement in the Olympics	
16.	(camps)	provide pre-Games training camps		
17.	(cooperation)	Works with IOC/other **named** organisations e.g. UK Sport		Works with other organisations on own
				5 marks total for question 3 (c)

Section C: Socio-Cultural studies relating to participation in physical activity			Accept	Do not accept
3 (d)	**The game of American Football is extremely popular in the USA Give reasons for the violence and commercialism associated with American Football. 5 marks - sub max 3 from one section.**			
Violence: Sub max 3				
1.	(frontier spirit)	pioneer or frontier spirit / reflects life of early settlers / gun culture		American Dream reference/rags to riches
2.	(rules)	rules allow or encourage violence / contact or impact sport		
3.	(crowd)	crowd wants violence or a sensational or exciting spectacle		competitive nature of supporters
4.	(winning)	(due to) importance of winning / emotional intensity / high stakes / amount of money involved / professional game / coach 'hire and fire'	'win ethic' / win at all costs / Lombardian ethic/ *'it's all about winning' =BOD*	due to sponsorship of players or teams /competitive nature of game / due to links with commercialism
5.	(protection)	protective clothing or armour / de-humanised opponents		
6.	(military)	(pseudo military) language (e.g. platoons, 'bomb,' sack opposition)		
7.	(specialists)	due to specialists within team (e.g. specialist defensive team players such as line backers of defensive tacklers)		
8.	(tradition/ early days)	game traditionally violent / some deaths in early days / in early days president intervened to clean up game		early game had no or few rules
9.	(generic)	frustration with officials or opponents or team mates / provocation or abuse / lack of punishment or deterrent		crowd behaviour/result/score
Commercialism: Sub max 3				
10.	(capitalism)	(links with) capitalism		'*all about money'*
11.	(sponsors)	opportunity for sponsors or profit making		
12.	(TV)	game designed for or suits TV / TV or media controls the game / competition for TV Rights / commercial breaks		It is on TV
13.	(franchise /)	teams run as 'franchises or businesses	teams make money	
14.	(Super Bowl)	**Super Bowl** is a huge commercial event / Super Bowl has worldwide coverage		
				5 marks total for question 3 (d)

3 (e)	**Discuss social and cultural factors that affect participation in physical activity in the UK.** 10 marks – Levels marked question	
Level 3 **8-10 marks**	**A comprehensive answer:** • **detailed** knowledge & understanding • **effective** analysis/critical evaluation and/or **discussion**/explanation/development • **clear** and **consistent** practical application of knowledge • **accurate** use of technical and specialist vocabulary • **high standard** of written communication.	**Discriminators from L2 <u>are likely to</u> include:** • • •
Level 2 **5-7 marks**	**A competent answer:** • **satisfactory** knowledge & understanding • analysis/critical evaluation and/or **discussion**/explanation/development **attempted with some success** • **some success** in practical application of knowledge • technical and specialist vocabulary used with **some accuracy** • written communication **generally fluent** with **few errors**	**Discriminators from L1 <u>are likely</u> to include:** • • •
Level 1 **0-4 marks**	**A limited answer:** • **basic** knowledge & understanding • **little or no attempt** to analyse/critically evaluate and/or **discuss**/explain/develop • **little or no attempt** at practical application of knowledge; • technical and specialist vocabulary used with **limited success**; • written communication **lacks fluency** and **there will be errors**, some of which may be intrusive	

3(e) Indicative content: Candidate responses are likely to include: (relevant responses not listed should be acknowledged)
Numbered points = knowledge / understanding **Bullet points** = likely to be development of knowledge

(Opportunity)

1. time available
    - employment or unemployment / work commitments

2. income or money
    - employment or unemployment
    - if you can you afford club membership or afford lessons or equipment etc

3. ability or skill or fitness levels / health

4. choice / don't want to participate in physical activity / can't be bothered
    - do other things / unaware of health benefits
    - technology / computer use
    - computer games Wii/Xbox – positive or negative
    - armchair culture/increasingly sedentary lifestyles/inactive society

(Provision) availability of:

5. facilities / equipment
6. clubs / classes / courses
7. coaches or leaders
8. transport / access to or from rural areas

(Esteem)

9. Esteem or confidence
    - links to body image
    - embarrassed due to body shape (which doesn't match TV/media perfection)
    - intimidation

10. Stereotyping / myths
    - self-fulfilling prophesy - when a minority group accepts society's view or conforms to stereotype

    e.g. when a working class person accepts that they are unlikely to be a tennis or golf star

(Minority groups)

11. Discrimination or unfair treatment
12. Gender
    - provision of suitable activities / suitable timings / lack of crèche facilities
13. Disability
    - specialist facilities or equipment
    - specialist clubs or teams
14. Race or religion
    - some groups have negative attitudes towards sport

    e. g. Asian women may not take part due to sub-cultural values or personal reluctance
15. Age - young or elderly
    - bad experience at school so put off for life
    - lack of suitable instructors or coaches
16. Class
    - class constraints leading to limited access

    e.g. access to a polo club or a private tennis or golf club

(Other)

17. Power of media to influence participation
    - **unaware** of opportunities / poor advertising
18. Influence of role models/family /friends
19. School experience - positive or negative
    - **time** devoted to sport and PE in school

    e.g. if at a sports college or independent school
20. Weather
    - limitations or restrictions due to climate or weather
    - not as favourable as other countries
21. natural landscape/topography

    e.g. mountains for skiing
22. London 2012 – impact and influence
23. Campaigns
    - Work of Home Country Councils **e.g.** Sports Council for Wales **e.g.** a named campaign to promote participation

Section C Total [30]