



**Advanced Subsidiary GCE
PHYSICAL EDUCATION**

An Introduction To Physical Education

G451

MARK SCHEME

**Friday 28 May 2010
Morning**

Duration: 2 hours

MAXIMUM MARK 90

Final mark scheme 9th June 2010

General advice to Assistant Examiners on the procedure to be used

YOU WILL BE REQUIRED TO MARK PRACTICE AND STANDARDISATION SCRIPTS BEFORE STARTING TO MARK LIVE SCRIPTS.

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. Correct answers to calculations always gain full credit, even if no working is shown (The "Show your working" instruction is to help candidates, who may then gain credit even if their final answer is not correct.)
4. Some questions may have a 'Level of Response' mark scheme. Any details about these will be in the Additional Guidance.
5. If an answer has been crossed out and no alternative answer has been written then ignore the crossed out answer.
6. In addition to the award of 0 marks there is a NR (No Response) option in 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)
7. **The *Comments* box** will be use by your PE to explain their marking of the practice scripts. Please refer to these comments when checking your practice scripts.

Any questions or comments you have for your Team Leader should be communicated by phone, via the scoris messaging system, or e-mail.

8. **Annotations in scoris**

The following annotations are available:

✓	= correct response
✗	= incorrect response
BOD	= Benefit of the doubt
(REP	= Repeat) not available Summer 2010
?	= Unclear
L1	= Level 1
L2	= Level 2
L3	= Level 3
KU	= Knowledge and Understanding
EG	= Example/Reference
TV	= Too Vague
DEV	= Development
SEEN	= REP of key point in question or point already awarded/Noted but no credit given
IRRL	= Significant amount of material which does not answer the question

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

10. Please send a brief report on the performance of candidates to your Team Leader (Supervisor) by the end of the marking period. The Assistant Examiner's Report Form (AERF) can be found on the RM Cambridge Assessment Support Portal.

Your report should contain notes on particular strength displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

Section A – Anatomy and Physiology					
1 (a) Use your anatomical and physiological knowledge to <u>complete the table</u> below for the hip joint.					
3 marks - mark first answer only					
	Joint	Joint Type	Movement	Agonist	Antagonist
	Hip	1. Ball and Socket	2. Flexion	3. Iliopsoas / Iliacus / Psoas Major	Gluteus Maximus
	<u>Name</u> two muscles in the rotator cuff group which aid the stability of the shoulder joint. Sub max 2. Mark first two responses only.			Accept	Do not accept
	4. Teres <u>Minor</u>			Closely spelled alternatives	Any alternatives
	5. Supraspinatus				
	6. Infraspinatus				
	7. Subscapularis				
5 marks in total for question 1(a)					

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Section A – Anatomy and Physiology		Accept	Do not accept
1 (b) <u>How might</u> the mix of muscle fibre types determine the success of a performer? 5 marks			
1. (mixed)	people with a mix of muscle fibre types may perform successfully in both aerobic <u>and</u> anaerobic activity or team games (with varying intensities of activity)	Type 1, 2a, 2b (for mix) / examples of team games of varying intensities	
2. (slow/ Type 1)	People with high/higher proportion of slow twitch or Type 1 or SO fibres most likely to perform successfully in aerobic or endurance activities or marathon running or low intensity, long duration activities	examples of any endurance events that show performer is working aerobically / high resistance to fatigue	Cycling on own = TV Running on own = TV
3. (fast)	People with high/higher proportion of fast twitch or Type 2 or FG or FOG fibres most likely to perform successfully in anaerobic or explosive events or long jump or sprinting or throwing events or high intensity, short duration activities	examples of any explosive events that show performer is working anaerobically / low resistance to fatigue	
<u>Identify two structural characteristics of muscle fibre types associated with athletes participating in endurance events.</u> Sub max 2. Mark first two responses only			
4.	small / red		
5.	many mitochondria	more= BOD	
6.	high density of myoglobin	more or large amount of ... =BOD	Haemoglobin
7.	high density of capillaries	more or large amount of ... =BOD	
8.	low glycogen stores / low PC stores	less ...= BOD	
9.	high triglyceride stores	more...= BOD	
10.	high density of aerobic enzymes	more or large number of ... = BOD	
5 marks in total for question 1(b)			

Section A – Anatomy and Physiology		Accept	Do not accept
1 (c) Explain the effects of altitude on the respiratory system and how these effects impact on the overall performance of an endurance athlete performing at altitude. 5 marks			
Effects of Altitude: Sub max 4 for points 1 – 9			
1.	Decrease in (atmospheric) pressure causes increase in breath frequency or breathing or ventilation rate		
2.	<u>Partial</u> pressure of oxygen or of ppO_2 in the (atmospheric) air or the alveoli is low or reduced or less (than at sea level)		
3.	...this reduces or gives low(er) concentration or diffusion gradient of oxygen at the alveoli or between the alveoli and blood		Low concentration gradient on own
4.	Less oxygen diffuses into the capillaries or blood		
5.	Less oxygen combines with haemoglobin / haemoglobin not fully saturated (at lungs) / less oxygen is transported / less oxygen in the blood		Less HbO ₂
6.	...this reduces or gives a low(er) concentration or diffusion gradient of oxygen at muscle or tissue or between blood and muscle or tissue		
7.	Less oxygen diffuses into the muscle (cell) or tissue or myoglobin	Less oxygen gets to working muscles = BOD	
8.	Less oxygen available for (aerobic) respiration		
9.	Hypoxia or hypoxic conditions at high altitude		
Impact on overall performance while at altitude:			
10.	Performance (of endurance events) deteriorates or decreases at altitude / performers fatigue faster / accelerated OBLA	Decrease in VO_2 max or aerobic capacity / detraining occurs / increase muscle fatigue	Athletes run slower / can't run as fast = TV
11.	Increased altitude can cause hyperventilation which will decrease performance		
5 marks in total for question 1(c)			

Section A – Anatomy and Physiology			
1 (d) Using an example from PE or Sport explain how changes in the position of a performer's centre of mass can affect performance. 5 marks Sub max 4 with no example. If valid example embedded in explanation = 2 marks (see eggs in list below)			
		Accept	Examples without reference to centre of mass or gravity if covered in explanation
		Do not accept	Examples with no reference to centre of mass or gravity if NOT covered in explanation
1. (height of CofM)	the lower the centre of mass or gravity the more stable or balanced / the higher the centre of mass or gravity the less stable or balanced / (low CofM) performer has higher inertia or can resist external forces		
2. (e.g.)	a (rugby) player lowers their centre of mass or gravity to prepare for a tackle		
3. (line of gravity)	line of gravity or centre of mass within base of support creates a balanced or stable position / line of gravity or centre of mass moving away from centre of base of support reduces balance / line of gravity or centre of mass outside base of support creates an unbalanced or unstable position		
4. (e.g.)	a gymnast performing a handstand keeps line of gravity or centre of mass within base of support to remain balanced or stable / sprinter moves their centre of mass or gravity in front of the body/ close to hands in the set position to enable a faster start		
5. (base of support)	a wide(r) base of support: allows greater movement of centre of mass or gravity giving better stability or balance / allows greater margin for error before unstable position reached / or vice versa		
6. (e.g.)	in a headstand a gymnast will be able to remain stable (or not overbalance) for longer (than a gymnast in a handstand)		
7. (angular motion)	by moving the centre of mass or gravity outside line of action of force a performer can create an eccentric force or rotation or spin or angular motion		
8. (e.g.)	a gymnast leans forward before applying force at feet (that travels outside centre of mass) to perform forward roll		
9. (linear motion)	by moving the centre of mass or gravity inside line of action of force a performer can create a linear or direct force or linear motion		
10. (e.g.)	a performer will apply force that travels through centre of mass to perform a vertical jump		
11. (take off)	by raising the centre of mass or gravity at take off a body can remain in the air longer or gain more height		
12. (e.g.)	a high jumper raises arms at take off to raise the centre of mass or gravity to gain more height / a long jumper raises their arms to raise the centre of mass or gravity to remain in flight for longer		
5 marks in total for question 1(d)			

Section A – Anatomy and Physiology		
1 (e)	Describe the characteristics of coronary heart disease. Explain how the lifelong involvement in an active healthy lifestyle can help prevent coronary heart disease. [10]	
Level 3 8-10 marks	A comprehensive answer: <ul style="list-style-type: none"> • detailed knowledge & understanding • effective explanation/analysis/critical evaluation and/or discussion/ development • clear and consistent practical application of knowledge • accurate use of technical and specialist vocabulary • high standard of written communication 	Discriminators from L2 are likely to include: <ul style="list-style-type: none"> • detailed description of more than one CHD condition • detailed explanation of how BAML prevents CHD that visits a range of factors
Level 2 5-7 marks	A competent answer: <ul style="list-style-type: none"> • satisfactory knowledge & understanding • explanation/analysis/critical evaluation and/or discussion/ 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 are likely to include: <ul style="list-style-type: none"> • reasonable understanding of at least one CHD condition • some explanations of how BAML prevents CHD included
Level 1 0-4 marks	A limited answer: <ul style="list-style-type: none"> • basic knowledge & understanding • little or no attempt to explain/analyse/critically evaluate and/or discuss/ 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 	

1 (e) Describe the characteristics of coronary heart disease. Explain how an active healthy lifestyle can help prevent coronary heart disease. Indicative content: Candidate responses are likely to include the following: (relevant responses not listed should be acknowledged) **Numbered points** = knowledge / understanding **Bullet points** = likely development of knowledge

Description of characteristics of CHD:

1. (CHD is) the failure of the (coronary) arteries to supply enough oxygen to the myocardium or heart muscle
2. (CHD is) the deposit of fatty materials in the coronary arteries of the heart (vascular system)

CHD - Conditions

3. **Angina**
 - chest pain caused by the partial blockage of coronary artery
 - causes lack of oxygen to myocardium or heart tissue
4. **Heart attack or myocardial infarction or cardiac arrest**
 - sudden and severe restriction / complete blockage of **oxygen supply** to myocardium (heart tissue)
5. **arteriosclerosis**
 - a condition where the walls of the coronary arteries become thicker or hard or less elastic
6. **atherosclerosis**
 - most common cause of CHD
 - the accumulation of fatty deposits or cholesterol or plaque or atheroma on walls of coronary arteries
 - leads to narrowing or blocking of the lumen or blood vessels
 - leads to stroke or heart attack or myocardial infarction

CHD – Risk Factors

7. sedentary or inactive lifestyle
8. smoking
 - carbon monoxide increases HR or strain on heart
 - increased risk of blood clots or blockages
 - increased risk of damage to coronary arteries
9. hypertension or high blood pressure
 - systolic blood pressure equal or greater than 140mmHg / diastolic blood pressure equal or greater than 90mmHg
10. obesity
 - BMI > 30 (kg/m²)
11. high blood cholesterol or blood lipids / high fat or poor diet
 - Increased LDL cholesterol levels (compared to HDL cholesterol levels)
 - Blood cholesterol level greater than 6mmol/lite
12. high stress levels or heredity or age or diabetes

Explanation of how an active, healthy lifestyle can prevent CHD**CHD prevention**

13. (frequency) individuals should be physically active on regular basis

- adults - 30 mins 3 - 5 times per week
- children and young people - 60 mins a day.

14. (intensity) should leave performer out of breath / aerobic exercise

- raise heart rate into age related training zone / working at sub-maximal level or low or medium or moderate intensity or below OBLA
E.g. rowing / running / cycling / circuit training (or other suitable example)

15. (weight training) isometric training should be avoided

- Raises blood pressure to dangerous levels
- Causes increased strain on the heart / trigger heart attack or stroke

Activity factors (- moderate aerobic activity):

16. improves efficiency of **coronary circulation**

17. increases levels of **High density lipoproteins / HDLs**

- increase in HDLs associated with reduced CHD
- HDLs not harmful to vascular system
- HDLs break down or carry away LDLs

18. reduces levels of **Low density lipoproteins / LDLs**

- build up on the walls of arteries

19. reduces **stress** levels

- **myocardial infarction** or heart attack less likely

20. less risk of **hypertension** or high blood pressure / reduces blood pressure

- Healthy resting systolic blood pressure 120mmHg / diastolic blood pressure 80mmHg

21. less risk of arteriosclerosis / atherosclerosis / CHD

- Increases ability of the body to regulate blood pressure

22. less risk of **angina**

- as coronary circulation improved

23. less **body fat** / maintain or manage **healthy body weight**

- as more calories burned

Nutritional factors:

24. **a balanced diet** will help prevent CHD (50-70% carbohydrate / 20-30% protein / 10-20% fat)

25. **low fat** or **low cholesterol diet** will prevent arteriosclerosis / atherosclerosis / CHD

26. **high(saturated) fat** or **high cholesterol diets** will increase levels of LDLs in blood

27. **low salt intake** will help prevent CHD / **High salt** intake can lead to CHD

28. stop **smoking**

29. reduce **alcohol** intake

Question focus is **lifestyle and CHD** – not performance.

So award **one ✓ KU** for any/all reference to improved CV performance **e.g.**

Heart

- (cardiac) hypertrophy
- Increased stroke volume

Blood

- Increased number of red blood cells or haemoglobin
- Increased volume of blood plasma

Blood vessels

- Increased elasticity of arterial walls
- Increased vascular shunt mechanism

10 marks in total for question 1(e)

SECTION A TOTAL [30]

Section B: Acquiring Movement Skills		Accept	Do not accept
2 a) Describe gross motor abilities and psychomotor abilities and give a practical example for each.			
4 marks			
Gross motor abilities			
1. (description)	a (potential) physical movement /underpins physical skills / innate / genetic / natural / enduring / stable	Abilities to do with movement (BOD)	learned / motor programme = TV
2. (practical example)	(static/dynamic/explosive/trunk) strength / power / stamina / (extent/dynamic) flexibility / (gross body) co-ordination / gross body equilibrium / gross body balance / speed		
Psychomotor abilities			
3. (description)	relate to processing information or decision making / initiate movement (rather than actual movement) / innate / genetic / natural / enduring / stable/ putting decisions into action		- learned - mental - cognitive
4. (practical example)	reaction time / response time / (multi limb) co-ordination /aiming / perception / control precision / response orientation / rate control / manual dexterity / finger dexterity / arm-hand steadiness / wrist or finger or arm speed		
4 marks in total for question 2(a)			

Section B: Acquiring Movement Skills		Accept	Do not accept
2 (b) <u>Explain</u> open loop control and <u>explain why</u> it is often linked to the autonomous phase of learning and performing movement skills. 4 marks			
Open loop control: sub max 2			
1.	when (processing of information) feedback not used / no time for feedback (to be used)	there is no feedback (BOD)	
2.	open loop control used for ballistic or fast skills or movements		
3.	skills cannot be adjusted during action / skill adjusted at next attempt		
Open loop control often linked to autonomous phase because in the autonomous phase: sub max 2			
4.	...(skills) performed with little or no conscious thought or control or subconsciously / movements automatic or grooved or overlearned or habitual / level one control	limited attentional demand on skill itself	performed with little thought on own
5.	...(so there is) increased capacity to attend to peripheral stimuli	suitable example to explain pt 5 e.g. rugby player can pay more attention to movement of other players	
6.	...the memory trace (is already established so movements automatic)		
4 marks in total for question 2(b)			

Section B: Acquiring Movement Skills		Accept	Do not accept
2 (c) Describe schema theory using practical examples.			
6 marks – sub max 4 for theory points / 2 examples needed for a max / example must link to correct theory point			
1.	(schema theory) is adapting, modifying, updating motor programmes		generalised motor programmes
2.	(there are) recall schema and recognition schema		
Recall schema			
3.	initial conditions / awareness of environmental conditions / awareness of own position in environment / knowledge of where performer is in relation to self or others/awareness of own body position		
4.	E.g. distance from basket in basketball shooting / being closed down in hockey		
5.	response specifications / requirements of the skill to be performed / what performer needs to do (in response to initial conditions)	knowledge of response	
6.	E.g. long distance to basket therefore more power required/ need to pass the ball quickly		
Recognition schema			
7.	sensory consequences / what movement feels or felt like / kinaesthesia		
8.	E.g. Awareness of legs bending in basketball shot / remember feeling off balance last time		
9.	response outcomes /movement outcomes/ end result / knowledge of how successful performance was / knowledge of results	knowledge of outcome	
10.	E.g. knowledge that the shot was successful / pass was intercepted		
6 marks in total for question 2(c)			

Section B: Acquiring Movement Skills	Accept	Do not accept
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2 (d) Outline Whiting’s model of information processing and explain how the perceptual mechanism can affect the performance of physical activities.
6 marks

Outline of Whiting’s model

Sub max 3
Award points 1-11 whether on model or list or combination of both –
Understanding of correct order needed

- Sub max 3**
1. Environment
 2. Input data or display
 3. Sense or sensory organs / receptors / receptor systems
 4. Body boundary
 5. Central mechanism
 6. Perceptual mechanism(s)
 7. Translatory mechanism(s)
 8. Effector mechanisms
 9. Muscular system .
 10. Output / output data / response
 11. Feedback

Sensory systems

Do not accept
Pt 6 if given in answer to 2nd part of question – only give as part of Whiting’s model

Section B: Acquiring Movement Skills		Accept	Do not accept
Explanation of <u>how</u> perceptual mechanism can affect performance			
Sub max 3			
12.	good perception enhances performance / poor perception limits performance		
Good perception enhances performance because performer able to (accept opposites for bad perception throughout) :			
13.	make sense of or judge or interpret information	understand what they need to do Detect, Compare <u>and</u> Recognise or DCR	process information
14.	selectively attend / concentrate / focus on relevant information / select or filter information / ignore irrelevant information / detect appropriate stimuli		
15.	see the same thing (as others) but in a different way / make individual or different meaning from same stimuli/perform differently because of different perceptions / be more creative (than others)		
16.	code information		
17.	react more quickly	opposite	
18.	use memory - the more experiences they have the more information they can draw on		
19.	use motor programmes (from LTM) / recognise appropriate movement patterns		
20.	uses schema to refine or inform processing (to make performance effective)		
6 marks in total for question 2(d)			

Section B - Acquiring Movement Skills		
2 (e) Many feel that more young people than ever follow an inactive and unhealthy lifestyle.		
Discuss the advantages and disadvantages of motivational strategies that can be used to encourage disaffected young people to participate in a balanced, active and healthy lifestyle. 10 marks		
Level 3 8-10 marks	A comprehensive answer: <ul style="list-style-type: none"> • detailed knowledge & understanding • effective discussion /development / analysis • 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: <ul style="list-style-type: none"> • Advantages and disadvantages of a range of motivational strategies • Clear BAHL examples
Level 2 5-7 marks	A competent answer: <ul style="list-style-type: none"> • satisfactory knowledge & understanding • <u>discussion/development / analysis/ attempted with some success</u> • 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 to</u> include: <ul style="list-style-type: none"> • At the top of this level, some evidence of disadvantages of motivational strategies • BAHL examples likely
Level 1 0-4 marks	A limited answer: <ul style="list-style-type: none"> • basic knowledge & understanding • little or no attempt to discuss/ develop/analyse • 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) Discuss the advantages and disadvantages of motivational strategies that can be used to encourage disaffected young people to participate in a balanced, active and healthy lifestyle.

Indicative content: Candidate responses are likely to include the following: (relevant responses not listed should be acknowledged)

Numbered points = knowledge / understanding **Bullet points** = likely development of knowledge

Strategies:

1. Positive reinforcement

- give praise or reward or positive feedback for participation in a BAHL
E.g. positive comments about change in body shape / increased level of fitness / improved skill level
- Disadvantage – too much praise/reward/feedback can eventually lose its effect

2. Negative reinforcement

- withdraw stimulus/praise
- withdraw negative feedback
E.g. parent stops criticising child for not doing any physical activity
- Disadvantage – participants may not understand why stimulus/praise has been withdrawn (so they do not link it to following BAHL)

3. Extrinsic rewards or motivation

- E.g. free towel / drinks bottle / month's membership for joining gym / 'best in club' title / certificate for regular attendance
- Disadvantage – extrinsic rewards given too frequently can result in a loss of intrinsic motivation

4. Intrinsic rewards or motivation

- E.g. feeling good having been out for a run
- Disadvantage – some people are not self-motivated (and need external sources of motivation)

5. Educate or inform about BAHLS

- highlight positive health benefits of a BAHL

E.g. lessons on nutrition or invite local active sports performers or celebrities to talk about diet / lifestyle

E.g. TV adverts such as Chris Hoy promoting healthy food

- highlight consequences of not following BAHL
- information must be **relevant** to needs or likes
- youngsters must be able to relate to information
- youngsters must want to develop a BAHL
- Disadvantage – information given could be incorrect

6. Goal setting

- allow or manipulate success
E.g. jogging short distance for beginners
E.g. make small changes to diet at first
- Disadvantage – unrealistic goals could be set

7. Punishment

- for dysfunctional or unhealthy behaviour
- tell youngster off if not following a BAHL
- withdraw privileges
E.g. schools restrict days when chips on menu / no fizzy drink vending machines
- **Punishment** can reinforce poor lifestyle behaviour
- some may be proud of dysfunctional behaviour or unhealthy lifestyle / some need to be different
E.g. it's more 'cool' to not do sport
- Disadvantage – punishment can lead to a loss of self-esteem/not a good strategy for cognitive learners

8. Peer pressure

- may motivate / peers can encourage
E.g. friends can encourage 'non doers' to join gym
- Disadvantage – young people may participate just to retain friends/if peers are not active then they may not be either

9. Influence of significant others or role models

- who young people copy or are inspired by
 - role models need to be ones young people can identify with or relate to
 - the wrong role models can reinforce disaffection
- E.g. 'fit' sporting icon is someone to copy
- Disadvantage – not all significant others/role models are appropriate as motivators

10. Drive reduction theory

- when behaviour change occurs or skill develops or fitness or health improves – then a new or more challenging task is needed to re-motivate
- boredom results in loss of drive or motivation
E.g. young person's fitness not improving or muscle tone not increasing after gym or weights programme so weight needs to be increased to make it more challenging or motivating
- Disadvantage – participants may feel that they never complete a task as they are always 'chasing' to do the next task

11. Drive theory

- interest is increased when arousal is increased / as motivation increases arousal increases and performer will want to participate
- Disadvantage – too high arousal can result in poor performance (which links to inverted-u theory/catastrophe theory)

12. Varied / fun / novel activities

- a range of activities will add interest and encourage a BAHL
E.g. schools offer interesting and varied lunchtime clubs
- Disadvantage – some participants may prefer to work in the same area and develop this

13. Taster sessions to encourage participation

- E.g. children can attend local leisure centre and 'have a go' at any activity
- Disadvantage – taster only 'scratches the surface' and does not give a comprehensive view/may not lead to maintaining BAHL

14. To **strengthen S-R bond** or bond between stimulus and response

- To increase depth of learning or over-learning
- To ensure continued participation
- Success or a strong SR bond encourages / raises confidence / raises self esteem / makes you feel good about yourself
E.g. youngster sees that regular fitness training results in better body shape
- Disadvantage – if an incorrect S-R bond is created then continued participation could be affected

Other factors:

15. **Norm behaviour** or following behaviour of everyone else can de-motivate (some young people)

- need to be an individual to show counter-cultural behaviour or to strike out against authority/society
E.g. teenage girl gives up hockey to get a Saturday job

16. If youngsters **try hard** and **fail** feelings of **helplessness** can be reinforced

- they may feel useless
E.g. even though someone goes swimming training four times a week their times don't improve
- **catastrophe theory** applied / sudden decrease in appropriate behaviour/performance
- due to high anxiety/worry

10 marks in total for question 2(e)

SECTION A TOTAL [30]

Section C: Socio-cultural Studies relating to participation in physical activity		Do not accept
3 (a) (i) Describe the foundation, participation and performance levels of the sports development pyramid. 3 marks		
1. (foundation)	young or school children / learning (basic) skills / learning stage / Physical Education / school level / introduction to or first attempt at sport / variety of activities / learning positive attitude to physical activity / grass roots / mass participation	basic or low or lowest level/ low or lower level of skill/ non-competitive / learn rules/ beginners / babies / novices / getting into sport / fun / enjoyment / cognitive stage
2. (participation)	school or club or team involvement / extra-curricular / regular involvement / recreational involvement / choosing activities / for health or fitness / for friendships or fun or enjoyment / as hobby / in leisure time	intermediate level / gaining experience / more skill / higher level of skill / more dedicated / sport for all / participate more / Sunday league / associative stage
3. (performance)	district or county or regional or 'academy' involvement / emphasis on competition or winning / competitions / highly competitive school participation / highly competitive club participation / skilled or committed or dedicated performers / (regular) training / coaching / keen to improve	higher level of skill / more skill / more dedicated / quite high level of skill / medium skill / semi-pro / structured / organised / autonomous stage
3 (a) (ii) Describe how esteem could affect a person's placement on the sports development pyramid. 2 marks		
1. (high helps...)	high esteem or confidence or aspiration or respect or status (of person / sport) likely to encourage participation or improvement or help progress up pyramid / high ... likely to result in higher placement (on pyramid) / high ... needed to reach higher levels on pyramid	If too confident performance can diminish / if high you develop quickly through your sport
2. (low/lack of hinders...)	low / lack of esteem or confidence or aspiration or respect or status (of person / sport) likely to limit or restrict participation or improvement or limit progress up pyramid / low ... likely to result in lower placement (on pyramid) / low ... means you won't reach higher levels or you'll stay at lower levels	If low you won't reach your peak / low will restrict performer / / lack of confidence means you give up / low means you don't believe you're good enough
3. (limiting factors)	levels of esteem can be limited or affected by stereotyping or discrimination or past experiences / discrimination experienced by young or elderly or disabled or women or ethnic minorities can affect esteem	
5 marks total for question 3(a)		

Section C: Socio-Cultural studies relating to participation in physical activity		Accept	Do not accept
3 (b) (i) Performers at the top of the sports development pyramid need high levels of skill, fitness and funding. Identify characteristics of <u>high level</u> sport other than high levels of skill, fitness and funding. 2 marks <u>Do not accept</u> – skill / tactics / better opponents - fitness - funding / money / wealth / sponsorship / get paid			
1. (organisation /structure))	high levels of or good organisation or structure / referees / officials / strict rules or regulations / NGB influence / strict timings or set time		more or increased rules / scheduled events
2. (technology /equipment)	modern technology / example of modern technology e.g. LZR swim skins / specialist or high quality or top class equipment	good / proper /correct...	kit/equipment on own / better
3. (facilities)	purpose built or high quality facilities / stadia / specialist or set space or place		better or more facilities or facilities on own
4. (support/ coaching/ commitment)	sport science support / specialist or high quality coaching / high levels of commitment or dedication or determination or effort or endeavour or motivation or training		demanding /goal directed / high esteem
5. (events/ competitive)	national or world class events or leagues or competitions / highly competitive / winning or outcome important / winners and losers /serious / win ethic / Lombardian	goal orientated	more competitive / intense
6. (media)	media coverage		golden triangle / sponsorship
7. (spectators)	spectators / crowds / supporters / fans		
8. (behaviour)	sportsmanship / fair play / gamesmanship / deviance		spirit of game / etiquette / know how to behave
9. (prizes)	prizes / trophies / medals / fame / status / extrinsic rewards		job/wealth/professional
3 (b) (ii) Describe the different sources of funding for <u>high level</u> sport. 3 marks.			
1.	<u>Public funding</u> from... government / exchequer / local authority / taxes / lottery / world class funding / world class (pathway) programmes /world class talent or development or podium / athlete personal awards		
2.	UK Sport or Sport England or home country councils distribute lottery funding / NGBs provide funding received from HCCs		UK Sport / Sport England / HCCs / NGBs on own
3.	<u>Private funding</u> e.g. sponsorship or endorsements or from companies or businesses or investors or entrepreneurs / golden triangle / from TV rights or TV companies / prize or appearance money / from advertisers or advertising / ticket sales		
4.	<u>Voluntary funding</u> e.g. from donations or individuals or charities or fundraising or scholarships or bursaries / Sports Aid grants (on own) / TASS (talented athlete scholarship scheme)		

Section C: Socio-Cultural studies relating to participation in physical activity		Accept	Do not accept
3 (c) Compare gamesmanship and deviance in sport...			
5 marks Sub max 2 for points 1-5. Direct comparison needed (not necessarily in same sentence)			
1.	gamesmanship is bending rules or boundaries to limit (to gain unfair advantage) whereas deviance is breaking the rules or cheating / gamesmanship is less serious or more acceptable (than deviance) / deviance requires stricter punishment (than gamesmanship)	opposites – deviance more serious or less acceptable	deviance is changing rules to suit you or to win
2.	gamesmanship is (increasingly) coached whereas deviance is not (usually) / gamesmanship is coached more often than deviance		
3.	gamesmanship is more likely in physical recreation or in lower level sport whereas deviance is more likely in higher level sport		
4.	(examples) gamesmanship is something such as time wasting or sledging whereas deviance is something such as drug taking or match fixing or deliberate dangerous fouls or other valid comparative examples	valid comparative examples merged into Pt 1 e.g. <i>gamesmanship is pushing rules boundaries such as sledging whereas deviance is cheating such as illegal doping (2 marks)</i>	
5.	both can spoil event or anger spectators / both exist in contemporary sport / both more common with professionalism or increased 'win at all costs' attitude / both conflict with traditional or amateur ethic / both lower status of sport or give sport bad name / both create negative role models		both are: cheating or unfair or done to gain (unfair) advantage
.. and explain reasons for the use of drugs in sport. Sub max 3			
6.	(physiological reasons such as) to build muscle or train harder or change weight or mask or overcome injury / to improve performance or be successful or to win	alternative suitable physiological reason	physiological reasons on own / to get advantage or edge
7.	(psychological reasons such as) to steady nerves or increase arousal or motivation or aggression	alternative suitable psychological reason	psychological reasons on own
8.	due to pressure from coach or peer pressure or pressure to win		pressure from media or sponsors / pressure on own
9.	due to 'win at all costs' or Lombardian attitude / fear of losing or not winning / a lot at stake or a lot (of money) to lose / to keep sponsorship / desire for glory / desire to be entertaining		to get sponsorship or get funding or get media attention
10.	due to belief that others are taking drugs or that drug use is widespread / due to desire to keep up with others (who may be taking drugs)		
11.	belief they will get away with it / (perceived) weaknesses in or disregard for testing		
5 marks total for question 3(c)			

Section C: Socio-Cultural studies relating to participation in physical activity		Accept	Do not accept
3 (d) Sports and games were hugely popular in nineteenth century Public Schools. <u>Explain</u> how nineteenth century Public Schools helped to promote and organise sports and games. 5 marks			
Public schools helped to promote and organise sports and games by having:			
1. (funding)	(high levels of) funding or investment available		fee paying on own
2. (facilities/space)	specialist or purpose built or good facilities / space for expansion / lots of space for pitches		space on own / better facilities
3. (coaching)	specialist or professional coaches / coaching by academic staff or by assistant teachers or by masters / Oxbridge 'blues' on staff		
4. (support)	support of teachers or head teachers / belief that sports and games were valuable (for developing character)		
5. (time/boarding)	time for play or practice / compulsory or regular or daily participation / games or sports afternoons		time on own
6. (inter-house)	'house' system / inter-house games		
7. (rules/structure)	rules / structure to games		
8. (role models)	role models or high status performers who inspired younger boys		
9. (inter-school / sports days)	inter-school matches or fixtures or competitions / (annual) sports days		leagues /tournaments
10. (ex pupils)	ex pupils who: promoted games at university / spread games throughout Empire / founded NGBs / took games abroad ex pupils who became: teachers / industrialists / politicians / army officers / parents / vicars / NGB officials / prominent or powerful community members		ex-pupils on own
5 marks in total for question 3(d)			

Section C: Socio-Cultural studies relating to participation in physical activity		
3 (e) Australians are often said to be pre-occupied with sport. Explain why sport has such a high status in Australia.		
Level 3 8-10 marks	A comprehensive answer <ul style="list-style-type: none"> • detailed knowledge & understanding • effective explanation / development analysis/critical evaluation and/or discussion • clear and consistent practical application of knowledge • accurate use of technical and specialist vocabulary • high standard of written communication 	Discriminators from L2 are likely to include: <ul style="list-style-type: none"> • breadth – background, political and social points all addressed.
Level 2 5-7 marks	A competent answer <ul style="list-style-type: none"> • satisfactory knowledge & understanding • explanation / development analysis/ critical evaluation and/or discussion 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 are likely to include: <ul style="list-style-type: none"> • breadth – at least two of background or political or social points addressed.
Level 1 0-4 marks	A limited answer <ul style="list-style-type: none"> • basic knowledge & understanding • little or no attempt at explanation / development analysis/ critical evaluation and/or discussion • 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 C: Socio-Cultural studies relating to participation in physical activity
3 (e) Explain why sport has such a high status in Australia.

Indicative content: Candidate responses are likely to include the following: (relevant responses not listed should be acknowledged)

Numbered points = knowledge / understanding **Bullet points** = likely development of knowledge

Context/background:-
1. Tradition

- Australia adopted British sports / British sports brought over in colonial times
- Australia has **history** or **tradition** of sporting success
- bush culture / culture of manliness / pioneering spirit
- keen to beat England in contemporary sport / 'Pommie Bashing' / victory of 'Motherland'

2. Natural resources available or accessible

- plenty of space / vast country
- E.g. genuine wilderness / outback / beaches / mountains / desert
- variety of opportunity or varied choice
- E.g. backpacking / sailing / skiing / beach culture

3. Climate favourable for sport and outdoor activities

- better weather than UK / it rains less than in UK (or opposites)
- Outdoor sport all year round / few or no cancellations of sporting fixtures (due to poor weather)

4. Outdoor life or culture / sport part of Australia culture / sport part of everyday life

Do not accept:

- Ref to convict settlement.
- Sport an Australian passion or obsession.
- Australia has more daylight hours than UK.
- Australia has more leisure time than UK.

Political/Economic:-
5. Government or political support

- government funding (for sport) / government uses their support as vote catcher

6. Economic reasons / commercialism

- (comparatively) healthy economy / (comparatively) affluent nation / Australians happy to spend on sport / disposable income
- sport boosts economy
- elite sport highly commercialised
- E.g. Australian Rules Football a multi-/million (Australian) dollar industry

7. Nation building

- sport unites country or people
- sport gives identity or 'image' to Australia
- sporting success gains Australia (international) recognition / 'shop window' effect

E.g. Sydney Olympics (2000) – left country with legacy

Section C: Socio-Cultural studies relating to participation in physical activity
Social:-

8. **Equality** / Australia now a multi-cultural society / egalitarianism / anti-discrimination / sport for all
E.g. commitment to disability sport
- disproportionate number of aboriginal people in top class Australian Rules football
 - **But** - discrimination towards aboriginal or indigenous people
9. **Health** / Australia a health conscious society / sport & physical activity encouraged to develop or maintain BAHLS
- contemporary obesity problem / contemporary problem of lack of participation
10. **Fashionable** / sport and physical activity fashionable / 'cool' to be active or sporty
- Australia a 'young' culture
11. **Media**
- Sport front page news every day / much newspaper coverage / School/Uni sport on TV (in some states)
 - Large % of TV time devoted to sport
 - Sport is 'big business'
12. **Success of national teams**
E.g. Netball world champions (2007) / Rugby Union ('91 & '99 World Cup winners) / Rugby League / cricket / hockey
E.g. Olympic Games / Commonwealth Games
E.g. swimming /water sports
13. **Role Models** / recognition of sporting stars or heroes
E.g. Shane Warne / Ian Thorpe / Kathy Freeman / Matt Giteau or other suitable example of Australian sporting stars or role model
14. **AIS** (Australian Institute of Sport)
- (world class) provision for elite performers
15. **Schools** - high status of PE or school sport
- initiatives in Australian schools
- E.g.** SEPEP / PASE / fundamental motor skills
E.g. 'Sports Persons in schools' / exemplary schools / Talent ID/talent search/sport search / school club links / or other suitable example of Australian initiative

10 marks total for question 3(e)
Section C Total [30]