

Physical Education

Advanced Subsidiary GCE

Unit **G451**: An Introduction to Physical Education

Mark Scheme for June 2012

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, OCR Nationals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

© OCR 2012

Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annesley
NOTTINGHAM
NG15 0DL

Telephone: 0870 770 6622
Facsimile: 01223 552610
E-mail: publications@ocr.org.uk

Annotations used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions)

Annotation	Meaning
✓	Correct response
×	Incorrect response
BOD	Benefit of the doubt
REP	Repeat of key point in question or point already awarded
?	Unclear
L1	Level 1
L2	Level 2
L3	Level 3
KU	Knowledge and Understanding
EG	Example/Reference
TV	Too 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

Question			Answer	Marks	Guidance														
1	(a)	(i)	1. (cholesterol)	cholesterol or fatty deposits or fat or lipids build up on the arterial walls	3	<table border="1"> <thead> <tr> <th>Accept</th> <th>Do not accept</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>HDL cholesterol blood vessels = TV / 'build up of fatty deposits on own'</td> </tr> <tr> <td>2.</td> <td>blood vessels = TV</td> </tr> <tr> <td>3. smaller or thinner or eq't when linked to lumen / artery or lumen partially blocked / ischemia</td> <td>blood vessels = TV smaller or thinner or eq't when linked to artery on own = TV</td> </tr> <tr> <td>4. increased likelihood of thrombosis or embolism</td> <td></td> </tr> <tr> <td>5. heart failure = BOD</td> <td></td> </tr> </tbody> </table>	Accept	Do not accept	1.	HDL cholesterol blood vessels = TV / 'build up of fatty deposits on own'	2.	blood vessels = TV	3. smaller or thinner or eq't when linked to lumen / artery or lumen partially blocked / ischemia	blood vessels = TV smaller or thinner or eq't when linked to artery on own = TV	4. increased likelihood of thrombosis or embolism		5. heart failure = BOD		
			Accept	Do not accept															
			1.	HDL cholesterol blood vessels = TV / 'build up of fatty deposits on own'															
			2.	blood vessels = TV															
			3. smaller or thinner or eq't when linked to lumen / artery or lumen partially blocked / ischemia	blood vessels = TV smaller or thinner or eq't when linked to artery on own = TV															
			4. increased likelihood of thrombosis or embolism																
5. heart failure = BOD																			
2. (plaque)	(fatty) plaque forms in the arterial walls (of the heart) / atheroma forms																		
3. (lumen)	narrowing of (the lumen in) the (coronary) arteries / restricted flow of blood or oxygen to heart muscle																		
4. (blood clots)	increased likelihood of blood clots																		
5. (leading to...)	high blood pressure / hypertension / heart attack / myocardial infarction / angina / arteriosclerosis																		
		(ii)	<table border="1"> <tbody> <tr> <td>1.</td> <td>arteriosclerosis</td> </tr> <tr> <td>2.</td> <td>heart attack / myocardial infarction</td> </tr> <tr> <td>3.</td> <td>angina</td> </tr> </tbody> </table>	1.	arteriosclerosis	2.	heart attack / myocardial infarction	3.	angina	2	<p>Mark first two only</p> <table border="1"> <thead> <tr> <th>Accept</th> <th>Do not accept</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td></td> </tr> <tr> <td>2.</td> <td></td> </tr> <tr> <td>3.</td> <td></td> </tr> </tbody> </table>	Accept	Do not accept	1.		2.		3.	
1.	arteriosclerosis																		
2.	heart attack / myocardial infarction																		
3.	angina																		
Accept	Do not accept																		
1.																			
2.																			
3.																			

Question		Answer	Marks	Guidance															
	(b)	<p>Upward (sub max 2)</p> <p>1. it is the agonist or prime mover</p> <p>2. it causes extension or movement (of the elbow joint)</p> <p>3. This is a concentric contraction / it shortens</p> <p>Downward (sub max 2)</p> <p>4. it is (still) the agonist or prime mover</p> <p>5. it controls flexion or movement (of the elbow joint)</p> <p>6. This is an eccentric contraction / it lengthens under tension</p>	4	<table border="1"> <thead> <tr> <th>Accept</th> <th>Do not accept</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td></td> </tr> <tr> <td>2.</td> <td></td> </tr> <tr> <td>3. 'concentric movement' for contraction=BOD</td> <td>it is the concentric muscle = TV</td> </tr> <tr> <td>4. it is the working muscle</td> <td></td> </tr> <tr> <td>5. it is acting as a brake / acting against gravity</td> <td></td> </tr> <tr> <td>6. 'eccentric movement' for contraction=BOD</td> <td>it lengthens on own / it is the eccentric muscle = TV</td> </tr> </tbody> </table>	Accept	Do not accept	1.		2.		3. 'concentric movement' for contraction=BOD	it is the concentric muscle = TV	4. it is the working muscle		5. it is acting as a brake / acting against gravity		6. 'eccentric movement' for contraction=BOD	it lengthens on own / it is the eccentric muscle = TV	
Accept	Do not accept																		
1.																			
2.																			
3. 'concentric movement' for contraction=BOD	it is the concentric muscle = TV																		
4. it is the working muscle																			
5. it is acting as a brake / acting against gravity																			
6. 'eccentric movement' for contraction=BOD	it lengthens on own / it is the eccentric muscle = TV																		

Question		Answer	Marks	Guidance	
	(c) (i)	<ol style="list-style-type: none"> 1. Slow contraction speed / contract slowly 2. Slow relaxation speed / relax slowly 3. Low force or strength of contraction 4. Resistant to fatigue / lasts a long time / lasts longer than fast twitch 5. High aerobic capacity or energy production 6. Low anaerobic capacity or energy production 	3	Mark first three only	
				Accept	Do not accept
				1.	
				2.	
				3. ...power... = BOD	
				4.	
				5. use more or the most of high levels of oxygen	use oxygen on own = TV
				6.	

Question		Answer	Marks	Guidance	
	(ii)		3		
		1. (slow oxidative)		(high/higher proportion of) slow twitch or type 1 or SO muscle fibres most likely to perform successfully in or choose aerobic or endurance or low intensity, long duration activities	
		2. (fast oxidative glycolytic)		(high/higher proportion of) type 2a or FOG muscle fibres most likely to perform successfully in or choose speed endurance activities or team games	
		3. (fast glycolytic)		(high/higher proportion of) fast twitch or type 2b or FG muscle fibres most likely to perform successfully in or choose anaerobic or explosive or high intensity, short duration activities	
		4. (mix)		(more even) mix of muscle fibre types may perform successfully in both aerobic and anaerobic activity / they may be good at team games (with varying intensities of activity)	
				Accept	Do not accept
				1. any suitable example of endurance activity eg marathon running	cycling or running or swimming on own = TV Opposites eg high % SO would not be good at explosive events
				2. any suitable example of speed endurance activities eg 400m, 800m, 1500m	Type 2a– DNA fast twitch on own
				3. any suitable example of explosive activity eg throwing event, 100m sprint	
				4. type 1, 2a and 2b (for mix) / any suitable example of aerobic and anaerobic activity eg ‘can do both sprinting and long distance runs’	cycling or running or swimming on own = TV Opposites eg high % SO would not be good at explosive events

Question	Answer	Marks	Guidance																					
(d)	<p>Sub max 4 for points 1 – 6</p>	5	Must hit point 7 and / or point 8 for max																					
			1. (stretch of atrial wall)	(an increased venous return causes) stretch of atrial wall or excitation of SA node which increases heart rate	<table border="1"> <thead> <tr> <th data-bbox="1245 277 1664 323">Accept</th> <th data-bbox="1664 277 2085 323">Do not accept</th> </tr> </thead> <tbody> <tr> <td data-bbox="1245 323 1664 440">1.</td> <td data-bbox="1664 323 2085 440"></td> </tr> <tr> <td data-bbox="1245 440 1664 611">2. Increased EDV / decreased ESV</td> <td data-bbox="1664 440 2085 611"></td> </tr> <tr> <td data-bbox="1245 611 1664 782">3. more blood pumped out (of heart) per beat or during systole / SV is directly proportional to VR</td> <td data-bbox="1664 611 2085 782"></td> </tr> <tr> <td data-bbox="1245 782 1664 884">4.</td> <td data-bbox="1664 782 2085 884"></td> </tr> <tr> <td data-bbox="1245 884 1664 986">5. more blood flow to (working) muscles</td> <td data-bbox="1664 884 2085 986">to or through or around the body = TV</td> </tr> <tr> <td data-bbox="1245 986 1664 1125">6.</td> <td data-bbox="1664 986 2085 1125"></td> </tr> <tr> <td data-bbox="1245 1125 1664 1264">7.</td> <td data-bbox="1664 1125 2085 1264"></td> </tr> <tr> <td data-bbox="1245 1264 1664 1402">8.</td> <td data-bbox="1664 1264 2085 1402"></td> </tr> </tbody> </table>	Accept	Do not accept	1.		2. Increased EDV / decreased ESV		3. more blood pumped out (of heart) per beat or during systole / SV is directly proportional to VR		4.		5. more blood flow to (working) muscles	to or through or around the body = TV	6.		7.		8.		
			Accept	Do not accept																				
			1.																					
			2. Increased EDV / decreased ESV																					
			3. more blood pumped out (of heart) per beat or during systole / SV is directly proportional to VR																					
			4.																					
			5. more blood flow to (working) muscles	to or through or around the body = TV																				
			6.																					
			7.																					
8.																								
2. (myocardium / heart wall)	(an increased venous return causes) greater stretch of myocardium or heart or ventricle walls/more forceful contraction of myocardium or heart or ventricle walls																							
3. (stroke volume)	(which causes) increased stroke volume / stroke volume is dependent on venous return																							
4. (relationship)	cardiac output = stroke volume x heart rate / $Q = SV \times HR$																							
5. (cardiac output)	(so, increased stroke volume will) increase cardiac output																							
6. (blood and oxygen)	more or faster blood or oxygen pumped to the (working) muscles																							
Increased performance ...																								
7. (increased performance -aerobic respiration)	can work for longer / increases the time or intensity for exercise or respiration / more aerobic respiration takes place																							
8. (increased performance – delayed fatigue)	delays fatigue or OBLA / reduced build up or faster removal of lactic acid or carbon dioxide (for any given exercise intensity)																							

Question	Answer	Guidance
(e)*	<p>Level 3 (8 – 10 marks) A comprehensive answer:</p> <ul style="list-style-type: none"> • 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 	<p>At Level 3 responses <u>are likely</u> to include:</p> <ul style="list-style-type: none"> • detailed knowledge and understanding, and effective analysis, of the effects of smoking on the health of an endurance athlete • possible reference to both the respiratory and CV systems • detailed knowledge and understanding, and effective analysis of the effects of smoking on the performance of an endurance athlete; • satisfactory balance between both aspects of the question.
	<p>Level 2 (5 – 7 marks) A competent answer:</p> <ul style="list-style-type: none"> • 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 	<p>At Level 2 responses <u>are likely</u> to include:</p> <ul style="list-style-type: none"> • satisfactory knowledge and understanding of the effects of smoking on the health of an endurance athlete. • satisfactory knowledge and understanding of the effects of smoking on the performance of an endurance athlete. • an attempt at balance between both aspects of the question.
	<p>Level 1 (1 – 4 marks) A limited answer:</p> <ul style="list-style-type: none"> • 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 	<p>At Level 1 responses <u>are likely</u> to include:</p> <ul style="list-style-type: none"> • basic knowledge and understanding of the effects of smoking on health of an endurance athlete • basic knowledge and understanding of the effects of smoking on the performance of an endurance athlete. • limited or no success at addressing/balancing both aspects of the question.
	<p>[0 marks] No response or no response worthy of credit.</p>	

Question	Answer	Marks	Guidance
(e)	<p>Indicative content: Candidate responses are likely to include: (relevant responses not listed should be acknowledged)</p> <p>Numbered points = knowledge / understanding Bullet points = likely to be development of knowledge</p> <p>Health Effects</p> <p>Respiratory (smoking can cause ...)</p> <ol style="list-style-type: none"> 1. decreased elasticity of respiratory structures / damage to or irritation of respiratory structures 2. narrowing or constriction of airways or respiratory pathways 3. mucus pooling 4. tar in lungs 5. coughing / shortness of breath / laboured breathing / breathlessness / wheezing 6. increased likelihood of asthma attack or developing asthma 7. (Frequent) lung infections <p>(examples of respiratory structures affected by smoking)</p> <p>eg cilia</p> <ul style="list-style-type: none"> • can die or stop functioning / get coated in tar • unable to clear mucus (so it gets into lungs) <p>eg alveoli</p> <ul style="list-style-type: none"> • leading to emphysema • (which is) irreversible or permanent damage to alveoli <p>eg bronchioles</p> <ul style="list-style-type: none"> • increasing likelihood of (chronic) bronchitis • (which is) excess mucus in airways / phlegm <p>Cardiovascular (smoking can cause ...)</p> <ol style="list-style-type: none"> 8. coronary heart disease or CHD / smoking is a CHD risk factor <p>eg atherosclerosis</p> <ul style="list-style-type: none"> • build of plaque or cholesterol on walls of arteries <p>eg arteriosclerosis</p> <ul style="list-style-type: none"> • hardening or loss of elasticity of arterial walls <p>eg angina</p> <ul style="list-style-type: none"> • partial blockage of coronary arteries <p>eg heart attack or myocardial infarction</p> <ul style="list-style-type: none"> • complete blockage of coronary artery <ol style="list-style-type: none"> 9. high blood pressure or hypertension <ul style="list-style-type: none"> • values of 140/90mmHg or above 	10	

Question	Answer	Marks	Guidance
	<p>10. (Other smoking related diseases or conditions): cancers eg mouth or throat or lung or tracheal pneumonia / laryngitis / pharyngitis / COPD or Chronic Obstructive Pulmonary Disease blood clots or deep vein thrombosis or DVT stroke or cerebral thrombosis or aneurism osteoporosis or decreased bone density kidney or renal failure or thrombosis nicotine addiction</p> <p>Performance Effects</p> <p>11. reduction in performance of endurance athlete / endurance athletes find it harder to compete</p> <p>(lungs)</p> <p>12. decreased lung volume or capacity / decreased volume of air or oxygen reaching alveoli eg tidal volume or TV / minute ventilation or VE / inspiratory reserve volume or IRV / expiratory reserve volume or ERV / vital capacity</p> <p>13. reduction in surface area for gaseous exchange or diffusion</p> <p>(carbon monoxide)</p> <p>14. cigarette smoke contains carbon monoxide or CO</p> <ul style="list-style-type: none"> • haemoglobin has a higher affinity for carbon monoxide than oxygen • haemoglobin combines with carbon monoxide instead of oxygen (during external respiration) • reduced saturation or association of oxygen with haemoglobin (at lungs) <p>(oxygen delivery)</p> <p>15. reduced ppO₂ in blood</p> <ul style="list-style-type: none"> • increased levels of carboxyhaemoglobin or carbon monoxide in blood • decreased levels of oxyhaemoglobin or oxygen in blood <p>16. less oxygen delivered to working muscles</p> <p>(gaseous exchange)</p> <p>17. decreased diffusion or concentration gradient of oxygen</p> <p>18. less efficient gaseous exchange / lower diffusion rates</p> <p>19. increased diffusion distance for gaseous exchange (due to tar build up)</p>		

Question	Answer	Marks	Guidance
	<p>(performance effects – cont.) (overall effect)</p> <p>20. reduction in efficiency of cardiovascular or respiratory system</p> <ul style="list-style-type: none"> • increased breath frequency • increased heart rate <p>21. decreased VO₂ max or aerobic capacity or endurance capability</p> <ul style="list-style-type: none"> • less oxygen available for aerobic respiration / increased anaerobic respiration • less oxygen available to break down glycogen or fats • up to 10% reduction in VO₂ max • reversal of aerobic adaptations <p>22. Early fatigue</p> <ul style="list-style-type: none"> • early OBLA or onset of blood lactate accumulation or lactate or anaerobic threshold or LT • more lactic acid produced (for any given exercise intensity) <p>23. Slower recovery rates</p> <ul style="list-style-type: none"> • removal of lactic acid or EPOC takes longer 		

Section B Acquiring Movement Skills

Question		Answer	Marks	Guidance													
2	(a)	<p>Characteristics (submax 2)</p> <p>1. innate / genetic / natural / born with them</p> <p>2. enduring / stable / underlying / a potential (for different types of movement)</p> <p>3. specific (to groups of movements, rather than general) or can combine with other (specific) abilities / can underpin skills or skill learning / the foundations or building blocks or basis of skill(s)</p> <p>Practical example of gross motor abilities (submax 1)</p> <p>4. practical example showing significant contribution of a gross motor ability (may not be named, but must be obvious) / speed / power / flexibility / endurance / (different types of) strength / stamina / flexibility / (gross body) equilibrium / (gross body) balance</p> <p>Practical example of psychomotor abilities (submax 1)</p> <p>5. practical example showing significant contribution of a psychomotor ability ((may not be named, but must be obvious) / decision making / reaction time / hand-eye co-ordination / spatial awareness / co-ordination / aiming / perception / control / precision / response orientation / rate control / (manual or finger) dexterity / arm-hand steadiness / wrist or finger or arm speed</p>	4	<table border="1"> <thead> <tr> <th>Accept</th> <th>Do not accept</th> </tr> </thead> <tbody> <tr> <td>1. not learned=BOD</td> <td></td> </tr> <tr> <td>2.</td> <td></td> </tr> <tr> <td>3.</td> <td></td> </tr> <tr> <td>4. identification of ability for mark</td> <td>named skill on own eg a rugby tackle</td> </tr> <tr> <td>5. identification of ability for mark / processing information or thinking=BOD</td> <td>named skill on own eg a pass in football</td> </tr> </tbody> </table>	Accept	Do not accept	1. not learned=BOD		2.		3.		4. identification of ability for mark	named skill on own eg a rugby tackle	5. identification of ability for mark / processing information or thinking=BOD	named skill on own eg a pass in football	
Accept	Do not accept																
1. not learned=BOD																	
2.																	
3.																	
4. identification of ability for mark	named skill on own eg a rugby tackle																
5. identification of ability for mark / processing information or thinking=BOD	named skill on own eg a pass in football																

Question	Answer	Marks	Guidance																			
(b)	<p>Knowledge of:</p> <table border="1" data-bbox="376 284 1115 1273"> <tr> <td data-bbox="376 284 645 619">1. (initial conditions)</td> <td data-bbox="645 284 1115 619">(awareness of) environment / (awareness of) own position in environment / (knowledge of) where performer is in relation to self or others / (awareness of) own body or limb position / previous experience / whether performer has been in same or similar situation before</td> </tr> <tr> <td data-bbox="376 619 645 826">2. (response specifications)</td> <td data-bbox="645 619 1115 826">action or skill requirements / knowing what to do / knowing what speed or power or height etc to employ / what performer needs to do / how they should respond /</td> </tr> <tr> <td data-bbox="376 826 645 962">3. (sensory consequences)</td> <td data-bbox="645 826 1115 962">what movement feels or felt like / kinaesthesia / intrinsic feedback / proprioception / knowledge of performance</td> </tr> <tr> <td data-bbox="376 962 645 1273">4. (response outcomes)</td> <td data-bbox="645 962 1115 1273">movement outcomes / (end) result / (knowledge of) how successful or unsuccessful performance was / knowledge of results / comparison with actual or intended outcome(s) / extrinsic feedback</td> </tr> </table>	1. (initial conditions)	(awareness of) environment / (awareness of) own position in environment / (knowledge of) where performer is in relation to self or others / (awareness of) own body or limb position / previous experience / whether performer has been in same or similar situation before	2. (response specifications)	action or skill requirements / knowing what to do / knowing what speed or power or height etc to employ / what performer needs to do / how they should respond /	3. (sensory consequences)	what movement feels or felt like / kinaesthesia / intrinsic feedback / proprioception / knowledge of performance	4. (response outcomes)	movement outcomes / (end) result / (knowledge of) how successful or unsuccessful performance was / knowledge of results / comparison with actual or intended outcome(s) / extrinsic feedback	4	<table border="1" data-bbox="1265 247 2056 1273"> <thead> <tr> <th data-bbox="1265 247 1653 284">Accept</th> <th data-bbox="1653 247 2056 284">Do not accept</th> </tr> </thead> <tbody> <tr> <td data-bbox="1265 284 1653 619"> 1. surroundings or situation or display for environment / all the information in front of the performer = BOD / 'have I been in this situation before?' </td> <td data-bbox="1653 284 2056 619"> 'where am I?' on own = TV / the playing (or other) conditions = TV </td> </tr> <tr> <td data-bbox="1265 619 1653 826"> 2. 'what do I need to do?' deciding or selecting or choosing what to do=BOD </td> <td data-bbox="1653 619 2056 826"> Responding on own=TV / performers knows when to pass etc </td> </tr> <tr> <td data-bbox="1265 826 1653 962"> 3. 'what does the movement feel like?' </td> <td data-bbox="1653 826 2056 962"> feedback on own using your senses = TV </td> </tr> <tr> <td data-bbox="1265 962 1653 1273"> 4. how far or how fast / if the performer succeeded or failed = BOD 'how successful was I?' examples of success such as 'seeing if ball was in' </td> <td data-bbox="1653 962 2056 1273"> feedback on own / the response on own = TV / the outcome on own = TV </td> </tr> </tbody> </table>		Accept	Do not accept	1. surroundings or situation or display for environment / all the information in front of the performer = BOD / 'have I been in this situation before?'	'where am I?' on own = TV / the playing (or other) conditions = TV	2. 'what do I need to do?' deciding or selecting or choosing what to do=BOD	Responding on own=TV / performers knows when to pass etc	3. 'what does the movement feel like?'	feedback on own using your senses = TV	4. how far or how fast / if the performer succeeded or failed = BOD 'how successful was I?' examples of success such as 'seeing if ball was in'	feedback on own / the response on own = TV / the outcome on own = TV
1. (initial conditions)	(awareness of) environment / (awareness of) own position in environment / (knowledge of) where performer is in relation to self or others / (awareness of) own body or limb position / previous experience / whether performer has been in same or similar situation before																					
2. (response specifications)	action or skill requirements / knowing what to do / knowing what speed or power or height etc to employ / what performer needs to do / how they should respond /																					
3. (sensory consequences)	what movement feels or felt like / kinaesthesia / intrinsic feedback / proprioception / knowledge of performance																					
4. (response outcomes)	movement outcomes / (end) result / (knowledge of) how successful or unsuccessful performance was / knowledge of results / comparison with actual or intended outcome(s) / extrinsic feedback																					
Accept	Do not accept																					
1. surroundings or situation or display for environment / all the information in front of the performer = BOD / 'have I been in this situation before?'	'where am I?' on own = TV / the playing (or other) conditions = TV																					
2. 'what do I need to do?' deciding or selecting or choosing what to do=BOD	Responding on own=TV / performers knows when to pass etc																					
3. 'what does the movement feel like?'	feedback on own using your senses = TV																					
4. how far or how fast / if the performer succeeded or failed = BOD 'how successful was I?' examples of success such as 'seeing if ball was in'	feedback on own / the response on own = TV / the outcome on own = TV																					

Question		Answer	Marks	Guidance	
(c)	1. (Short Term Sensory Store/ STSS)	STSS is where: info enters (from senses or display) / selective attention happens / important information filtered in / irrelevant info filtered out / capacity limitless / duration < 1 second	6	<p style="text-align: center;">Accept</p> <ul style="list-style-type: none"> • 1,3, 5 – only when ID of store <u>and</u> linked info given / • diagrams if with info • abbreviations for stores eg STM 	<p style="text-align: center;">Do not accept</p> <ul style="list-style-type: none"> • 1,3, 5 – unless ID of store <u>and</u> linked info given / • diagrams with named stores on own
	2. (eg for STSS)	concentrating on the ball when hitting or catching / blocking out crowd noise / position of team mates or opponents etc / other suitable eg showing contrib. of STSS			
	3. (Short Term Memory / STM)	STM is where: information is perceived or understood or judged or interpreted / incoming information compared to learned information / initiates movement / retrieves information (from LTM) / information organised or chunked or encoded / rehearsal helps transition to LTM / capacity 5-9 items / 7+ or – 2 / duration < 30 seconds / duration increased if info rehearsed		1. sensory memory or sensory store = BOD for STSS	information passed from here to STM = TV / short term memory store for STSS
	4. (eg for STM)	judging the speed of the ball / grouping info relating to skill or situation / other suitable eg showing contribution of STM		2.	large capacity =TV
	5. (Long Term Memory / LTM)	LTM is where: information or motor programmes or patterns of movement or schema are stored / information decoded / information sent back (to STM) / (current) performance associated with previous performances (to recognise strengths and weaknesses) / capacity limitless / duration permanent		3. < 1 minute = BOD	'workspace' or 'working memory' on own = TV information passed from here to LTM =TV
	6. (eg for LTM)	having or remembering technique of netball shooting / storage of named MP or sporting technique / other suitable example showing contribution of LTM		4.	
			5.	large capacity =TV	
			6.		

Question		Answer	Marks	Guidance																						
(d)	(i)	Selecting practice methods	2	Mark <u>first two</u> attempts only																						
		<table border="1"> <tr> <td>1. (classification)</td> <td>classification or type of skill / the nature of the task</td> </tr> <tr> <td>2. (ability/skill)</td> <td>the ability or skill level or level of performance or maturation or age or fitness of performer / stage or phase of learning (cognitive, associative, autonomous)</td> </tr> <tr> <td>3. (motivation)</td> <td>(level of) motivation of performer</td> </tr> <tr> <td>4. (resources)</td> <td>availability of resources</td> </tr> <tr> <td>5. (situation)</td> <td>the situation or context in which skill performed /</td> </tr> </table>	1. (classification)	classification or type of skill / the nature of the task	2. (ability/skill)	the ability or skill level or level of performance or maturation or age or fitness of performer / stage or phase of learning (cognitive, associative, autonomous)	3. (motivation)	(level of) motivation of performer	4. (resources)	availability of resources	5. (situation)	the situation or context in which skill performed /		<table border="1"> <thead> <tr> <th>Accept</th> <th>Do not accept</th> </tr> </thead> <tbody> <tr> <td>1. examples of classifications eg open – closed / externally – internally paced / simple – complex etc</td> <td>size of group</td> </tr> <tr> <td>2.</td> <td>the type of performer=TV / personality of performer</td> </tr> <tr> <td>3.</td> <td>personality of performer</td> </tr> <tr> <td>4.</td> <td>time available</td> </tr> <tr> <td>5.</td> <td></td> </tr> </tbody> </table>	Accept	Do not accept	1. examples of classifications eg open – closed / externally – internally paced / simple – complex etc	size of group	2.	the type of performer=TV / personality of performer	3.	personality of performer	4.	time available	5.	
1. (classification)	classification or type of skill / the nature of the task																									
2. (ability/skill)	the ability or skill level or level of performance or maturation or age or fitness of performer / stage or phase of learning (cognitive, associative, autonomous)																									
3. (motivation)	(level of) motivation of performer																									
4. (resources)	availability of resources																									
5. (situation)	the situation or context in which skill performed /																									
Accept	Do not accept																									
1. examples of classifications eg open – closed / externally – internally paced / simple – complex etc	size of group																									
2.	the type of performer=TV / personality of performer																									
3.	personality of performer																									
4.	time available																									
5.																										

Question	Answer	Marks	Guidance															
	<p>(ii)</p> <p>1. (massed practice when...) coaching or teaching simple or discrete or closed skills / coaching or teaching autonomous learners or motivated or fit performers or those with good concentration / coaching or teaching skills of short duration or low energy output / replicating fatigue / increasing fitness</p> <p>2. (distributed practice when...) coaching or teaching continuous or complex or dangerous skills / coaching or teaching cognitive learners or less motivated or less fit performers or those with poor concentration / coaching or teaching tiring skills or those with high energy output / allowing for recovery or feedback or coaching or mental practice / avoiding boredom</p> <p>3. (fixed practice when...) coaching or teaching closed or discrete or ballistic or dynamic skills</p> <p>4. (varied practice when...) coaching or teaching open or perceptual or decision making skills / motivating learners or building interest or preventing boredom / when giving different experiences / developing schema or helping transfer of learning / replicating game situations</p> <p>5. (massed or distributed or fixed or varied practice when...) grooving or overlearning or forming habits / developing motor programmes or SR bond or schema or kinaesthesia</p>	4	<table border="1"> <thead> <tr> <th data-bbox="1256 248 1664 453">Accept</th> <th data-bbox="1664 248 2069 453">Do not accept</th> </tr> </thead> <tbody> <tr> <td data-bbox="1256 248 1664 453"> <ul style="list-style-type: none"> descriptions or characteristics of types of skill throughout </td> <td data-bbox="1664 248 2069 453"> <ul style="list-style-type: none"> examples of skills without having classified them eg DNA 'throwing javelin' on own (without ref to it being closed skill) </td> </tr> <tr> <td data-bbox="1256 453 1664 555">1.</td> <td data-bbox="1664 453 2069 555">Description of mass practice</td> </tr> <tr> <td data-bbox="1256 555 1664 798">2.</td> <td data-bbox="1664 555 2069 798">Description of distributed practice</td> </tr> <tr> <td data-bbox="1256 798 1664 935">3.</td> <td data-bbox="1664 798 2069 935">Description of fixed practice / for skills in fixed environments</td> </tr> <tr> <td data-bbox="1256 935 1664 1139">4.</td> <td data-bbox="1664 935 2069 1139">Description of varied practice / for skills in varied environments</td> </tr> <tr> <td data-bbox="1256 1139 1664 1310">5.</td> <td data-bbox="1664 1139 2069 1310"></td> </tr> </tbody> </table>		Accept	Do not accept	<ul style="list-style-type: none"> descriptions or characteristics of types of skill throughout 	<ul style="list-style-type: none"> examples of skills without having classified them eg DNA 'throwing javelin' on own (without ref to it being closed skill) 	1.	Description of mass practice	2.	Description of distributed practice	3.	Description of fixed practice / for skills in fixed environments	4.	Description of varied practice / for skills in varied environments	5.	
Accept	Do not accept																	
<ul style="list-style-type: none"> descriptions or characteristics of types of skill throughout 	<ul style="list-style-type: none"> examples of skills without having classified them eg DNA 'throwing javelin' on own (without ref to it being closed skill) 																	
1.	Description of mass practice																	
2.	Description of distributed practice																	
3.	Description of fixed practice / for skills in fixed environments																	
4.	Description of varied practice / for skills in varied environments																	
5.																		

Question	Answer	Guidance
(e)*	<p>Level 3 (8 – 10 marks) A comprehensive answer:</p> <ul style="list-style-type: none"> • 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 	<p>At Level 3 responses <u>are likely</u> to include:</p> <ul style="list-style-type: none"> • detailed knowledge of most aspects of Bandura’s model • detailed discussion of factors that affect successful modelling • practical examples relating to BAHL attempted
	<p>Level 2 (5 – 7 marks) A competent answer:</p> <ul style="list-style-type: none"> • 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 	<p>At Level 2 responses <u>are likely</u> to include:</p> <ul style="list-style-type: none"> • satisfactory knowledge of Bandura’s model • satisfactory discussion of factors that affect successful modelling • practical examples relating to BAHL possibly attempted
	<p>Level 1 (1 – 4 marks) A limited answer:</p> <ul style="list-style-type: none"> • 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 	<p>At Level 1 responses <u>are likely</u> to include:</p> <ul style="list-style-type: none"> • basic knowledge of Bandura’s model • basic discussion of factors that affect successful modelling • little or no attempt to use the practical examples relating to BAHL
	<p>[0 marks] No response or no response worthy of credit.</p>	

Question	Answer	Marks	Guidance
(e)	<p>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</p> <p>Description of Model</p> <p>1. Demonstration / watching the model</p> <p>Factors for successful modelling relating to demonstration</p> <ul style="list-style-type: none"> • Influence of demo being skilful or accurate or successful eg correct demonstration of exercising correctly is better than an incorrect demo that could lead to injury or disaffection eg Influence of demo being by parent or guardian or someone with influence eg regular exercise technique shown by a highly qualified personal trainer • if demonstration is by a role model or significant other eg watching or seeing a role model or significant other who does not smoke / or whose alcohol intake is moderate eg regular participation in sport or physical activity by popular people encourages observer to follow active lifestyle <p>2. Attention / performer cues in to or focuses on or concentrates on aspects of display or demonstration eg coach demands attention while advising on a balanced diet</p> <p>Factors for successful modelling relating to attention</p> <ul style="list-style-type: none"> • effective selective attention / attentional narrowing • better attention if model a significant other • impact of using verbal guidance / highlighting key aspect of demonstration • possible effects of distractions / other or non-healthy behaviour distracting eg others encouraging use of drink or drugs etc 	10	<p>accept movement skill examples within and throughout (first part of qu) ie descriptions of Bandura's model</p> <p>word ' model' synonymous with 'demonstration' throughout</p>

Question	Answer	Marks	Guidance
	<p>3. Retention / observer needs to remember the demo or movements or behaviours watched</p> <p>Factors for successful modelling relating to retention</p> <ul style="list-style-type: none"> • Use of verbal guidance • use of repetition or practice <p>eg repeating information about importance of not smoking / need for moderation in alcohol consumption repeated so learner remembers key information</p> <p>eg accept any suitable example such as - a balanced diet being explained in an enjoyable or memorable way</p> <ul style="list-style-type: none"> • use of mental rehearsal or imagery (by model) can help (observer retain demonstration) <p>eg imagining how regular exercise can help health</p> <ul style="list-style-type: none"> • use of symbolic coding or catch phrases <p>eg 'change for life' / 'five a day'</p> <p>4. Motor reproduction</p> <p>Factors for successful modelling relating to motor reproduction</p> <ul style="list-style-type: none"> • observer must be physically or mentally able to perform the skill or copy the model or follow healthy lifestyle behaviour • Thorndike's Law of Readiness <p>eg observers must understand the benefits of not smoking or of a balanced diet</p> <ul style="list-style-type: none"> • if strengths and weaknesses of observer known to model <p>eg if personal trainer knows current level of observer</p> <ul style="list-style-type: none"> • use of suitable or effective feedback or guidance <p>eg accept suitable example of effective feedback or guidance</p>		<p>Reproduction on own=BOD</p>

Question	Answer	Marks	Guidance
	<p>5. Motivation / observer must have drive or want to copy model</p> <p>Factors for successful modelling relating to motivation</p> <p>eg smoker or heavy drinker must have mental willpower to stop smoking/moderate alcohol consumption</p> <ul style="list-style-type: none"> • use of praise or positive reinforcement or rewards <p>eg praise someone for not smoking or for moderating alcohol consumption or for exercising / badge(s) for eating healthily or exercising</p> <p>6. Matching performance</p> <ul style="list-style-type: none"> • developing an S-R bond /associate a certain behaviour with a particular stimulus <p>eg you associate going to a gym with performing a programme of exercise or working hard</p> <p>Other factors that can affect successful modelling</p> <p>7. If observer can identify with or relate to the model</p> <ul style="list-style-type: none"> • same sex / age / race / ability <p>eg male observer more likely to want to copy active lifestyle of male demonstrator</p> <p>8. if behaviour of model is socially acceptable or follows social norms</p> <p>eg healthy eating / not smoking</p> <p>9. if behaviour of model relevant</p> <ul style="list-style-type: none"> • if observer can see how copying (the behaviour or skill) will positively affect them or their lifestyle <p>eg observer wants to follow an active lifestyle to make friends</p> <p>10. make model enjoyable or present model in unique way</p> <p>11. reference to bobo dolls experiment</p> <ul style="list-style-type: none"> • outline of experiment and results 		

Section C Socio-Cultural Studies relating to participation in physical activity

Question			Answer	Marks	Guidance										
3	(a)	(i)	<table border="1"> <tr> <td>Physical prowess</td> <td>skill / expertise/ competence / proficiency / being good at</td> </tr> <tr> <td>Physical endeavour</td> <td>effort / trying hard / commitment / dedication / determination</td> </tr> </table>	Physical prowess	skill / expertise/ competence / proficiency / being good at	Physical endeavour	effort / trying hard / commitment / dedication / determination	1	<p>Both parts must be answered correctly to gain the mark</p> <table border="1"> <thead> <tr> <th>Accept</th> <th>Do not accept</th> </tr> </thead> <tbody> <tr> <td>Ability / characteristics of skill such as 'when performance looks or is fluent or well timed or aesthetically pleasing or consistent or efficient or effective'</td> <td>example of a physical skill / looks good=TV</td> </tr> <tr> <td>enterprise / drive / motivation</td> <td>loyalty / devotion</td> </tr> </tbody> </table>	Accept	Do not accept	Ability / characteristics of skill such as 'when performance looks or is fluent or well timed or aesthetically pleasing or consistent or efficient or effective'	example of a physical skill / looks good=TV	enterprise / drive / motivation	loyalty / devotion
Physical prowess	skill / expertise/ competence / proficiency / being good at														
Physical endeavour	effort / trying hard / commitment / dedication / determination														
Accept	Do not accept														
Ability / characteristics of skill such as 'when performance looks or is fluent or well timed or aesthetically pleasing or consistent or efficient or effective'	example of a physical skill / looks good=TV														
enterprise / drive / motivation	loyalty / devotion														

Question		Answer		Marks	Guidance																																												
	(ii)			4	<p>Direct comparisons needed for each mark – not necessarily together Accept merged comparisons eg ‘sport more organised’ or PR is ‘less structured’</p> <table border="1"> <thead> <tr> <th colspan="2">Physical Recreation</th> <th colspan="2">Sport</th> </tr> </thead> <tbody> <tr> <td colspan="4" style="text-align: center;">Do not Accept reference to:</td> </tr> <tr> <td colspan="4"> <ul style="list-style-type: none"> physical prowess / physical endeavour (or synonym) sportsmanship / gamesmanship one being more or less enjoyable than the other </td> </tr> <tr> <th>Accept</th> <th>Do not accept</th> <th>Accept</th> <th>Do not accept</th> </tr> <tr> <td>1.</td> <td>the best</td> <td></td> <td></td> </tr> <tr> <td>2.</td> <td>whenever</td> <td></td> <td></td> </tr> <tr> <td>3.</td> <td>egs such as park or garden</td> <td>wherever / anywhere</td> <td></td> </tr> <tr> <td>4.</td> <td>No or little rules=BOD</td> <td></td> <td></td> </tr> <tr> <td>5.</td> <td>no(t) comp /</td> <td></td> <td></td> </tr> <tr> <td>6.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>7.</td> <td>no training</td> <td></td> <td></td> </tr> </tbody> </table>	Physical Recreation		Sport		Do not Accept reference to:				<ul style="list-style-type: none"> physical prowess / physical endeavour (or synonym) sportsmanship / gamesmanship one being more or less enjoyable than the other 				Accept	Do not accept	Accept	Do not accept	1.	the best			2.	whenever			3.	egs such as park or garden	wherever / anywhere		4.	No or little rules=BOD			5.	no(t) comp /			6.				7.	no training		
Physical Recreation		Sport																																															
Do not Accept reference to:																																																	
<ul style="list-style-type: none"> physical prowess / physical endeavour (or synonym) sportsmanship / gamesmanship one being more or less enjoyable than the other 																																																	
Accept	Do not accept	Accept	Do not accept																																														
1.	the best																																																
2.	whenever																																																
3.	egs such as park or garden	wherever / anywhere																																															
4.	No or little rules=BOD																																																
5.	no(t) comp /																																																
6.																																																	
7.	no training																																																
		<table border="1"> <thead> <tr> <th>Physical Recreation</th> <th>Sport</th> </tr> </thead> <tbody> <tr> <td>1. for or available to all</td> <td>selective / elitism</td> </tr> <tr> <td>2. time flexible or decided by agreement / no set time / in spare or leisure or own time / you decide when to do it</td> <td>strict timings / set times</td> </tr> <tr> <td>3. space or location or distance not fixed or decided by agreement or not clearly defined / no set space / takes place where you want or choose / not (necessarily) specialist facilities</td> <td>space or location designated / distance defined / set space / specialised facilities/ arena</td> </tr> <tr> <td>4. organisation or structure limited or low / (often) no officials / rules few or limited / don't need set numbers</td> <td>(NGB) rules / codification / organised or structured / officials / races / championships / set teams or numbers</td> </tr> <tr> <td>5. competition (can be) limited or low level of</td> <td>(more or highly) competitive</td> </tr> <tr> <td>6. fitness levels (can be) limited or low</td> <td>high(er) level of fitness</td> </tr> <tr> <td>7. (serious) training or coaching not required</td> <td>training or coaching or required</td> </tr> </tbody> </table>	Physical Recreation	Sport	1. for or available to all	selective / elitism	2. time flexible or decided by agreement / no set time / in spare or leisure or own time / you decide when to do it	strict timings / set times	3. space or location or distance not fixed or decided by agreement or not clearly defined / no set space / takes place where you want or choose / not (necessarily) specialist facilities	space or location designated / distance defined / set space / specialised facilities/ arena	4. organisation or structure limited or low / (often) no officials / rules few or limited / don't need set numbers	(NGB) rules / codification / organised or structured / officials / races / championships / set teams or numbers	5. competition (can be) limited or low level of	(more or highly) competitive	6. fitness levels (can be) limited or low	high(er) level of fitness	7. (serious) training or coaching not required	training or coaching or required																															
Physical Recreation	Sport																																																
1. for or available to all	selective / elitism																																																
2. time flexible or decided by agreement / no set time / in spare or leisure or own time / you decide when to do it	strict timings / set times																																																
3. space or location or distance not fixed or decided by agreement or not clearly defined / no set space / takes place where you want or choose / not (necessarily) specialist facilities	space or location designated / distance defined / set space / specialised facilities/ arena																																																
4. organisation or structure limited or low / (often) no officials / rules few or limited / don't need set numbers	(NGB) rules / codification / organised or structured / officials / races / championships / set teams or numbers																																																
5. competition (can be) limited or low level of	(more or highly) competitive																																																
6. fitness levels (can be) limited or low	high(er) level of fitness																																																
7. (serious) training or coaching not required	training or coaching or required																																																

Question			Answer		Marks	Guidance				
			8.	not (usually) covered by media / few or no spectators/ limited sponsorship or funding	media coverage / spectators / sponsorship / funding		8.			
			9.	amateurs / not paid / hobby/ intrinsic / voluntary / pre-occupation / (often) non-serious / taking part more important than winning / for enjoyment or fun / social / for health or relaxation or stress relief or other suitable motive / participate with whoever you want or with friends	profession(al) / paid / occupation / extrinsic / obligation / your job / serious / winning or outcome (more) important / prizes / no or limited choice re who you play against / played with or v team mates or opposition		9.			
			10.	equipment basic or (can be) inexpensive / equipment not (necessarily) high tech or expensive or proper / basic clothing	high tech or expensive or proper equipment / specialist clothing		10.	little equipment		

Question	Answer	Marks	Guidance																																															
(b)	<table border="1"> <tr> <td data-bbox="376 268 600 544">1. (excellence / AIS / winning / role models)</td> <td data-bbox="600 268 1216 544">sporting tradition or a history of sporting success / keen to beat England in (international) sport / keen for victory over 'Motherland' / success of national teams / due to work of AIS (Australian Institute of Sport) or (world class) provision for elite performers / sport stars as heroes / impact of role models</td> </tr> <tr> <td data-bbox="376 544 600 608">2. (bush culture)</td> <td data-bbox="600 544 1216 608">bush culture / culture of manliness / pioneering spirit</td> </tr> <tr> <td data-bbox="376 608 600 671">3. (space / resources)</td> <td data-bbox="600 608 1216 671">natural resources available / plenty of space / varied opportunities</td> </tr> <tr> <td data-bbox="376 671 600 815">4. (climate / outdoor culture)</td> <td data-bbox="600 671 1216 815">climate or weather good or favourable / outdoor sport all year round / outdoor life or culture / sport part of everyday life or of Australian culture</td> </tr> <tr> <td data-bbox="376 815 600 911">5. (golden triangle)</td> <td data-bbox="600 815 1216 911">significant or high levels of media coverage or sponsorship or commercialism (in elite sport) / impact of golden triangle</td> </tr> <tr> <td data-bbox="376 911 600 975">6. (support / funding)</td> <td data-bbox="600 911 1216 975">Government or political support or funding / / sport boosts economy</td> </tr> <tr> <td data-bbox="376 975 600 1038">7. (nation building)</td> <td data-bbox="600 975 1216 1038">Nation building / 'shop window' effect / sport unites or promotes or gives identity</td> </tr> <tr> <td data-bbox="376 1038 600 1118">8. (BAHL)</td> <td data-bbox="600 1038 1216 1118">sport or physical activity encouraged for BAHLs / to combat (contemporary) obesity</td> </tr> <tr> <td data-bbox="376 1118 600 1182">9. (fashion)</td> <td data-bbox="600 1118 1216 1182">sport and physical activity fashionable / it's 'cool' to be active or sporty</td> </tr> <tr> <td data-bbox="376 1182 600 1294">10. (equality)</td> <td data-bbox="600 1182 1216 1294">policy of anti-discrimination or sport for all / Australia as a multi-cultural society / commitment to disability sport</td> </tr> <tr> <td data-bbox="376 1294 600 1374">11. (schools)</td> <td data-bbox="600 1294 1216 1374">high status of PE or sport in schools / Initiatives in Australian schools</td> </tr> </table>	1. (excellence / AIS / winning / role models)	sporting tradition or a history of sporting success / keen to beat England in (international) sport / keen for victory over 'Motherland' / success of national teams / due to work of AIS (Australian Institute of Sport) or (world class) provision for elite performers / sport stars as heroes / impact of role models	2. (bush culture)	bush culture / culture of manliness / pioneering spirit	3. (space / resources)	natural resources available / plenty of space / varied opportunities	4. (climate / outdoor culture)	climate or weather good or favourable / outdoor sport all year round / outdoor life or culture / sport part of everyday life or of Australian culture	5. (golden triangle)	significant or high levels of media coverage or sponsorship or commercialism (in elite sport) / impact of golden triangle	6. (support / funding)	Government or political support or funding / / sport boosts economy	7. (nation building)	Nation building / 'shop window' effect / sport unites or promotes or gives identity	8. (BAHL)	sport or physical activity encouraged for BAHLs / to combat (contemporary) obesity	9. (fashion)	sport and physical activity fashionable / it's 'cool' to be active or sporty	10. (equality)	policy of anti-discrimination or sport for all / Australia as a multi-cultural society / commitment to disability sport	11. (schools)	high status of PE or sport in schools / Initiatives in Australian schools	5	<table border="1"> <thead> <tr> <th data-bbox="1361 247 1715 279">Accept</th> <th data-bbox="1715 247 2067 279">Do not accept</th> </tr> </thead> <tbody> <tr> <td data-bbox="1361 279 1715 555">1. lots of medals won / reference to 'Pommie bashing' / eg Netball world champions (2007) / Rugby Union World Cup winners ('91 & '99) / examples of role models</td> <td data-bbox="1715 279 2067 555">because it is an obsession</td> </tr> <tr> <td data-bbox="1361 555 1715 608">2.</td> <td data-bbox="1715 555 2067 608"></td> </tr> <tr> <td data-bbox="1361 608 1715 746">3. eg such as mountains for skiing or sea or beach for swimming</td> <td data-bbox="1715 608 2067 746">favourable or good or natural environment=TV Lots of people live near coast=TV</td> </tr> <tr> <td data-bbox="1361 746 1715 815">4. 'nice' climate=BOD</td> <td data-bbox="1715 746 2067 815"></td> </tr> <tr> <td data-bbox="1361 815 1715 911">5.</td> <td data-bbox="1715 815 2067 911"></td> </tr> <tr> <td data-bbox="1361 911 1715 975">6.</td> <td data-bbox="1715 911 2067 975"></td> </tr> <tr> <td data-bbox="1361 975 1715 1086">7. sporting success gains (international) recognition</td> <td data-bbox="1715 975 2067 1086"></td> </tr> <tr> <td data-bbox="1361 1086 1715 1118">8.</td> <td data-bbox="1715 1086 2067 1118"></td> </tr> <tr> <td data-bbox="1361 1118 1715 1182">9. Australians happy to spend on sport</td> <td data-bbox="1715 1118 2067 1182"></td> </tr> <tr> <td data-bbox="1361 1182 1715 1294">10. policy of inclusion / examples of other minority groups</td> <td data-bbox="1715 1182 2067 1294"></td> </tr> <tr> <td data-bbox="1361 1294 1715 1374">11. eg such as SEPEP/ PASE etc</td> <td data-bbox="1715 1294 2067 1374"></td> </tr> </tbody> </table>		Accept	Do not accept	1. lots of medals won / reference to 'Pommie bashing' / eg Netball world champions (2007) / Rugby Union World Cup winners ('91 & '99) / examples of role models	because it is an obsession	2.		3. eg such as mountains for skiing or sea or beach for swimming	favourable or good or natural environment=TV Lots of people live near coast=TV	4. 'nice' climate=BOD		5.		6.		7. sporting success gains (international) recognition		8.		9. Australians happy to spend on sport		10. policy of inclusion / examples of other minority groups		11. eg such as SEPEP/ PASE etc	
1. (excellence / AIS / winning / role models)	sporting tradition or a history of sporting success / keen to beat England in (international) sport / keen for victory over 'Motherland' / success of national teams / due to work of AIS (Australian Institute of Sport) or (world class) provision for elite performers / sport stars as heroes / impact of role models																																																	
2. (bush culture)	bush culture / culture of manliness / pioneering spirit																																																	
3. (space / resources)	natural resources available / plenty of space / varied opportunities																																																	
4. (climate / outdoor culture)	climate or weather good or favourable / outdoor sport all year round / outdoor life or culture / sport part of everyday life or of Australian culture																																																	
5. (golden triangle)	significant or high levels of media coverage or sponsorship or commercialism (in elite sport) / impact of golden triangle																																																	
6. (support / funding)	Government or political support or funding / / sport boosts economy																																																	
7. (nation building)	Nation building / 'shop window' effect / sport unites or promotes or gives identity																																																	
8. (BAHL)	sport or physical activity encouraged for BAHLs / to combat (contemporary) obesity																																																	
9. (fashion)	sport and physical activity fashionable / it's 'cool' to be active or sporty																																																	
10. (equality)	policy of anti-discrimination or sport for all / Australia as a multi-cultural society / commitment to disability sport																																																	
11. (schools)	high status of PE or sport in schools / Initiatives in Australian schools																																																	
Accept	Do not accept																																																	
1. lots of medals won / reference to 'Pommie bashing' / eg Netball world champions (2007) / Rugby Union World Cup winners ('91 & '99) / examples of role models	because it is an obsession																																																	
2.																																																		
3. eg such as mountains for skiing or sea or beach for swimming	favourable or good or natural environment=TV Lots of people live near coast=TV																																																	
4. 'nice' climate=BOD																																																		
5.																																																		
6.																																																		
7. sporting success gains (international) recognition																																																		
8.																																																		
9. Australians happy to spend on sport																																																		
10. policy of inclusion / examples of other minority groups																																																		
11. eg such as SEPEP/ PASE etc																																																		

Question	Answer	Marks	Guidance																							
(c)	<p>Traditional amateur approach</p> <p>sub max 3</p> <table border="1" data-bbox="376 347 1104 1129"> <tr> <td data-bbox="376 347 712 579">1. (enjoyment / not winning)</td> <td data-bbox="712 347 1104 579">taking part for pleasure or enjoyment or intrinsic rewards / not paid to play 'for the love of the game' / taking part more important than winning</td> </tr> <tr> <td data-bbox="376 579 712 651">2. (training /coaching)</td> <td data-bbox="712 579 1104 651">limited or no training or coaching</td> </tr> <tr> <td data-bbox="376 651 712 858">3. (poor admin.)</td> <td data-bbox="712 651 1104 858">organisation or administration (often) unreliable or inconsistent / sport or NGBs organised or administered by part time or inexperienced enthusiasts</td> </tr> <tr> <td data-bbox="376 858 712 1026">4. (public schools / class / gentlemen)</td> <td data-bbox="712 858 1104 1026">linked to: (C19th) public schools / (C19th) middle or upper class / 'gentlemen' (amateurs)</td> </tr> <tr> <td data-bbox="376 1026 712 1129">5. (life code)</td> <td data-bbox="712 1026 1104 1129">linked to how life should be lived (as well as how sport should be played)</td> </tr> </table>	1. (enjoyment / not winning)	taking part for pleasure or enjoyment or intrinsic rewards / not paid to play 'for the love of the game' / taking part more important than winning	2. (training /coaching)	limited or no training or coaching	3. (poor admin.)	organisation or administration (often) unreliable or inconsistent / sport or NGBs organised or administered by part time or inexperienced enthusiasts	4. (public schools / class / gentlemen)	linked to: (C19 th) public schools / (C19 th) middle or upper class / 'gentlemen' (amateurs)	5. (life code)	linked to how life should be lived (as well as how sport should be played)	5	<table border="1" data-bbox="1283 336 2011 1126"> <thead> <tr> <th data-bbox="1283 336 1675 371">Accept</th> <th data-bbox="1675 336 2011 371">Do not accept</th> </tr> </thead> <tbody> <tr> <td data-bbox="1283 371 1675 579">1. 'it was all about taking part'</td> <td data-bbox="1675 371 2011 579"></td> </tr> <tr> <td data-bbox="1283 579 1675 651">2.</td> <td data-bbox="1675 579 2011 651"></td> </tr> <tr> <td data-bbox="1283 651 1675 858">3.</td> <td data-bbox="1675 651 2011 858"></td> </tr> <tr> <td data-bbox="1283 858 1675 1026">4.</td> <td data-bbox="1675 858 2011 1026">gentry</td> </tr> <tr> <td data-bbox="1283 1026 1675 1126">5.</td> <td data-bbox="1675 1026 2011 1126">reference to Britain having invented many games</td> </tr> </tbody> </table>		Accept	Do not accept	1. 'it was all about taking part'		2.		3.		4.	gentry	5.	reference to Britain having invented many games
1. (enjoyment / not winning)	taking part for pleasure or enjoyment or intrinsic rewards / not paid to play 'for the love of the game' / taking part more important than winning																									
2. (training /coaching)	limited or no training or coaching																									
3. (poor admin.)	organisation or administration (often) unreliable or inconsistent / sport or NGBs organised or administered by part time or inexperienced enthusiasts																									
4. (public schools / class / gentlemen)	linked to: (C19 th) public schools / (C19 th) middle or upper class / 'gentlemen' (amateurs)																									
5. (life code)	linked to how life should be lived (as well as how sport should be played)																									
Accept	Do not accept																									
1. 'it was all about taking part'																										
2.																										
3.																										
4.	gentry																									
5.	reference to Britain having invented many games																									

Question		Answer	Marks	Guidance	
		Reasons replaced by more professional approach			
		Submax 4			
		6. (better system needed)	because a more reliable or effective or serious or consistent system needed	6.	
		7. (winning/competition)	increased seriousness or win ethic or Lombardian ethic / sport has become more competitive /more time needed (to practise) / to do well in international competitions or gain medals or increase excellence	7. to be the best	
		8. (contender)	to be a realistic contender on world stage / to keep up with other nations	8.	to produce more professionals
		9. (golden triangle)	impact or influence of sponsors or media or golden triangle / sport now 'big business' or an industry (no longer a pastime)	9.	money involved=TV people paid to perform=TV more spectators / demand for excitement
		10. (participation / B AHL)	to increase participation / to increase B A H L s	10.	

Question	Answer	Marks	Guidance																							
(d)	<p>Reasons for commercialisation</p> <p>Submax 4</p> <table border="1" data-bbox="376 352 1113 1206"> <tr> <td data-bbox="376 352 622 456">1. (amateurism)</td> <td data-bbox="622 352 1113 456">amateurism no longer working / to get rid of '<i>shamateurism</i>'</td> </tr> <tr> <td data-bbox="376 456 622 695">2. (inequality)</td> <td data-bbox="622 456 1113 695">some countries or competitors better funded than others / inequality or unfairness / UK lagged behind other countries / UK athletes needed paid work (alongside training)</td> </tr> <tr> <td data-bbox="376 695 622 1031">3. (financial difficulty / Montreal / reluctance)</td> <td data-bbox="622 695 1113 1031">Olympic Games in financial difficulty / financial pressure for hosts (pre '84) / Montreal Games (1976)a (financial) disaster / Montreal went into debt / countries (increasingly) reluctant to host</td> </tr> <tr> <td data-bbox="376 1031 622 1134">4. (IOC)</td> <td data-bbox="622 1031 1113 1134">(after Montreal) IOC accepted need for commercialism</td> </tr> <tr> <td data-bbox="376 1134 622 1206">5. (Uberroth)</td> <td data-bbox="622 1134 1113 1206">(impact or work of Peter) Uberroth</td> </tr> </table>	1. (amateurism)	amateurism no longer working / to get rid of ' <i>shamateurism</i> '	2. (inequality)	some countries or competitors better funded than others / inequality or unfairness / UK lagged behind other countries / UK athletes needed paid work (alongside training)	3. (financial difficulty / Montreal / reluctance)	Olympic Games in financial difficulty / financial pressure for hosts (pre '84) / Montreal Games (1976)a (financial) disaster / Montreal went into debt / countries (increasingly) reluctant to host	4. (IOC)	(after Montreal) IOC accepted need for commercialism	5. (Uberroth)	(impact or work of Peter) Uberroth	5	<table border="1" data-bbox="1283 252 1989 1214"> <thead> <tr> <th data-bbox="1283 252 1653 360">Accept</th> <th data-bbox="1653 252 1989 360">Do not accept</th> </tr> </thead> <tbody> <tr> <td data-bbox="1283 360 1653 459">1.</td> <td data-bbox="1653 360 1989 459"> <ul style="list-style-type: none"> • to pay for kit or transport </td> </tr> <tr> <td data-bbox="1283 459 1653 699">2. examples of inequality such as: <ul style="list-style-type: none"> • USA's scholarship system • Eastern bloc' state funding </td> <td data-bbox="1653 459 1989 699"></td> </tr> <tr> <td data-bbox="1283 699 1653 1038">3. Canada for Montreal = BOD</td> <td data-bbox="1653 699 1989 1038"></td> </tr> <tr> <td data-bbox="1283 1038 1653 1142">4.</td> <td data-bbox="1653 1038 1989 1142"></td> </tr> <tr> <td data-bbox="1283 1142 1653 1214">5.</td> <td data-bbox="1653 1142 1989 1214"></td> </tr> </tbody> </table>		Accept	Do not accept	1.	<ul style="list-style-type: none"> • to pay for kit or transport 	2. examples of inequality such as: <ul style="list-style-type: none"> • USA's scholarship system • Eastern bloc' state funding 		3. Canada for Montreal = BOD		4.		5.	
1. (amateurism)	amateurism no longer working / to get rid of ' <i>shamateurism</i> '																									
2. (inequality)	some countries or competitors better funded than others / inequality or unfairness / UK lagged behind other countries / UK athletes needed paid work (alongside training)																									
3. (financial difficulty / Montreal / reluctance)	Olympic Games in financial difficulty / financial pressure for hosts (pre '84) / Montreal Games (1976)a (financial) disaster / Montreal went into debt / countries (increasingly) reluctant to host																									
4. (IOC)	(after Montreal) IOC accepted need for commercialism																									
5. (Uberroth)	(impact or work of Peter) Uberroth																									
Accept	Do not accept																									
1.	<ul style="list-style-type: none"> • to pay for kit or transport 																									
2. examples of inequality such as: <ul style="list-style-type: none"> • USA's scholarship system • Eastern bloc' state funding 																										
3. Canada for Montreal = BOD																										
4.																										
5.																										

Question	Answer	Marks	Guidance																											
	<p>Impacts of commercialisation</p> <p>sub max 4</p> <table border="1" data-bbox="376 352 1122 1273"> <tr> <td data-bbox="376 352 633 421">6. (full time / standards)</td> <td data-bbox="633 352 1122 421">Olympic Games for full-time athletes / higher standards</td> </tr> <tr> <td data-bbox="376 421 633 724">7. (sponsorship)</td> <td data-bbox="633 421 1122 724">The Olympic Partner (TOP) programme established / companies became (official) partners or suppliers or sponsors / benefit of sponsoring Games such as exposure or profit / sponsors attracted / (due to sponsorship) funding for Games or performers</td> </tr> <tr> <td data-bbox="376 724 633 828">8. (hosting profit)</td> <td data-bbox="633 724 1122 828">financial benefit or profit from hosting Games</td> </tr> <tr> <td data-bbox="376 828 633 967">9. (NB / SW)</td> <td data-bbox="633 828 1122 967">nation building or higher profile for hosts or participants / shop window effect</td> </tr> <tr> <td data-bbox="376 967 633 1137">10. (facilities)</td> <td data-bbox="633 967 1122 1137">improved facilities / (Private) company investment in or building of Olympic facilities</td> </tr> <tr> <td data-bbox="376 1137 633 1273">11. (media impact)</td> <td data-bbox="633 1137 1122 1273">media 'control' of sport / accept any suitable impact of media eg linked to timing of events</td> </tr> </table>	6. (full time / standards)	Olympic Games for full-time athletes / higher standards	7. (sponsorship)	The Olympic Partner (TOP) programme established / companies became (official) partners or suppliers or sponsors / benefit of sponsoring Games such as exposure or profit / sponsors attracted / (due to sponsorship) funding for Games or performers	8. (hosting profit)	financial benefit or profit from hosting Games	9. (NB / SW)	nation building or higher profile for hosts or participants / shop window effect	10. (facilities)	improved facilities / (Private) company investment in or building of Olympic facilities	11. (media impact)	media 'control' of sport / accept any suitable impact of media eg linked to timing of events		<table border="1" data-bbox="1283 300 2067 1259"> <thead> <tr> <th data-bbox="1283 300 1659 336">Accept</th> <th data-bbox="1659 300 2067 336">Do not accept</th> </tr> </thead> <tbody> <tr> <td data-bbox="1283 336 1659 440">6.</td> <td data-bbox="1659 336 2067 440"></td> </tr> <tr> <td data-bbox="1283 440 1659 711">7. (TOP) partners allowed to display Olympic logo / (TOP) benefits of being 'partner' (eg tickets to events)</td> <td data-bbox="1659 440 2067 711"></td> </tr> <tr> <td data-bbox="1283 711 1659 815">8. hosting generates a lot of money</td> <td data-bbox="1659 711 2067 815"></td> </tr> <tr> <td data-bbox="1283 815 1659 951">9.</td> <td data-bbox="1659 815 2067 951"></td> </tr> <tr> <td data-bbox="1283 951 1659 1158">10.</td> <td data-bbox="1659 951 2067 1158"></td> </tr> <tr> <td data-bbox="1283 1158 1659 1259">11.</td> <td data-bbox="1659 1158 2067 1259"></td> </tr> </tbody> </table>		Accept	Do not accept	6.		7. (TOP) partners allowed to display Olympic logo / (TOP) benefits of being 'partner' (eg tickets to events)		8. hosting generates a lot of money		9.		10.		11.	
6. (full time / standards)	Olympic Games for full-time athletes / higher standards																													
7. (sponsorship)	The Olympic Partner (TOP) programme established / companies became (official) partners or suppliers or sponsors / benefit of sponsoring Games such as exposure or profit / sponsors attracted / (due to sponsorship) funding for Games or performers																													
8. (hosting profit)	financial benefit or profit from hosting Games																													
9. (NB / SW)	nation building or higher profile for hosts or participants / shop window effect																													
10. (facilities)	improved facilities / (Private) company investment in or building of Olympic facilities																													
11. (media impact)	media 'control' of sport / accept any suitable impact of media eg linked to timing of events																													
Accept	Do not accept																													
6.																														
7. (TOP) partners allowed to display Olympic logo / (TOP) benefits of being 'partner' (eg tickets to events)																														
8. hosting generates a lot of money																														
9.																														
10.																														
11.																														

Question	Answer	Guidance
(e)*	<p>Level 3 (8 – 10 marks) A comprehensive answer:</p> <ul style="list-style-type: none"> • 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 	<p>At Level 3 responses <u>are likely</u> to include:</p> <ul style="list-style-type: none"> • detailed knowledge and understanding of all three aspects of the question • discussion with effective development of points relating to each aspect of the question • good balance between three aspects
	<p>Level 2 (5 – 7 marks) A competent answer:</p> <ul style="list-style-type: none"> • 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 	<p>At Level 2 responses <u>are likely</u> to include:</p> <ul style="list-style-type: none"> • satisfactory knowledge and understanding of all three aspects of the question • discussion with development of points relating to each aspect of the question attempted with some success • satisfactory balance between three aspects
	<p>Level 1 (1 – 4 marks) A limited answer:</p> <ul style="list-style-type: none"> • 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 	<p>At Level 1 responses <u>are likely</u> to include:</p> <ul style="list-style-type: none"> • basic knowledge and understanding of at least two aspects of the question • little or no attempt at discussion / development • an attempt at balance between the three aspects
	<p>[0 marks] No response or no response worthy of credit.</p>	

Question	Answer	Marks	Guidance
(e)	<p>Indicative content: Candidate responses are likely to include: Numbered points = knowledge / understanding Bullet points = likely DEV of knowledge Reasons for:</p> <ol style="list-style-type: none"> 1. To improve performance <ul style="list-style-type: none"> • to get to or to stay at 'the top' • to meet demand of modern (high performance) sport 2. Desire to win / 'win at all costs' or Lombardian attitude / fear of losing or not winning <ul style="list-style-type: none"> • for glory or fame or money or medals • a lot at stake / could lose money / to keep sponsorship • to be entertaining eg American football's 'big hits' 3. Physiological or physical reasons <ul style="list-style-type: none"> • to train harder / to build muscle or change or improve appearance or body shape or weight eg anabolic steroids/Human Growth Hormone (HGH) Rh EPO/ diuretics • to mask or overcome injury / 'race' between drug users and anti-doping agencies 4. Psychological or mental reasons <ul style="list-style-type: none"> • the importance of 'mind readiness' or reaction time etc eg Beta blockers eg to steady nerves or increase arousal or motivation or confidence or aggression etc 5. Pressure eg from coach or peers or pressure to win <ul style="list-style-type: none"> • increasing or amount of pressure in contemporary HP sport 6. 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) 7. (poor) role modelling 8. think will get away with it <ul style="list-style-type: none"> • (perceived) weaknesses in or disregard for testing procedures 9. Lack of education or understanding about dangers /don't realise certain products banned eg cough medicine / nasal spray 	10	<p>relevant responses not listed should be acknowledged Reasons – Do not accept:</p> <ul style="list-style-type: none"> • DNA - to get sponsorship or get funding or get media attention • DNA - pressure from media or sponsors

Question	Answer	Marks	Guidance
	<p>Consequences of taking drugs / why performers should not take PEDs:</p> <p>10. Enhanced performance</p> <ul style="list-style-type: none"> • medals/prizes <p>11. Fame / fortune</p> <p>eg...of performer who have (allegedly) become rich famous as a result of drug taking</p> <p>12. Banned / disqualified / fined / stripped of medals or other punishment</p> <ul style="list-style-type: none"> • loss of sponsorship <p>13. Poor role modelling / bad example / others copy</p> <p>eg ... of performer who has (allegedly) been 'busted' or been a poor RM</p> <p>14. Physiological damage / danger to body or health / addiction</p> <p>eg liver disorders / heart disease / sexual or gynaecological problems</p> <ul style="list-style-type: none"> • lower life expectancy / death <p>eg ref Florence Griffith-Joyner (Flo-Jo) WR for 100m and 200m (set 1988).</p> <p>15. Psychological damage / damage to mind or to mental well-being</p> <p>eg mood swings/behaviour problems/increased aggression/depression etc</p> <p>16. Cheating / unfair (advantage) / laws or ethics or norms of sport broken</p> <ul style="list-style-type: none"> • some drugs against law of land <p>eg cocaine</p> <ul style="list-style-type: none"> • Olympic Oath includes promise not to take drugs <p>17. False or unfair or meaningless results or records</p> <ul style="list-style-type: none"> • difficult for future clean athletes to break records achieved by drug takers <p>18. Scandal or bad name or publicity for sport or performers or nation / status of sport or performers of nation lowered / sport spoiled or ruined / interest in sport lowered</p> <p>eg China's swim team of 1990s</p> <p>eg BALCO affair (2003) – exposed for having supplied high-profile performers with undetectable steroids and HGH</p> <ul style="list-style-type: none"> • ruined career <p>19. Other athletes 'forced' to take drugs</p> <ul style="list-style-type: none"> • only way to 'stay good enough' <p>eg ... of performer or event where drug taking considered to be common</p> <p>20. False accusations of clean athletes</p> <ul style="list-style-type: none"> • ruined or affected careers or reputations of wrongly accused athletes <p>eg Diane Modahl / Greg Rusedski</p>		

Question	Answer	Marks	Guidance
	<p>Solutions to:</p> <p>21. Stricter punishments or bans or fines or consequences eg Olympic or life bans / return of medals or prize money/ harsher fines</p> <p>22. Testing</p> <ul style="list-style-type: none"> • stricter or better or random or out of season • more money or research into testing • reference to work of World anti-doping agency (WADA) <p>eg standardise (worldwide) doping policy (especially by NGBs)</p> <ul style="list-style-type: none"> • reference 100% ME • BUT – problems for athletes when they must be constantly available <p>23. Educate</p> <ul style="list-style-type: none"> • coaches or performers into dangers or responsibilities or banned substances eg as guardians or role models • at schools or clubs <p>24. Role models or Sports Ambassadors to publicise or encourage drugs free sport eg of performer as role model</p> <p>25. More research into dangers eg into possible dangers of gene doping</p> <p>26. Legalise performance enhancing drugs</p> <ul style="list-style-type: none"> • have two competitions (drugs Olympics and non-drugs Olympics) – one with testing and the other with no testing <p>27. Discussion on possible results of legalising drugs - with ideas such as:</p> <ul style="list-style-type: none"> • potential of cheating at the ‘drugs free’ event • not all countries would be able to afford the drugs, etc. 		

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; 1 Hills Road, Cambridge, CB1 2EU
Registered Company Number: 3484466
OCR is an exempt Charity

OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

© OCR 2012

