



GCE

Physical Education

Advanced GCE

Unit **G453**: Principles and concepts across different areas of Physical Education

Mark Scheme for June 2013

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, Cambridge Nationals, Cambridge Technicals, 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 2013

Annotations

| Annotation | Meaning |
|---|---|
|  | = Correct response |
| NAQ | = Not answering the question |
| BOD | = Benefit of the doubt |
| R | = Repeat |
| VG | = Too Vague |
| DEV | = Development (levels scheme) |
| IRRL | = Significant amount of material which does not answer the question |
| SEEN | = Noted but no credit given |
| L1 | = Level 1 (levels scheme) |
| L2 | = Level 2 (levels scheme) |
| L3 | = Level 3 (levels scheme) |
| L4 | = Level 4 (levels scheme) |
| P | = Practical example (levels scheme) |
| E | = Evaluative point (levels scheme) |
| I | = Independent opinion (levels scheme) |

Subject-specific Marking Instructions**Marking responses ‘a–c’; points marked questions**

An element of professional judgement is required in the marking of G453. Correct answers should always be rewarded irrespective of whether or not they appear on the mark scheme. If you are in doubt about the validity of any answer then consult your Team Leader (Supervisor) by phone or e-mail.

Marking response ‘d’; levels of response marked question

It is quite possible for an excellent and valid answer to contain knowledge and arguments which do not appear in the indicative content on the mark scheme. Each answer must be assessed on its own merits according to the generic descriptors and discriminators.

The levels of response descriptors are cumulative, ie a description at one level builds on or improves the descriptions at lower levels. Not all qualities listed in a level must be demonstrated in an answer for it to fall in that level.

Candidates will take different approaches to achieve within the same level. Some will adopt a less focused approach but demonstrate a wide range of knowledge others may adopt a more focused approach using a narrower range of well-developed knowledge.

Approach to marking levels of response questions:

- read the candidate response in full;
- working from the top down and using a *best-fit* approach, refer to the generic descriptors and discriminators to determine the level;
- re-read the answer, highlighting credit worthy aspects of the response in relation to knowledge, understanding, development, examples, etc;
- confirm or revise initial decision re level;
- determine the mark within the level as per the guidance in 10 (above), with reference to the discriminators, and, again, using a *best-fit* approach.

Section A Historical Studies (Option A1)

| Question | Answer | Marks | Guidance | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|------------------------|------------------------------|--|-----------------------|----------------------------------|--|---|----------------------|--|------------------------|--|------------------|--|-------------------------------|-----------------------------------|----------|------------------------------------|-------------------------------|---|---|--|--|--|--|---|---|
| 1 | <p>(a)</p> <p>5 marks for 5 of: Socio-cultural factors that influenced the characteristics of mob football (sub max 4)</p> <table border="1" data-bbox="369 379 1433 1070"> <thead> <tr> <th data-bbox="369 379 875 416">Socio-cultural factors</th> <th data-bbox="875 379 1433 416">Mob football characteristics</th> </tr> </thead> <tbody> <tr> <td data-bbox="369 416 875 485">1. limited transport and/or communications</td> <td data-bbox="875 416 1433 485">Local/localised rules</td> </tr> <tr> <td data-bbox="369 485 875 553">2. illiteracy/no NGBs/uneducated</td> <td data-bbox="875 485 1433 553">simple unwritten rules or limited organisation/un-codified</td> </tr> <tr> <td data-bbox="369 553 875 622">3. reflection of life and time/harsh society/lack of policing</td> <td data-bbox="875 553 1433 622">violent or dangerous</td> </tr> <tr> <td data-bbox="369 622 875 724">4. seasonal time/free time on Holy Days or annual holiday or lack of spare/free time</td> <td data-bbox="875 622 1433 724">Occasional or festival</td> </tr> <tr> <td data-bbox="369 724 875 863">5. agricultural/before industrial revolution/before migration to towns/population centred on village or county town life</td> <td data-bbox="875 724 1433 863">Rural or natural</td> </tr> <tr> <td data-bbox="369 863 875 932">6. Lack of facilities/equipment or lack of technology or poverty</td> <td data-bbox="875 863 1433 932">Simple or inexpensive to play</td> </tr> <tr> <td data-bbox="369 932 875 1000">7. Rags to riches/increase income</td> <td data-bbox="875 932 1433 1000">wagering</td> </tr> <tr> <td data-bbox="369 1000 875 1070">8. two class society/feudal system</td> <td data-bbox="875 1000 1433 1070">played by lower class (males)</td> </tr> </tbody> </table> <p><i>How one socio-cultural factor continues to impact.... Sub max 1 for one of:</i></p> <table border="1" data-bbox="369 1106 1433 1418"> <tbody> <tr> <td data-bbox="369 1106 1433 1142">9. transport eg not having a car so unable to get to facility</td> </tr> <tr> <td data-bbox="369 1142 1433 1211">10. education eg encouraged to pursue a healthy active lifestyle which might include playing football</td> </tr> <tr> <td data-bbox="369 1211 1433 1279">11. reflection of society eg impact of recession limiting finance but possibly giving time due to unemployment</td> </tr> <tr> <td data-bbox="369 1279 1433 1316">12. time eg working long hours and unable to get to training</td> </tr> <tr> <td data-bbox="369 1316 1433 1385">13. money/income eg unemployed and unable to afford kit or join club / can play in it simplest form without expense.</td> </tr> <tr> <td data-bbox="369 1385 1433 1418">14. Technology – e.g. improved equipment to better performance</td> </tr> </tbody> </table> | Socio-cultural factors | Mob football characteristics | 1. limited transport and/or communications | Local/localised rules | 2. illiteracy/no NGBs/uneducated | simple unwritten rules or limited organisation/un-codified | 3. reflection of life and time/harsh society/lack of policing | violent or dangerous | 4. seasonal time/free time on Holy Days or annual holiday or lack of spare/free time | Occasional or festival | 5. agricultural/before industrial revolution/before migration to towns/population centred on village or county town life | Rural or natural | 6. Lack of facilities/equipment or lack of technology or poverty | Simple or inexpensive to play | 7. Rags to riches/increase income | wagering | 8. two class society/feudal system | played by lower class (males) | 9. transport eg not having a car so unable to get to facility | 10. education eg encouraged to pursue a healthy active lifestyle which might include playing football | 11. reflection of society eg impact of recession limiting finance but possibly giving time due to unemployment | 12. time eg working long hours and unable to get to training | 13. money/income eg unemployed and unable to afford kit or join club / can play in it simplest form without expense. | 14. Technology – e.g. improved equipment to better performance | 5 | <p>Sub max 4 for Socio-cultural factors Must have link between factor and characteristic to score each mark.</p> <p>Sub max 1 for how one of these factors continues to impact on participation in football today.</p> <p>Accept any suitable examples.</p> <p>Accept a positive impact as a result e.g. increased use of transport enables more fixtures.</p> |
| Socio-cultural factors | Mob football characteristics | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. limited transport and/or communications | Local/localised rules | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. illiteracy/no NGBs/uneducated | simple unwritten rules or limited organisation/un-codified | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. reflection of life and time/harsh society/lack of policing | violent or dangerous | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. seasonal time/free time on Holy Days or annual holiday or lack of spare/free time | Occasional or festival | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5. agricultural/before industrial revolution/before migration to towns/population centred on village or county town life | Rural or natural | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6. Lack of facilities/equipment or lack of technology or poverty | Simple or inexpensive to play | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7. Rags to riches/increase income | wagering | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8. two class society/feudal system | played by lower class (males) | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9. transport eg not having a car so unable to get to facility | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10. education eg encouraged to pursue a healthy active lifestyle which might include playing football | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 11. reflection of society eg impact of recession limiting finance but possibly giving time due to unemployment | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 12. time eg working long hours and unable to get to training | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 13. money/income eg unemployed and unable to afford kit or join club / can play in it simplest form without expense. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 14. Technology – e.g. improved equipment to better performance | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Question | Answer | Marks | Guidance | | | | | | | | | | | | | | | | | | | | | | | | |
|-----------------------------|--|-----------------|--|----------------|---|---------------------|--|-----------------|----------------------------------|----------------------------|--|---------------------|--|--------------------|---|-------------------|--|---------------------|--|------------------|------------------------------|-----------------------------|--|--------------|--|---|--|
| (b) | <p>5 marks for 5 of: Description of public schools – stage two (sub max 4)</p> <table border="1" data-bbox="360 280 1435 1278"> <tr> <td data-bbox="360 280 663 316">1. (transition)</td> <td data-bbox="663 280 1435 316">(Transition from) popular recreation to rational recreation</td> </tr> <tr> <td data-bbox="360 316 663 384">2. (expansion)</td> <td data-bbox="663 316 1435 384">School expansion or curriculum expansion/sport and an academic curriculum</td> </tr> <tr> <td data-bbox="360 384 663 523">3. (overall reform)</td> <td data-bbox="663 384 1435 523">Time of reform or new ‘moral code’ / values established or example of values/character building increasingly civilised/more orderly/better behaviour/less barbaric (punishments)</td> </tr> <tr> <td data-bbox="360 523 663 558">4. (reflection)</td> <td data-bbox="663 523 1435 558">Reflection of changes in society</td> </tr> <tr> <td data-bbox="360 558 663 659">5. (Muscular Christianity)</td> <td data-bbox="663 558 1435 659">Muscular Christianity or godliness and manliness or chapel as ‘centre’ of school or sporting success glorify God</td> </tr> <tr> <td data-bbox="360 659 663 798">6. (responsibility)</td> <td data-bbox="663 659 1435 798">Responsibility given to sixth form or sixth form became link between masters and younger boys or sixth form as ‘police force’/older boys as role models/6th form organised games</td> </tr> <tr> <td data-bbox="360 798 663 898">7. (relationships)</td> <td data-bbox="663 798 1435 898">Improved relationships or more trust / respect or less bullying / brutality / teachers have pastoral role / more involved</td> </tr> <tr> <td data-bbox="360 898 663 967">8. (house system)</td> <td data-bbox="663 898 1435 967">House system developed / expanded or Inter-house games</td> </tr> <tr> <td data-bbox="360 967 663 1035">9. (social control)</td> <td data-bbox="663 967 1435 1035">(Games used to establish) social control or more discipline or kept them busy/occupied</td> </tr> <tr> <td data-bbox="360 1035 663 1070">10. (regularity)</td> <td data-bbox="663 1035 1435 1070">Games or sports more regular</td> </tr> <tr> <td data-bbox="360 1070 663 1209">11. (technical dev/ status)</td> <td data-bbox="663 1070 1435 1209">Games or sports more organised / structured / sophisticated or specialist / technical equipment / facilities/ or (some) purpose built facilities</td> </tr> <tr> <td data-bbox="360 1209 663 1278">12. (status)</td> <td data-bbox="663 1209 1435 1278">Status of games grew or games became central to public school life</td> </tr> </table> | 1. (transition) | (Transition from) popular recreation to rational recreation | 2. (expansion) | School expansion or curriculum expansion/sport and an academic curriculum | 3. (overall reform) | Time of reform or new ‘moral code’ / values established or example of values/character building increasingly civilised/more orderly/better behaviour/less barbaric (punishments) | 4. (reflection) | Reflection of changes in society | 5. (Muscular Christianity) | Muscular Christianity or godliness and manliness or chapel as ‘centre’ of school or sporting success glorify God | 6. (responsibility) | Responsibility given to sixth form or sixth form became link between masters and younger boys or sixth form as ‘police force’/older boys as role models/6 th form organised games | 7. (relationships) | Improved relationships or more trust / respect or less bullying / brutality / teachers have pastoral role / more involved | 8. (house system) | House system developed / expanded or Inter-house games | 9. (social control) | (Games used to establish) social control or more discipline or kept them busy/occupied | 10. (regularity) | Games or sports more regular | 11. (technical dev/ status) | Games or sports more organised / structured / sophisticated or specialist / technical equipment / facilities/ or (some) purpose built facilities | 12. (status) | Status of games grew or games became central to public school life | 5 | <p>Sub max 4 for description of stage two</p> |
| 1. (transition) | (Transition from) popular recreation to rational recreation | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. (expansion) | School expansion or curriculum expansion/sport and an academic curriculum | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. (overall reform) | Time of reform or new ‘moral code’ / values established or example of values/character building increasingly civilised/more orderly/better behaviour/less barbaric (punishments) | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. (reflection) | Reflection of changes in society | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5. (Muscular Christianity) | Muscular Christianity or godliness and manliness or chapel as ‘centre’ of school or sporting success glorify God | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6. (responsibility) | Responsibility given to sixth form or sixth form became link between masters and younger boys or sixth form as ‘police force’/older boys as role models/6 th form organised games | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7. (relationships) | Improved relationships or more trust / respect or less bullying / brutality / teachers have pastoral role / more involved | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8. (house system) | House system developed / expanded or Inter-house games | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9. (social control) | (Games used to establish) social control or more discipline or kept them busy/occupied | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10. (regularity) | Games or sports more regular | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 11. (technical dev/ status) | Games or sports more organised / structured / sophisticated or specialist / technical equipment / facilities/ or (some) purpose built facilities | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 12. (status) | Status of games grew or games became central to public school life | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Question | Answer | Marks | Guidance | | | | | | | | | | |
|------------------------------|--|--------------------------|---|----------------------------|--|------------------|---|--------------------|--|------------------------------|--|--|--|
| | <p>(one reason for slower development of athleticism in girls' public schools)</p> <p>Sub max one mark for:</p> <table border="1" data-bbox="358 446 1433 997"> <tbody> <tr> <td data-bbox="358 446 649 614">13. (social inferiority)</td> <td data-bbox="649 446 1433 614">notion of keeping women 'in their place' or the traditional role of women in society or (perceived) lower status of women in society or belief that girls did not need / deserve the same opportunities as boys</td> </tr> <tr> <td data-bbox="358 614 649 718">14. (physical inferiority)</td> <td data-bbox="649 614 1433 718">(perceived) physical inferiority of women or belief that physical activity was harmful / dangerous for women/(perception) of danger to pregnancy</td> </tr> <tr> <td data-bbox="358 718 649 821">15. (unladylike)</td> <td data-bbox="649 718 1433 821">belief that it was inappropriate / unladylike for women to be athletic / competitive or concern over wearing revealing clothing/socially unacceptable</td> </tr> <tr> <td data-bbox="358 821 649 893">16. (alternatives)</td> <td data-bbox="649 821 1433 893">Girls' schools concentrated on other things or girls' schools concentrated on music / dancing / posture.</td> </tr> <tr> <td data-bbox="358 893 649 997">17. (role models/ reformers)</td> <td data-bbox="649 893 1433 997">There were no / fewer women role models or there were fewer leading women reformers/ heads in girls' schools (than in boys' schools)</td> </tr> </tbody> </table> | 13. (social inferiority) | notion of keeping women 'in their place' or the traditional role of women in society or (perceived) lower status of women in society or belief that girls did not need / deserve the same opportunities as boys | 14. (physical inferiority) | (perceived) physical inferiority of women or belief that physical activity was harmful / dangerous for women/(perception) of danger to pregnancy | 15. (unladylike) | belief that it was inappropriate / unladylike for women to be athletic / competitive or concern over wearing revealing clothing/socially unacceptable | 16. (alternatives) | Girls' schools concentrated on other things or girls' schools concentrated on music / dancing / posture. | 17. (role models/ reformers) | There were no / fewer women role models or there were fewer leading women reformers/ heads in girls' schools (than in boys' schools) | | <p>Sub max 1 for slower development of athleticism in girls' public schools</p> |
| 13. (social inferiority) | notion of keeping women 'in their place' or the traditional role of women in society or (perceived) lower status of women in society or belief that girls did not need / deserve the same opportunities as boys | | | | | | | | | | | | |
| 14. (physical inferiority) | (perceived) physical inferiority of women or belief that physical activity was harmful / dangerous for women/(perception) of danger to pregnancy | | | | | | | | | | | | |
| 15. (unladylike) | belief that it was inappropriate / unladylike for women to be athletic / competitive or concern over wearing revealing clothing/socially unacceptable | | | | | | | | | | | | |
| 16. (alternatives) | Girls' schools concentrated on other things or girls' schools concentrated on music / dancing / posture. | | | | | | | | | | | | |
| 17. (role models/ reformers) | There were no / fewer women role models or there were fewer leading women reformers/ heads in girls' schools (than in boys' schools) | | | | | | | | | | | | |

| Question | Answer | Marks | Guidance | | | | | | | | | | | | | | | | | | | | | | |
|----------------------------|---|---------------|--|-----------|---|-----------|--|----------------------------|---|------------------|---|------------------|---|--------------------|--|---------------------|---|-------------|---|---------------------|---|-----------------|--|---|--|
| (c) | <p>5 marks for 5 of: The 1902 Model Course was quickly replaced because...: Sub max of four marks for four from:</p> <table border="1" data-bbox="331 279 1413 1412"> <tr> <td data-bbox="331 279 600 416">1. (military)</td> <td data-bbox="600 279 1413 416">...of its militaristic nature or it focused on preparation for war which was considered inappropriate or it was imposed by War Office or it was introduced due to Boer war</td> </tr> <tr> <td data-bbox="331 416 600 520">2. (guns)</td> <td data-bbox="600 416 1413 520">...proficiency with guns no longer necessary / desirable or dummy weapons drill outdated or new era needed / new approach or more enlightened times</td> </tr> <tr> <td data-bbox="331 520 600 588">3. (NCOs)</td> <td data-bbox="600 520 1413 588">...'taught' by army (NCOs) who didn't understand or cater for children</td> </tr> <tr> <td data-bbox="331 588 600 657">4. (command like soldiers)</td> <td data-bbox="600 588 1413 657">...its command style was no longer (thought to be) appropriate or children were treated like soldiers</td> </tr> <tr> <td data-bbox="331 657 600 761">5. (centralised)</td> <td data-bbox="600 657 1413 761">...of its centralised approach/ everyone did same thing at same time or it had no individuality / creativity / group work</td> </tr> <tr> <td data-bbox="331 761 600 829">6. (differences)</td> <td data-bbox="600 761 1413 829">...it didn't cater for different ages / genders or a more child centred approach was needed</td> </tr> <tr> <td data-bbox="331 829 600 1000">7. (backward step)</td> <td data-bbox="600 829 1413 1000">...(it was a backward step because it) lowered the status of the subject or the pre-1902 approach was (comparatively) innovative or progressives / supporters of Swedish gymnastics didn't approve of it or a move back to Swedish system wanted</td> </tr> <tr> <td data-bbox="331 1000 600 1137">8. (health/ Newman)</td> <td data-bbox="600 1000 1413 1137">a more therapeutic approach was needed or Model Course did not consider health or there was concern over children's' health or Dr George Newman became involved</td> </tr> <tr> <td data-bbox="331 1137 600 1276">9. (boring)</td> <td data-bbox="600 1137 1413 1276">...it was too narrow / boring / dull / repetitive or a more varied or broader approach was needed or 'lessons' were the same each time or athletic / gymnastic / games skills considered valuable</td> </tr> <tr> <td data-bbox="331 1276 600 1345">10. (new equipment)</td> <td data-bbox="600 1276 1413 1345">...more / new / varied equipment became available or bean bags / ropes / balls / hoops (or equiv)</td> </tr> <tr> <td data-bbox="331 1345 600 1412">11. (Education)</td> <td data-bbox="600 1345 1413 1412">...power given back to Education Dept (rather than the War Office)</td> </tr> </table> | 1. (military) | ...of its militaristic nature or it focused on preparation for war which was considered inappropriate or it was imposed by War Office or it was introduced due to Boer war | 2. (guns) | ...proficiency with guns no longer necessary / desirable or dummy weapons drill outdated or new era needed / new approach or more enlightened times | 3. (NCOs) | ...'taught' by army (NCOs) who didn't understand or cater for children | 4. (command like soldiers) | ...its command style was no longer (thought to be) appropriate or children were treated like soldiers | 5. (centralised) | ...of its centralised approach/ everyone did same thing at same time or it had no individuality / creativity / group work | 6. (differences) | ...it didn't cater for different ages / genders or a more child centred approach was needed | 7. (backward step) | ...(it was a backward step because it) lowered the status of the subject or the pre-1902 approach was (comparatively) innovative or progressives / supporters of Swedish gymnastics didn't approve of it or a move back to Swedish system wanted | 8. (health/ Newman) | a more therapeutic approach was needed or Model Course did not consider health or there was concern over children's' health or Dr George Newman became involved | 9. (boring) | ...it was too narrow / boring / dull / repetitive or a more varied or broader approach was needed or 'lessons' were the same each time or athletic / gymnastic / games skills considered valuable | 10. (new equipment) | ...more / new / varied equipment became available or bean bags / ropes / balls / hoops (or equiv) | 11. (Education) | ...power given back to Education Dept (rather than the War Office) | 5 | <p>Sub max 4 for why the 1902 Model Course was quickly replaced.</p> <p>Do not accept a list without explanation</p> |
| 1. (military) | ...of its militaristic nature or it focused on preparation for war which was considered inappropriate or it was imposed by War Office or it was introduced due to Boer war | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. (guns) | ...proficiency with guns no longer necessary / desirable or dummy weapons drill outdated or new era needed / new approach or more enlightened times | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. (NCOs) | ...'taught' by army (NCOs) who didn't understand or cater for children | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. (command like soldiers) | ...its command style was no longer (thought to be) appropriate or children were treated like soldiers | | | | | | | | | | | | | | | | | | | | | | | | |
| 5. (centralised) | ...of its centralised approach/ everyone did same thing at same time or it had no individuality / creativity / group work | | | | | | | | | | | | | | | | | | | | | | | | |
| 6. (differences) | ...it didn't cater for different ages / genders or a more child centred approach was needed | | | | | | | | | | | | | | | | | | | | | | | | |
| 7. (backward step) | ...(it was a backward step because it) lowered the status of the subject or the pre-1902 approach was (comparatively) innovative or progressives / supporters of Swedish gymnastics didn't approve of it or a move back to Swedish system wanted | | | | | | | | | | | | | | | | | | | | | | | | |
| 8. (health/ Newman) | a more therapeutic approach was needed or Model Course did not consider health or there was concern over children's' health or Dr George Newman became involved | | | | | | | | | | | | | | | | | | | | | | | | |
| 9. (boring) | ...it was too narrow / boring / dull / repetitive or a more varied or broader approach was needed or 'lessons' were the same each time or athletic / gymnastic / games skills considered valuable | | | | | | | | | | | | | | | | | | | | | | | | |
| 10. (new equipment) | ...more / new / varied equipment became available or bean bags / ropes / balls / hoops (or equiv) | | | | | | | | | | | | | | | | | | | | | | | | |
| 11. (Education) | ...power given back to Education Dept (rather than the War Office) | | | | | | | | | | | | | | | | | | | | | | | | |

| Question | Answer | Marks | Guidance |
|----------|--|-------|---|
| | <p>One objective of the 1933 Syllabus that differed from the objectives of the 1902 Model Course. (sub max 1)</p> <div style="border: 1px solid black; padding: 5px;"> <p>12. Objectives of the 1933 Syllabus that differed from 1902 included the development of:</p> <ul style="list-style-type: none"> • Physical fitness • Skills • Health/therapeutic aims • (Good) physique • (Good) posture • The whole child/mind and body/holistic/create thinkers • Treating children as children or not treating children as 'little soldiers'. <p>13. The 1933 Syllabus did not have the following objectives:</p> <ul style="list-style-type: none"> • Fitness for war • To keep lower class 'in their place'/to show lower class their place in society. </div> | | <p>Sub max 1 for stating one objective of the 1933 Syllabus that differed from the 1902 Model Course.</p> <p>Give one mark for one objective identified from the list provided</p> <p>Do not accept physical activities on its own, problem solving, enjoyment</p> |

| 1 (d)* Levels of Response: Analyse the impact of social class and gender on the development of tennis from its earliest days to today... | |
|--|--|
| <p>Level 4 (18–20 marks) A comprehensive answer:</p> <ul style="list-style-type: none"> • detailed knowledge & excellent understanding • detailed analysis and excellent critical evaluation • well-argued, independent opinion and judgements which are well supported by relevant practical examples • very accurate use of technical and specialist vocabulary • high standard of written communication throughout. | <p>At Level 4 responses <u>are likely</u> to include:</p> <ul style="list-style-type: none"> • detailed knowledge and excellent understanding of the topic • very well structured with the appropriate balance • successful analysis of the impact of social class and gender on the development of tennis • class and gender in all three eras included – pre-industrial (popular recreation) post industrial (rational recreation) and today. |
| <p>Level 3 (13–17 marks) A competent answer:</p> <ul style="list-style-type: none"> • good knowledge and clear understanding • good analysis and critical evaluation • independent opinions and judgements will be present but may not always be supported by relevant practical examples • generally accurate use of technical and specialist vocabulary • written communication is generally fluent with few errors. | <p>At Level 3 responses <u>are likely</u> to include:</p> <ul style="list-style-type: none"> • good knowledge and clear understanding of the topic • good structure and balance • competent analysis of the impact of social class and gender on the development of tennis • class and gender in all three eras probably included – pre-industrial (popular recreation) post industrial times (rational recreation) and today. |
| <p>Level 2 (8–12 marks) A limited answer:</p> <ul style="list-style-type: none"> • limited knowledge and understanding • some evidence of analysis and critical evaluation • opinion and judgement given but often unsupported by relevant practical examples • technical and specialist vocabulary used with limited success • written communication lacks fluency and contains errors. | <p>At Level 2 responses <u>are likely</u> to include:</p> <ul style="list-style-type: none"> • limited knowledge and understanding of the topic • an attempt at structure and appropriate balance • an attempt at analysis of the impact of social class and gender on the development of tennis • class and/or gender in all three eras probably not included – pre-industrial (popular recreation) post industrial (rational recreation) and today. |
| <p>Level 1 (0–7 marks) A basic answer:</p> <ul style="list-style-type: none"> • basic knowledge and little understanding • little relevant analysis or critical evaluation • little or no attempt to give opinion or judgement • little or no attempt to use technical and specialist vocabulary • errors in written communication will be intrusive. | <p>At Level 1 responses <u>are likely</u> to include:</p> <ul style="list-style-type: none"> • basic knowledge and understanding of the topic • basic or no structure/answer likely to lack appropriate balance • little or no analysis of the impact of social class and/or gender on the development of tennis • class and/or gender in all three eras not included – pre-industrial (popular recreation) post industrial (rational recreation) and today. • Some misunderstandings / inaccuracies |

| Question | Answer | Marks | Guidance | | | | | | | | | | | | |
|---------------------------------|--|---------------------------------|----------|------------------|---|------------------|---|---------------|---|-----------------|---|-----------|---|----|--|
| (d)* | <p>Indicative Content: Analyse the impact of social class and gender on the development of tennis from its earliest days to today. Your answer should include descriptions of the pre-industrial game of real tennis and the post-industrial game of lawn tennis....</p> <table border="1" data-bbox="376 411 1599 1390"> <thead> <tr> <th colspan="2" data-bbox="376 411 1599 448">Real Tennis – Ref Class:</th> </tr> </thead> <tbody> <tr> <td data-bbox="376 448 696 624">1. (Upper class)</td> <td data-bbox="696 448 1599 624"> upper class/gentry/courtly <ul style="list-style-type: none"> • exclusive • also called Royal Tennis • Henry VIII had court eg at Hampton Court. </td> </tr> <tr> <td data-bbox="376 624 696 799">2. (lower class)</td> <td data-bbox="696 624 1599 799"> Lower class copied the game/simple or informal versions copied by lower class <ul style="list-style-type: none"> • using any suitable wall or location eg church wall. </td> </tr> <tr> <td data-bbox="376 799 696 903">3. (wagering)</td> <td data-bbox="696 799 1599 903"> Wagering involved <ul style="list-style-type: none"> • to show status or to show off </td> </tr> <tr> <td data-bbox="376 903 696 1222">4. (facilities)</td> <td data-bbox="696 903 1599 1222"> Purpose built or sophisticated facilities <ul style="list-style-type: none"> • Expensive court • different sizes and/or shapes to courts/same basic layout • eg penthouse/dedans or other aspect of court • (usually) played on an enclosed court with walls on all sides • unusual – most popular recreations used simple or cheap or natural facilities eg swimming. </td> </tr> <tr> <td data-bbox="376 1222 696 1390">5. (when)</td> <td data-bbox="696 1222 1599 1390"> Played regularly or often <ul style="list-style-type: none"> • as they had time • unusual – popular recreations normally occasional • eg mob football. </td> </tr> </tbody> </table> | Real Tennis – Ref Class: | | 1. (Upper class) | upper class/gentry/courtly <ul style="list-style-type: none"> • exclusive • also called Royal Tennis • Henry VIII had court eg at Hampton Court. | 2. (lower class) | Lower class copied the game/simple or informal versions copied by lower class <ul style="list-style-type: none"> • using any suitable wall or location eg church wall. | 3. (wagering) | Wagering involved <ul style="list-style-type: none"> • to show status or to show off | 4. (facilities) | Purpose built or sophisticated facilities <ul style="list-style-type: none"> • Expensive court • different sizes and/or shapes to courts/same basic layout • eg penthouse/dedans or other aspect of court • (usually) played on an enclosed court with walls on all sides • unusual – most popular recreations used simple or cheap or natural facilities eg swimming. | 5. (when) | Played regularly or often <ul style="list-style-type: none"> • as they had time • unusual – popular recreations normally occasional • eg mob football. | 20 | |
| Real Tennis – Ref Class: | | | | | | | | | | | | | | | |
| 1. (Upper class) | upper class/gentry/courtly <ul style="list-style-type: none"> • exclusive • also called Royal Tennis • Henry VIII had court eg at Hampton Court. | | | | | | | | | | | | | | |
| 2. (lower class) | Lower class copied the game/simple or informal versions copied by lower class <ul style="list-style-type: none"> • using any suitable wall or location eg church wall. | | | | | | | | | | | | | | |
| 3. (wagering) | Wagering involved <ul style="list-style-type: none"> • to show status or to show off | | | | | | | | | | | | | | |
| 4. (facilities) | Purpose built or sophisticated facilities <ul style="list-style-type: none"> • Expensive court • different sizes and/or shapes to courts/same basic layout • eg penthouse/dedans or other aspect of court • (usually) played on an enclosed court with walls on all sides • unusual – most popular recreations used simple or cheap or natural facilities eg swimming. | | | | | | | | | | | | | | |
| 5. (when) | Played regularly or often <ul style="list-style-type: none"> • as they had time • unusual – popular recreations normally occasional • eg mob football. | | | | | | | | | | | | | | |

| Question | Answer | Marks | Guidance | |
|----------|----------------------------------|-------|----------|--|
| | Real Tennis – Ref Gender: | | | |
| | 6. (men only) | | | Men only/exclusively men/no opportunities for female participation |
| | Real Tennis – Other: | | | |
| | 7. (skill) | | | A skilful game/difficult game <ul style="list-style-type: none"> • unusual/most popular recreations needed force not skill • upper class wanted a complex or difficult game to show exclusivity or to show their breeding. |
| | 8. (rural or urban) | | | rural or urban <ul style="list-style-type: none"> • in (private) homes of gentry/on their estates. |
| | 9. (not local) | | | not local <ul style="list-style-type: none"> • Upper class had transport or could travel to play. |
| | 10. (rules) | | | Had (complex) rules/it was (comparatively) well organised or structured <ul style="list-style-type: none"> • unusual as most popular recreations had simple unwritten rules eg mob football • due to education of participants/they were literate • eg (complexities of) a ‘chase’. |
| | 11. (equipment) | | | Specialist or expensive equipment <ul style="list-style-type: none"> • They could afford it eg racquets. |
| | 12. (France) | | | Originated in France <ul style="list-style-type: none"> • Called jeu de paume. |
| | 13. (non violent) | | | Non-violent <ul style="list-style-type: none"> • Sophisticated/respectable/civilised • unusual as popular recreations were usually cruel and/or violent. |
| | Lawn tennis – Ref Class: | | | |
| | 14. (middle class) | | | Middle class game/middle class invention |

| Question | Answer | Marks | Guidance |
|----------------------------------|--|-------|----------|
| | <ul style="list-style-type: none"> because middle class were excluded from or could not play real tennis became a status symbol/fashionable. | | |
| 15. (MC gardens) | It suited (upper) middle class (suburban) gardens <ul style="list-style-type: none"> privacy (from lower class)/walls or hedges ensured privacy | | |
| 16. (working class) | Working class excluded <ul style="list-style-type: none"> They (eventually) played in public parks. | | |
| 17. (Wingfield) | Invented and or patented by (major Walter Clompton) Wingfield <ul style="list-style-type: none"> in 1874. | | |
| 18. (clubs) | (private) tennis clubs established <ul style="list-style-type: none"> by middle class (whose gardens unsuitable for own court). | | |
| Lawn Tennis – Ref Gender: | | | |
| 19. (emancipation) | Vehicle for emancipation of women <ul style="list-style-type: none"> Women overcoming stereotype/suppression | | |
| 20. (social) | Social occasion or experience <ul style="list-style-type: none"> to mix with opposite sex/to meet a (suitable) ‘partner an urban alternative to the social life of ‘country set’ eg ‘hunt’ balls. not violent/no exertion wear dresses | | |
| 21. (public schools) | Rejected by public schools <ul style="list-style-type: none"> not manly enough/their sisters played it not a good vehicle for the development of character used a lot of space not a team game/did not require teamwork. | | |
| 22. (female role models) | Female role models eg Lotti Dodd <ul style="list-style-type: none"> she first won (ladies singles title) in 1887 (aged 15) won title five times an outstanding all-round sportswoman. | | |
| Lawn Tennis – Other: | | | |
| 23. (at first) | Originally called Sphairistike <ul style="list-style-type: none"> played on hourglass shaped court name and court shape soon replaced. | | |

| Question | Answer | Marks | Guidance |
|-----------------------------|---|-------|----------|
| | <ul style="list-style-type: none"> • Parks | | |
| 24. (Wimbledon) | Lawn Tennis (first introduced) to Wimbledon (joining croquet) | | |
| 25. (esteem) | <ul style="list-style-type: none"> • 1877. confidence to play or acceptance of game as attractive or suitable was greater for middle/upper than for lower class | | |
| | Today | | |
| 26. (20th century) | tennis mainly kept its reputation as a 'posh' game or as a game for the middle class | | |
| 27. (21st century) | LTA or tennis has been trying to change its reputation as middle class game | | |
| 28. (opportunity) | opportunity (arguably) greater for middle and upper class than for lower class | | |
| 29. (provision) | Provision (arguably) greater for middle and upper class than for lower class | | |
| 30. (class) | initiatives to make game more inclusive eg LTA initiatives to increase participation in inner cities <ul style="list-style-type: none"> • free or subsidised courts in parks in some areas. • <i>Pop-up tennis courts</i> | | |
| 31. (clubs) | PESSCL/PESSYP <ul style="list-style-type: none"> • Work of SSCOs to help increase participation • school club links to help flow of potential players to join clubs. | | |
| 32. (Gender) | Both males and females participate <ul style="list-style-type: none"> • equal pay for men and women at Wimbledon • from 2007 • role models. | | |
| | But | | |
| 33. (schools) | Can be a difficult game to deliver well in many schools <ul style="list-style-type: none"> • lack of space/limited number of courts • high cost of court upkeep • courts converted to car parks in some schools. • poor weather | | |
| 34. (continued exclusivity) | Continued evidence of exclusivity <ul style="list-style-type: none"> • county teams disproportionately represented by independent school players | | |

| Question | | | Answer | Marks | Guidance |
|----------|--|---|--|-------|----------|
| | | | <ul style="list-style-type: none"> • (very) expensive (for/if youngsters) 'on the circuit' • need parents with time and or resources. | | |
| | | 35. (Participation in decline -recent announcement) | <p>Recent government announcement on tennis to encourage more to play tennis</p> <ul style="list-style-type: none"> • tennis participation down by 13% since 2008. • Those who are from better off backgrounds are twice as likely to play the game. | | |

Section A Comparative Studies

| Question | | Answer | Marks | Guidance | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|---|-------|-------------|--|--|--|---|---|--|-------------------------|--|----------------------|---|-------------------------------|---------------------|------------------------|--|-----------------------------|---|--------|--|--------------------------------------|-------------------------------|-------------------|---|-------------------|--|---|--|
| 2 | (a) | <p>5 marks for 5 of: Initiatives to promote PE and sport in Australian schools (sub max 4)</p> <table border="1"> <thead> <tr> <th>Name</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>1. SEPEP (Sport Education and PE Project)</td> <td>Equivalent to UK NC for PE or framework for teaching PE or method that can be adapted or 100 minutes per week of both PE and sport</td> </tr> <tr> <td>2. Fundamental skills Programme / Bluearth</td> <td>Teaches basic skills (to junior aged children) - likely to increase future participation / health and movement skills development</td> </tr> <tr> <td>3. PASE (Physical And Sport Education)</td> <td>A professional development or INSET programme for teachers who do not specialise in PE or develops or improves PE teaching</td> </tr> <tr> <td>4. Sport linkage scheme</td> <td>To develop school and club links or a pathway for (talented) children to progress to / join clubs / share facilities / equipment</td> </tr> <tr> <td>5. Exemplary schools</td> <td>The sharing of good practice by schools with excellent PE / sport provision</td> </tr> <tr> <td>6. SportsSearch/Talent Search</td> <td>Talent ID programme</td> </tr> <tr> <td>7. State Award Schemes</td> <td>Prizes for individuals who excel in PE / sport/ the De Coubertin Award (for fair play)</td> </tr> <tr> <td>8. Sports Leader Programmes</td> <td>Older students who help teachers or opportunities for coaching / officiating / leading as well as participating</td> </tr> <tr> <td>9. YDP</td> <td>Youth Development Programme or quality Outdoor Education programme or D of E</td> </tr> <tr> <td>10. Sports person in schools project</td> <td>Elite athletes as role models</td> </tr> <tr> <td>11. Teacher games</td> <td>Specific for teachers involving different sports/ to motivate teachers and inspire students</td> </tr> <tr> <td>12. Pacific Games</td> <td>(inter-state) competition or multi-sport event or mini Olympics that inspires young athletes</td> </tr> </tbody> </table> | Name | Description | 1. SEPEP (Sport Education and PE Project) | Equivalent to UK NC for PE or framework for teaching PE or method that can be adapted or 100 minutes per week of both PE and sport | 2. Fundamental skills Programme / Bluearth | Teaches basic skills (to junior aged children) - likely to increase future participation / health and movement skills development | 3. PASE (Physical And Sport Education) | A professional development or INSET programme for teachers who do not specialise in PE or develops or improves PE teaching | 4. Sport linkage scheme | To develop school and club links or a pathway for (talented) children to progress to / join clubs / share facilities / equipment | 5. Exemplary schools | The sharing of good practice by schools with excellent PE / sport provision | 6. SportsSearch/Talent Search | Talent ID programme | 7. State Award Schemes | Prizes for individuals who excel in PE / sport/ the De Coubertin Award (for fair play) | 8. Sports Leader Programmes | Older students who help teachers or opportunities for coaching / officiating / leading as well as participating | 9. YDP | Youth Development Programme or quality Outdoor Education programme or D of E | 10. Sports person in schools project | Elite athletes as role models | 11. Teacher games | Specific for teachers involving different sports/ to motivate teachers and inspire students | 12. Pacific Games | (inter-state) competition or multi-sport event or mini Olympics that inspires young athletes | 5 | <p>Sub max 4 for Australia</p> <p>Both name and attempt at description needed for each mark – BOD names that are not exact eg</p> <ol style="list-style-type: none"> 1. Sports linkage system 10. Sport People into School etc |
| Name | Description | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. SEPEP (Sport Education and PE Project) | Equivalent to UK NC for PE or framework for teaching PE or method that can be adapted or 100 minutes per week of both PE and sport | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Fundamental skills Programme / Bluearth | Teaches basic skills (to junior aged children) - likely to increase future participation / health and movement skills development | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. PASE (Physical And Sport Education) | A professional development or INSET programme for teachers who do not specialise in PE or develops or improves PE teaching | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. Sport linkage scheme | To develop school and club links or a pathway for (talented) children to progress to / join clubs / share facilities / equipment | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5. Exemplary schools | The sharing of good practice by schools with excellent PE / sport provision | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6. SportsSearch/Talent Search | Talent ID programme | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7. State Award Schemes | Prizes for individuals who excel in PE / sport/ the De Coubertin Award (for fair play) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8. Sports Leader Programmes | Older students who help teachers or opportunities for coaching / officiating / leading as well as participating | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9. YDP | Youth Development Programme or quality Outdoor Education programme or D of E | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10. Sports person in schools project | Elite athletes as role models | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 11. Teacher games | Specific for teachers involving different sports/ to motivate teachers and inspire students | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 12. Pacific Games | (inter-state) competition or multi-sport event or mini Olympics that inspires young athletes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Question | Answer | Marks | Guidance |
|----------|---|-------|--|
| | <p>Comparable UK initiative (sub max 1)</p> <p>13.</p> <ul style="list-style-type: none"> • Sports Colleges/partnerships • Physical Education and School Sport – PESS/PESSCL/PESSYP • Gifted and Talented scheme • SSCOs • Tops programme/Dragon Sport • Sportsmark • Activemark • Step into Sport • Junior Sports Leaders (JSLA) • School club links • 5x60 • (Sports) Academies • Sportivate • National Schools Sports Week <p>Accept other suitable/correct named initiatives</p> <ul style="list-style-type: none"> • 2 hours of PE | | <p>Sub max 1 for UK</p> <p><i>Look for promotion of PE / sport initiatives only</i></p> <p>Accept ‘recently’ obsolete initiatives</p> <p>NC is vague</p> |

| Question | Answer | Marks | Guidance | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-------------------------|---|-----------------|---|-------------|--|---------------|--|----------------|--|--------------|--|-------------------------|---|----------------|---|-------------------------|---|---------------------|---|-----------|---|-------------------|--|---------------|---|---------------|--|---|-------------------------|
| (b) | <p>5 marks for 5 of: Development of Association Football in Australia (sub max 3)</p> <p>Early days:</p> <table border="1" data-bbox="353 284 1541 837"> <tr> <td data-bbox="353 284 629 491">1. (immigrants)</td> <td data-bbox="629 284 1541 491">Game linked with (post WWII) immigrants / currency lads / free settlers or clubs or teams (initially) had reference to 'home country' in name (eg Sydney Hellas) or game associated with ethnic rivalry</td> </tr> <tr> <td data-bbox="353 491 629 560">2. (ghetto)</td> <td data-bbox="629 491 1541 560">Game became part of 'ghetto culture' or was a working class game</td> </tr> <tr> <td data-bbox="353 560 629 595">3. (violence)</td> <td data-bbox="629 560 1541 595">Game associated with (spectator and player) violence</td> </tr> <tr> <td data-bbox="353 595 629 663">4. (rejection)</td> <td data-bbox="629 595 1541 663">Game initially rejected / marginalised or Australia wanted own game or derided by being called 'Pommie Game'</td> </tr> <tr> <td data-bbox="353 663 629 767">5. (concern)</td> <td data-bbox="629 663 1541 767">Concern that AF would become the number one sport or concern that AF would become more popular than rugby code/s or Aussie Rules</td> </tr> <tr> <td data-bbox="353 767 629 837">6. (media/ sponsorship)</td> <td data-bbox="629 767 1541 837">Limited media interest or limited sponsorship</td> </tr> </table> <p>More recently:</p> <table border="1" data-bbox="353 837 1541 1394"> <tr> <td data-bbox="353 837 629 975">7. (ethnicity)</td> <td data-bbox="629 837 1541 975">teams no longer (can) reference 'home' country in name eg Sydney Hellas now Sydney Knights or reduced ethnic troubles or reduced violence / reduction in discrimination</td> </tr> <tr> <td data-bbox="353 975 629 1043">8. (media/ sponsorship)</td> <td data-bbox="629 975 1541 1043">More media interest / sponsorship / merchandising</td> </tr> <tr> <td data-bbox="353 1043 629 1147">9. (Governing Body)</td> <td data-bbox="629 1043 1541 1147">Governing Body more efficient or has better leadership or game promoted by new Governing Body or National League created (2002)</td> </tr> <tr> <td data-bbox="353 1147 629 1182">10. (AIS)</td> <td data-bbox="629 1147 1541 1182">Game supported by Australian Institute of Sport / AIS</td> </tr> <tr> <td data-bbox="353 1182 629 1251">11. (role models)</td> <td data-bbox="629 1182 1541 1251">(influence of) role models or Australian players in European league or English Premiership</td> </tr> <tr> <td data-bbox="353 1251 629 1319">12. (success)</td> <td data-bbox="629 1251 1541 1319">(raised profile due to): increased success of national team ('Socceroos')</td> </tr> <tr> <td data-bbox="353 1319 629 1394">13. (schools)</td> <td data-bbox="629 1319 1541 1394">Game popular in schools or game popular as a community sport</td> </tr> </table> | 1. (immigrants) | Game linked with (post WWII) immigrants / currency lads / free settlers or clubs or teams (initially) had reference to 'home country' in name (eg Sydney Hellas) or game associated with ethnic rivalry | 2. (ghetto) | Game became part of 'ghetto culture' or was a working class game | 3. (violence) | Game associated with (spectator and player) violence | 4. (rejection) | Game initially rejected / marginalised or Australia wanted own game or derided by being called 'Pommie Game' | 5. (concern) | Concern that AF would become the number one sport or concern that AF would become more popular than rugby code/s or Aussie Rules | 6. (media/ sponsorship) | Limited media interest or limited sponsorship | 7. (ethnicity) | teams no longer (can) reference 'home' country in name eg Sydney Hellas now Sydney Knights or reduced ethnic troubles or reduced violence / reduction in discrimination | 8. (media/ sponsorship) | More media interest / sponsorship / merchandising | 9. (Governing Body) | Governing Body more efficient or has better leadership or game promoted by new Governing Body or National League created (2002) | 10. (AIS) | Game supported by Australian Institute of Sport / AIS | 11. (role models) | (influence of) role models or Australian players in European league or English Premiership | 12. (success) | (raised profile due to): increased success of national team ('Socceroos') | 13. (schools) | Game popular in schools or game popular as a community sport | 5 | Sub max 3 for Australia |
| 1. (immigrants) | Game linked with (post WWII) immigrants / currency lads / free settlers or clubs or teams (initially) had reference to 'home country' in name (eg Sydney Hellas) or game associated with ethnic rivalry | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. (ghetto) | Game became part of 'ghetto culture' or was a working class game | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. (violence) | Game associated with (spectator and player) violence | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. (rejection) | Game initially rejected / marginalised or Australia wanted own game or derided by being called 'Pommie Game' | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5. (concern) | Concern that AF would become the number one sport or concern that AF would become more popular than rugby code/s or Aussie Rules | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6. (media/ sponsorship) | Limited media interest or limited sponsorship | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7. (ethnicity) | teams no longer (can) reference 'home' country in name eg Sydney Hellas now Sydney Knights or reduced ethnic troubles or reduced violence / reduction in discrimination | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8. (media/ sponsorship) | More media interest / sponsorship / merchandising | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9. (Governing Body) | Governing Body more efficient or has better leadership or game promoted by new Governing Body or National League created (2002) | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10. (AIS) | Game supported by Australian Institute of Sport / AIS | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 11. (role models) | (influence of) role models or Australian players in European league or English Premiership | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 12. (success) | (raised profile due to): increased success of national team ('Socceroos') | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 13. (schools) | Game popular in schools or game popular as a community sport | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Question | Answer | Marks | Guidance |
|----------|---|-------|--------------------------------|
| | <p>14. (women) More popular with women or growth of women's competitions</p> <p>Comparative development of Association Football in UK Sub max of three marks for three from:</p> <p>15. (mob game) (Different because:) started as mob / pre-industrial / violent game or developed earlier than in Australia</p> <p>16. (public schools) (Different because:) taken into C19th public schools (& 'cleaned up')</p> <p>17. (Amateurism) (Similar because:) Amateurism / amateur at school / local club level</p> <p>18. (working class) (Similar because:) became working class game or the people's game or factory teams or game of urban industrial Britain</p> <p>19. (professionalism) (Different because:) Early professionalism or opportunity for working class to escape from factory</p> <p>20. (ethnicity) (Different because:) growth not linked to ethnicity or game linked with class or players have opportunity for upward social mobility / fame</p> <p>21. (violence) (Similar because:) some violence by players / spectators BUT not exclusively linked to ethnicity (Similar) work done to limit troubles</p> <p>22. (media/ sponsorship) (Similar because:) Game linked with 'big business'/massive media impact or influence/reference to 'golden triangle' / commercialisation</p> <p>23. (NGB) (Similar because:) FA a 'highly efficient' business or NGB campaigns (eg 'Respect')</p> <p>24. (Status) (Different because:) UK high status / most popular sport</p> | | <p>Sub max 3 for UK</p> |

| Question | Answer | Marks | Guidance | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|------------------------------------|---|----------------|--|---------------|--|-----------------|--|--------------------------|---|-------------|--|-------------------------|--|------------------------------------|---|------------|---|-------------------|---|----------------------|--|---------------|---|-----------------|------------------------------------|---------------------|--|-------------------|--|---|--|
| (c) | <p>5 marks for 5 of: Potential benefits of summer camps – USA Sub max of four marks for four from:</p> <table border="1" data-bbox="331 316 1545 1082"> <tr> <td>1. (adventure)</td> <td>To experience challenge / adventure / excitement</td> </tr> <tr> <td>2. (frontier)</td> <td>To remind young people of the frontier or to remind young people what their ancestors / the pioneers experienced</td> </tr> <tr> <td>3. (patriotism)</td> <td>Development of patriotism / loyalty (to USA)</td> </tr> <tr> <td>4. (natural environment)</td> <td>Appreciation of natural / varied environment or awareness of conservation issues or to enhance / enrich quality of life or to 'escape from' cities / learn about great outdoors</td> </tr> <tr> <td>5. (safety)</td> <td>To learn safety / camp craft / map reading or other skills linked to the natural environment / survival skills</td> </tr> <tr> <td>6. (social development)</td> <td>To develop social skills / teamwork / co-operation / leadership / life skills / citizenship or to meet / mix with different people</td> </tr> <tr> <td>7. (physical or skill development)</td> <td>To learn or improve sport / physical skills eg hockey or 'soccer' or to develop active / healthy lifestyles or to be more physically active / healthy or preparation for active leisure</td> </tr> <tr> <td>8. (other)</td> <td>To study for exams or other example of specialist camps/eg for self-improvement or weight reduction</td> </tr> <tr> <td>9. (independence)</td> <td>To develop independence / self-sufficiency (eg by staying away from home)</td> </tr> <tr> <td>10. (self awareness)</td> <td>To develop self awareness / self discovery / self confidence / self esteem</td> </tr> <tr> <td>11. (parents)</td> <td>To help working parents or to provide 'child care' or to break up / give focus to the long summer break (from school)</td> </tr> </table> <p>Reasons for comparative limited popularity of Summer Camps – UK Sub max of two marks for two from:</p> <table border="1" data-bbox="331 1145 1545 1287"> <tr> <td>12. (tradition)</td> <td>No tradition of summer camps in UK</td> </tr> <tr> <td>13. (shorter break)</td> <td>Shorter school / summer break in UK than USA</td> </tr> <tr> <td>14. (environment)</td> <td>More limited / less suitable environment in UK or less / limited genuine wilderness in UK or less suitable space for camps in UK</td> </tr> </table> | 1. (adventure) | To experience challenge / adventure / excitement | 2. (frontier) | To remind young people of the frontier or to remind young people what their ancestors / the pioneers experienced | 3. (patriotism) | Development of patriotism / loyalty (to USA) | 4. (natural environment) | Appreciation of natural / varied environment or awareness of conservation issues or to enhance / enrich quality of life or to 'escape from' cities / learn about great outdoors | 5. (safety) | To learn safety / camp craft / map reading or other skills linked to the natural environment / survival skills | 6. (social development) | To develop social skills / teamwork / co-operation / leadership / life skills / citizenship or to meet / mix with different people | 7. (physical or skill development) | To learn or improve sport / physical skills eg hockey or 'soccer' or to develop active / healthy lifestyles or to be more physically active / healthy or preparation for active leisure | 8. (other) | To study for exams or other example of specialist camps/eg for self-improvement or weight reduction | 9. (independence) | To develop independence / self-sufficiency (eg by staying away from home) | 10. (self awareness) | To develop self awareness / self discovery / self confidence / self esteem | 11. (parents) | To help working parents or to provide 'child care' or to break up / give focus to the long summer break (from school) | 12. (tradition) | No tradition of summer camps in UK | 13. (shorter break) | Shorter school / summer break in UK than USA | 14. (environment) | More limited / less suitable environment in UK or less / limited genuine wilderness in UK or less suitable space for camps in UK | 5 | <p>Sub max 4 for USA</p> <p>Sub max 2 for UK</p> |
| 1. (adventure) | To experience challenge / adventure / excitement | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. (frontier) | To remind young people of the frontier or to remind young people what their ancestors / the pioneers experienced | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. (patriotism) | Development of patriotism / loyalty (to USA) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. (natural environment) | Appreciation of natural / varied environment or awareness of conservation issues or to enhance / enrich quality of life or to 'escape from' cities / learn about great outdoors | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5. (safety) | To learn safety / camp craft / map reading or other skills linked to the natural environment / survival skills | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6. (social development) | To develop social skills / teamwork / co-operation / leadership / life skills / citizenship or to meet / mix with different people | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7. (physical or skill development) | To learn or improve sport / physical skills eg hockey or 'soccer' or to develop active / healthy lifestyles or to be more physically active / healthy or preparation for active leisure | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8. (other) | To study for exams or other example of specialist camps/eg for self-improvement or weight reduction | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9. (independence) | To develop independence / self-sufficiency (eg by staying away from home) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10. (self awareness) | To develop self awareness / self discovery / self confidence / self esteem | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 11. (parents) | To help working parents or to provide 'child care' or to break up / give focus to the long summer break (from school) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 12. (tradition) | No tradition of summer camps in UK | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 13. (shorter break) | Shorter school / summer break in UK than USA | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 14. (environment) | More limited / less suitable environment in UK or less / limited genuine wilderness in UK or less suitable space for camps in UK | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Question | | | Answer | Marks | Guidance |
|----------|--|--------------|---|-------|----------|
| | | 15. (family) | Parents don't want their children to be away for the summer or children don't want to be away from home for summer / or not a financial priority or UK has tradition of family holidays (rather than 'sending children away') | | |

| 2 (d)* Levels of Response: Compare and evaluate high school sport in the USA and secondary school sport in the UK | |
|--|--|
| <p>Level 4 (18–20 marks) A comprehensive answer:</p> <ul style="list-style-type: none"> • detailed knowledge & excellent understanding • detailed analysis and excellent critical evaluation • well-argued, independent opinion and judgements which are well supported by relevant practical examples • very accurate use of technical and specialist vocabulary • high standard of written communication throughout. | <p>At Level 4 responses <u>are likely</u> to include:</p> <ul style="list-style-type: none"> • detailed and direct comparisons successfully made between high school sport in the USA and secondary school sport in the UK • detailed evaluation of both systems • very well structured. |
| <p>Level 3 (13–17 marks) A competent answer:</p> <ul style="list-style-type: none"> • good knowledge and clear understanding • good analysis and critical evaluation • independent opinions and judgements will be present but may not always be supported by relevant practical examples • generally accurate use of technical and specialist vocabulary • written communication is generally fluent with few errors. | <p>At Level 3 responses <u>are likely</u> to include:</p> <ul style="list-style-type: none"> • direct comparisons between high school sport in the USA and secondary school sport in the UK made with some success • good evaluation of both systems • good structure. |
| <p>Level 2 (8–12 marks) A limited answer:</p> <ul style="list-style-type: none"> • limited knowledge and understanding • some evidence of analysis and critical evaluation • opinion and judgement given but often unsupported by relevant practical examples • technical and specialist vocabulary used with limited success • written communication lacks fluency and contains errors. | <p>At Level 2 responses <u>are likely</u> to include:</p> <ul style="list-style-type: none"> • comparisons between high school sport in the USA and secondary school sport in the UK made with limited success • mainly stand-alone points about USA or UK • some evidence of evaluation of both systems. • an attempt of structure. |
| <p>Level 1 (0–7 marks) A basic answer:</p> <ul style="list-style-type: none"> • basic knowledge and little understanding • little relevant analysis or critical evaluation • little or no attempt to give opinion or judgement • little or no attempt to use technical and specialist vocabulary • errors in written communication will be intrusive. | <p>At Level 1 responses <u>are likely</u> to include:</p> <ul style="list-style-type: none"> • basic, if any, comparisons made between high school sport in the USA and secondary school sport in the UK • focus on USA or UK – lack of balance • little or no attempt at evaluation of either system • basic if any structure. • Some inaccuracies / misunderstandings |

| Question | | Answer | | Marks | Guidance |
|----------|--------------------|--|---|-----------|----------|
| 2 | (d)* | Indicative Content: Compare and evaluate high school sport in the USA and secondary school sport in the UK | | 20 | |
| | | | USA | UK | |
| | 1. (Lombardian) | Lombardian or 'win at all costs' ethic <ul style="list-style-type: none"> Highly competitive Reflection of professional sport. | Taking part (often considered more important than winning) <ul style="list-style-type: none"> Tradition of participation BUT – in some schools, top teams compete at v high level eg accept any school that is known for levels of competition. | | |
| | 2. (coaching) | Specialist or full time or highly qualified coaches | Fewer opportunities to employ specialists on same scale <ul style="list-style-type: none"> BUT – some schools employ specialist coaches many (independent) schools employ teachers who have played at elite level eg accept suitable example. | | |
| | 3. (hire and fire) | Coaches or athletic directors have (expendable) contracts <ul style="list-style-type: none"> 'Hire and fire' policy Incentive to win Reflection of prof sport. | Teachers have permanent contracts <ul style="list-style-type: none"> No hire and fire at school level. | | |
| | 4. (exclusive) | Exclusive or elitist <ul style="list-style-type: none"> Highly selective Senior team players as school heroes eg successful players might be given gifts or special treatment from local businesses. | (generally) more inclusive <ul style="list-style-type: none"> 1st and 2nd team opportunities BUT – in some schools there is great competition for places (usually) less hero worship of senior team players. | | |

| Question | | Answer | | Marks | Guidance |
|----------|-----------------------|--|--|-------|----------|
| | 5. (media) | Media coverage of school games eg TV or newspaper reporters <ul style="list-style-type: none"> • Success or positive exposure for school enhances school status. | limited or no coverage of school games (generally) <ul style="list-style-type: none"> • some specific newspapers cover some competitions eg Daily Mail Cup (Rugby Union) • Success or positive exposure for school enhances school status. | | |
| | 6. (scholarships) | Scholarships to University for best High School players <ul style="list-style-type: none"> • A serious or binding contract • More time to sport than study • Accept other developments of scholarship system. | Not on same scale/not same (generally) <ul style="list-style-type: none"> • BUT – some universities give bursaries to elite performers/help with fees eg TASS/lottery funding/World Class funding. • BUT – some sports scholarships available • Binding contracts with some | | |
| | 7. (excellence) | Schools (recognised) as centres of sporting excellence <ul style="list-style-type: none"> • (Possibly) better for producing elite performers. | Not generally the same <ul style="list-style-type: none"> • Opportunities more erratic/this may inhibit finding and developing young talent • BUT – sports colleges as hub sites for excellence in PE & Sport • Some schools have a reputation for sporting excellence | | |
| | 8. (specialists) | Students specialise eg in American Football | Accept comparative point with evidence | | |
| | 9. (funding/business) | High school sport has elements of big business <ul style="list-style-type: none"> • Sponsorships eg from local businesses • donations from alumni or former students • gate money or paying | Less so/school sport not a money-maker <ul style="list-style-type: none"> • School sport under pressure of limited funding in many schools • gate money not charged • Alumni donations less common. | | |

| Question | | Answer | | Marks | Guidance |
|----------|---------------------|--|---|-------|----------|
| | | | spectators. | | |
| | 10. (entertainment) | Entertainment <ul style="list-style-type: none"> • 'Whole town' attends/huge crowds • Friday night games to attract spectators • Cheerleaders/marching bands/pom pom girls/mascots. | Not same generally | | |
| | 11. (facilities) | Excellent facilities/stadia <ul style="list-style-type: none"> • Mirrors professional sport • Superior to most of UK state schools. | Less so – more variable <ul style="list-style-type: none"> • Some independent schools have outstanding facilities eg accept suitable example. | | |
| | 12. (equipment) | High quality or pro standard equipment | Less so – more variable | | |
| | 13. (competitions) | Highly competitive <ul style="list-style-type: none"> • Mirrors pro sport • prestigious State Champion competitions. | (generally) less so <ul style="list-style-type: none"> • BUT – some exceptions eg accept suitable examples. | | |
| | 14. (support) | Medical backup eg Physiotherapy etc | No generally available in state schools <ul style="list-style-type: none"> • BUT – exceptions in independent schools | | |
| | 15. (high status) | (very) high status in (most) schools <ul style="list-style-type: none"> • Higher status than PE. | Of variable status/less high status than in USA <ul style="list-style-type: none"> • Depends on school management/depends on ethos of school or tradition or status of sport in the (individual) school • PE generally of higher status than sport. | | |
| | 16. (value) | Intrinsic value/sport for its own sake or as an end in itself | Educational or holistic value/sport part of whole curriculum | | |

| Question | Answer | | Marks | Guidance |
|--|-------------------|---|---|----------|
| | 17. (intra-mural) | Intra mural sport exists <ul style="list-style-type: none"> • recreational sport within the school • open to all/more inclusive than representative school teams • even so, competition can be intense eg flag football/American football/lacrosse/field hockey/soccer/volleyball or other suitable example. | Extra-curricular sport in UK <ul style="list-style-type: none"> • inter-house sport in UK • varied levels of seriousness – can be ‘for fun’ or v competitive. | |
| Effectiveness of both systems | | | | |
| Accept any relevant evaluative points – such as: | | | | |
| USA | | | | |
| | 18. (elite) | Good for finding elite performers <ul style="list-style-type: none"> • Increases likelihood of international success eg Olympic success. | | |
| | 19. (pathway) | High School (a crucial) part of a well established pathway | | |
| | 20. (tradition) | This is ‘ <i>the way it has always been</i> ’/an accepted system/works because ‘everyone’ is used to it or ‘everyone’ accepts it | | |
| | 21. (capitalism) | Effective as it suits or supports or reflects the capitalist system <ul style="list-style-type: none"> • Work hard and success is possible • rags to riches possible • high school opportunities for sponsors • reflects competitive society. | | |
| | 22. (support) | Good that High School age performers get the recognition <ul style="list-style-type: none"> • they deserve recognition for the work they put in | | |
| | 23. (coaches) | Good for (successful) coaches (and their families) <ul style="list-style-type: none"> • Prestigious career/excellent career opportunities. | | |

| Question | Answer | Marks | Guidance |
|----------|---|-------|----------|
| | BUT: | | |
| | 24. (pressure) Intense pressure on performers/(arguably) too serious <ul style="list-style-type: none"> • May be encouraged to train or play through injury (as so much at stake) • May be harmful to their long term health and/or fitness. | | |
| | 25. (female) Male sports have traditionally dominated <ul style="list-style-type: none"> • Females in supporting roles • eg as cheerleaders or 'pom pom' girls • This has changed or moved on in 'recent' years • Reference to Title IX – equal funding for male and female sports that are federally funded. | | |
| | 26. (BAHL) Limited opportunities for developing a balanced active and healthy lifestyle for majority <ul style="list-style-type: none"> • Many will be 'lost from sport for life'. | | |
| | 27. (clubs) The limited or lack of a community club system in the USA means that even the best high school players may never play their sport after high school <ul style="list-style-type: none"> • Only very few progress to university sport/ • scholarships difficult to 'win'. | | |
| | UK | | |
| | 28. (NC) National Curriculum provides a broad and/or balanced PE experience | | |
| | 29. (sports colleges) Reference to work of Sports Colleges/PESS/PESSYP/SSCOs in providing more sporting opportunities | | |
| | 30. (teachers) Teachers take the teams – positive comment | | |
| | 31. (tradition) Historically or traditionally the more inclusive/less competitive approach has worked well <ul style="list-style-type: none"> • Gives opportunity to teach or develop values through sport eg 'taking part more important than winning'/'the winning is in the effort invested' etc. | | |

| Question | Answer | Marks | Guidance |
|----------|--|-------|----------|
| | <p>BUT:</p> <p>32. (variable OPE)</p> <p>OPE variable between schools/not all schools provide as good an experience as others</p> <ul style="list-style-type: none"> • amount of funding •the quality and quantity of facilities • teachers' skills or time teachers have (due to many and varied other commitments) • time for sport • School tradition • school location • the impact of school-club links – SSSCo's etc • provision for gifted and talented • views of senior management towards sport • and (crucially) extra-curricular opportunities. <p>33. (sectors)</p> <p>Difference in quality of opportunity and/or provision and/or esteem between state and private sectors</p> <ul style="list-style-type: none"> • State sector tends to have less time or less funding for sport • State sector tends to have more limited facilities or equipment or fewer specialist coaching staff • Independent sectors are often comparatively over represented in county or other representative sides. | | |

Section B Sports Psychology (Option B1)

| Question | | Answer | Marks | Guidance | | | | | | | | | | | | | | |
|-------------------------|---|--|-----------------|--|------------------|--|------------|---|--------------|---|---------------------|--|-----------------|--|-------------------------|---|---|---|
| 3 | (a) | <p>4 marks for 4 of:</p> <p>Why goal setting is important</p> <table border="1"> <tr> <td>1. (motivation)</td> <td>Can motivate/encourage to participate/play/join-in/be healthy. Eg Give target to eat 5 fruit/veg will motivate you to eat healthily</td> </tr> <tr> <td>2. (persistence)</td> <td>Can encourage persistence/sticking or keeping with exercise / healthy lifestyle or not giving-up on healthy behaviour Eg Stick to an exercise routine</td> </tr> <tr> <td>3. (focus)</td> <td>Can give direction/focus/end product or you know what to do / to aim for Eg following a better diet or giving up smoking</td> </tr> <tr> <td>4. (anxiety)</td> <td>Can help to control anxiety/stress/arousal when trying to follow BAHL Eg Targets will take away anxiety/worry about regular exercise</td> </tr> <tr> <td>5. (skills/methods)</td> <td>Can help to develop skills/methods/strategies in following BAHL Eg Target setting will help you learn to use exercise equipment correctly</td> </tr> <tr> <td>6. (confidence)</td> <td>Gives you confidence that you have direction or know what you are doing / increase self-esteem / feel good about yourself Eg Target for cutting down on smoking may raise confidence to give up</td> </tr> <tr> <td>7. (reward/achievement)</td> <td>Measured goals can give evidence of improvement/gives reward/positive reinforcement when you have achieved a result related to BAHL Eg Recorded goals attained gives sense of achievement of doing more exercise. or short term goal achievement can lead to long term goals (eg smoke one cigarette a day for a week and then give up completely)</td> </tr> </table> | 1. (motivation) | Can motivate/encourage to participate/play/join-in/be healthy. Eg Give target to eat 5 fruit/veg will motivate you to eat healthily | 2. (persistence) | Can encourage persistence/sticking or keeping with exercise / healthy lifestyle or not giving-up on healthy behaviour Eg Stick to an exercise routine | 3. (focus) | Can give direction/focus/end product or you know what to do / to aim for Eg following a better diet or giving up smoking | 4. (anxiety) | Can help to control anxiety/stress/arousal when trying to follow BAHL Eg Targets will take away anxiety/worry about regular exercise | 5. (skills/methods) | Can help to develop skills/methods/strategies in following BAHL Eg Target setting will help you learn to use exercise equipment correctly | 6. (confidence) | Gives you confidence that you have direction or know what you are doing / increase self-esteem / feel good about yourself Eg Target for cutting down on smoking may raise confidence to give up | 7. (reward/achievement) | Measured goals can give evidence of improvement/gives reward/positive reinforcement when you have achieved a result related to BAHL Eg Recorded goals attained gives sense of achievement of doing more exercise. or short term goal achievement can lead to long term goals (eg smoke one cigarette a day for a week and then give up completely) | 4 | <p>Accept only an explanation with example</p> <p>ie must relate to either activity or lifestyle behaviour examples</p> <p>One practical example could give evidence of more than one mark eg give them a small target of losing two pounds a week can motivate them (point 1), as progress can be seen (point 7)</p> <p>(BAHL includes: regular exercise/balanced diet/no smoking/limit of alcohol/no drugs / mental health)</p> |
| 1. (motivation) | Can motivate/encourage to participate/play/join-in/be healthy. Eg Give target to eat 5 fruit/veg will motivate you to eat healthily | | | | | | | | | | | | | | | | | |
| 2. (persistence) | Can encourage persistence/sticking or keeping with exercise / healthy lifestyle or not giving-up on healthy behaviour Eg Stick to an exercise routine | | | | | | | | | | | | | | | | | |
| 3. (focus) | Can give direction/focus/end product or you know what to do / to aim for Eg following a better diet or giving up smoking | | | | | | | | | | | | | | | | | |
| 4. (anxiety) | Can help to control anxiety/stress/arousal when trying to follow BAHL Eg Targets will take away anxiety/worry about regular exercise | | | | | | | | | | | | | | | | | |
| 5. (skills/methods) | Can help to develop skills/methods/strategies in following BAHL Eg Target setting will help you learn to use exercise equipment correctly | | | | | | | | | | | | | | | | | |
| 6. (confidence) | Gives you confidence that you have direction or know what you are doing / increase self-esteem / feel good about yourself Eg Target for cutting down on smoking may raise confidence to give up | | | | | | | | | | | | | | | | | |
| 7. (reward/achievement) | Measured goals can give evidence of improvement/gives reward/positive reinforcement when you have achieved a result related to BAHL Eg Recorded goals attained gives sense of achievement of doing more exercise. or short term goal achievement can lead to long term goals (eg smoke one cigarette a day for a week and then give up completely) | | | | | | | | | | | | | | | | | |

| Question | Answer | Marks | Guidance | | | | | | | | | | | | | | | | |
|---|--|---------------------------------------|---|--------------|---|-------------------------------|--|----------------------|--|---------------------|---|--------------------------------|--|---|--|---------------------|--|---|---|
| (b) | <p>5 marks for 5 of: (Explanation of cue utilisation)</p> <table border="1" data-bbox="360 280 1599 1407"> <tr> <td data-bbox="360 280 696 379">1. (focus without mentioning arousal)</td> <td data-bbox="696 280 1599 379">This focuses attention/concentration/selective attention/perceptual narrowing. Eg a goalkeeper will keep her eye on the ball during a penalty kick</td> </tr> <tr> <td data-bbox="360 379 696 520">2. (arousal)</td> <td data-bbox="696 379 1599 520">Attention increases as arousal increases (up to an optimum point). Eg when a hockey player is about to start a competitive game he concentrates on the ball or ignores the crowd</td> </tr> <tr> <td data-bbox="360 520 696 691">3. (low arousal so miss cues)</td> <td data-bbox="696 520 1599 691">(but) <u>Low levels</u> of arousal/<u>wide field</u> of attention can lead to poor performance because important/relevant cues are missed or irrelevant cues are attended to. Eg a volleyball player will miss the ball because he is not paying enough attention</td> </tr> <tr> <td data-bbox="360 691 696 860">4. (optimum arousal)</td> <td data-bbox="696 691 1599 860">When arousal is <u>moderate/optimal/at the right level</u> then attention / performance can increase because important cues/signals/stimuli can be attended to. Eg a tennis player will be psyched up to return the serve but is under control</td> </tr> <tr> <td data-bbox="360 860 696 1000">5. (ZOF/confidence)</td> <td data-bbox="696 860 1599 1000">Enter <u>zone of optimal functioning/in the zone/peak flow experience</u> affecting performance positively because building confidence/well-being leading to good performance. Eg the swimmer will feel that she is confident during the race</td> </tr> <tr> <td data-bbox="360 1000 696 1141">6. (high arousal so miss cues)</td> <td data-bbox="696 1000 1599 1141">If arousal <u>continues to increase or is high</u> then this results in narrowing of attention because leading to the missing of vital cues/signals/reduction in performance/poor performance. Eg a netball player loses her opponent because she is too anxious</td> </tr> <tr> <td data-bbox="360 1141 696 1307">7. (high arousal so too much information process)</td> <td data-bbox="696 1141 1599 1307">If arousal is high then processing system could be overloaded/information overload because performer cannot sort out all the information or leads to confusion or the performer 'freezing' Eg a tennis coach is shouting out too many instructions in an important match</td> </tr> <tr> <td data-bbox="360 1307 696 1407">8. (hypervigilance)</td> <td data-bbox="696 1307 1599 1407">High arousal can lead to <u>hypervigilance</u> that can be good if very narrow attention needed eg archery but bad if other cues missed eg as a midfield player in football.</td> </tr> </table> | 1. (focus without mentioning arousal) | This focuses attention/concentration/selective attention/perceptual narrowing. Eg a goalkeeper will keep her eye on the ball during a penalty kick | 2. (arousal) | Attention increases as arousal increases (up to an optimum point). Eg when a hockey player is about to start a competitive game he concentrates on the ball or ignores the crowd | 3. (low arousal so miss cues) | (but) <u>Low levels</u> of arousal/ <u>wide field</u> of attention can lead to poor performance because important/relevant cues are missed or irrelevant cues are attended to. Eg a volleyball player will miss the ball because he is not paying enough attention | 4. (optimum arousal) | When arousal is <u>moderate/optimal/at the right level</u> then attention / performance can increase because important cues/signals/stimuli can be attended to. Eg a tennis player will be psyched up to return the serve but is under control | 5. (ZOF/confidence) | Enter <u>zone of optimal functioning/in the zone/peak flow experience</u> affecting performance positively because building confidence/well-being leading to good performance. Eg the swimmer will feel that she is confident during the race | 6. (high arousal so miss cues) | If arousal <u>continues to increase or is high</u> then this results in narrowing of attention because leading to the missing of vital cues/signals/reduction in performance/poor performance. Eg a netball player loses her opponent because she is too anxious | 7. (high arousal so too much information process) | If arousal is high then processing system could be overloaded/information overload because performer cannot sort out all the information or leads to confusion or the performer 'freezing' Eg a tennis coach is shouting out too many instructions in an important match | 8. (hypervigilance) | High arousal can lead to <u>hypervigilance</u> that can be good if very narrow attention needed eg archery but bad if other cues missed eg as a midfield player in football. | 5 | <p>At least two practical examples must be used for more than one mark to be credited <i>i.e.</i></p> <ul style="list-style-type: none"> • No practical examples = no marks • One practical example in answer max of one mark • Two or more practical examples then full marks can be awarded <p>Accept reference to inverted U for levels of arousal and cue utilisation but only if supporting the points in the MS.</p> |
| 1. (focus without mentioning arousal) | This focuses attention/concentration/selective attention/perceptual narrowing. Eg a goalkeeper will keep her eye on the ball during a penalty kick | | | | | | | | | | | | | | | | | | |
| 2. (arousal) | Attention increases as arousal increases (up to an optimum point). Eg when a hockey player is about to start a competitive game he concentrates on the ball or ignores the crowd | | | | | | | | | | | | | | | | | | |
| 3. (low arousal so miss cues) | (but) <u>Low levels</u> of arousal/ <u>wide field</u> of attention can lead to poor performance because important/relevant cues are missed or irrelevant cues are attended to. Eg a volleyball player will miss the ball because he is not paying enough attention | | | | | | | | | | | | | | | | | | |
| 4. (optimum arousal) | When arousal is <u>moderate/optimal/at the right level</u> then attention / performance can increase because important cues/signals/stimuli can be attended to. Eg a tennis player will be psyched up to return the serve but is under control | | | | | | | | | | | | | | | | | | |
| 5. (ZOF/confidence) | Enter <u>zone of optimal functioning/in the zone/peak flow experience</u> affecting performance positively because building confidence/well-being leading to good performance. Eg the swimmer will feel that she is confident during the race | | | | | | | | | | | | | | | | | | |
| 6. (high arousal so miss cues) | If arousal <u>continues to increase or is high</u> then this results in narrowing of attention because leading to the missing of vital cues/signals/reduction in performance/poor performance. Eg a netball player loses her opponent because she is too anxious | | | | | | | | | | | | | | | | | | |
| 7. (high arousal so too much information process) | If arousal is high then processing system could be overloaded/information overload because performer cannot sort out all the information or leads to confusion or the performer 'freezing' Eg a tennis coach is shouting out too many instructions in an important match | | | | | | | | | | | | | | | | | | |
| 8. (hypervigilance) | High arousal can lead to <u>hypervigilance</u> that can be good if very narrow attention needed eg archery but bad if other cues missed eg as a midfield player in football. | | | | | | | | | | | | | | | | | | |

| Question | Answer | Marks | Guidance | | | | | | | | | | | | |
|-----------|--|-----------|---|-----------|---|-----------|--|-----------|--|-----------|---|-----------|---|---|---|
| (c) | <p>6 marks for 6 of: (task-oriented leader sub max 2 marks)</p> <table border="1" data-bbox="331 279 1599 655"> <tr> <td data-bbox="331 279 533 416">1. (Desc)</td> <td data-bbox="533 279 1599 416">When leader concentrates on the job to be done or is more concerned with the end product /performance/winning/ (more) autocratic being the best or leader has a predetermined goal Or makes all/most of the decisions.</td> </tr> <tr> <td data-bbox="331 416 533 655">2. (expl)</td> <td data-bbox="533 416 1599 655">When discipline and control is needed/hostile groups or if lack of time or for or in early stage/cognitive stage of learning/beginner or for team players who generally prefer training and instruction style or for males who prefer autocratic style or if in a dangerous situation or when task is clear and unambiguous or if leaders personality is task orientated/autocratic/authoritarian or good in high pressure situations or good for highly favourable/highly unfavourable situations or large groups.</td> </tr> </table> <p>(social-oriented style description and explanation sub max 2 marks)</p> <table border="1" data-bbox="331 722 1599 1099"> <tr> <td data-bbox="331 722 533 796">3. (Desc)</td> <td data-bbox="533 722 1599 796">When leader is more concerned with interpersonal relations/is (more) democratic Or shares the decision-making.</td> </tr> <tr> <td data-bbox="331 796 533 1099">4. (Expl)</td> <td data-bbox="533 796 1599 1099">When group members can/wish to participate in decision-making/those who prefer democratic approach or for more advanced performers who have knowledge to contribute or to motivate group members/ownership/feel valued or if demands of situation is social such as a friendly match or when task demands greater interpersonal communication or if leader and group members are well known to each other or females prefer democratic/social approach or task structure is not dangerous or for small numbers/individuals or if leader's personality lends itself to democratic/social approach/when there is more time available or good for moderately favourable situations.</td> </tr> </table> <p>(Laissez-faire style description and explanation sub max 2 marks)</p> <table border="1" data-bbox="331 1166 1599 1407"> <tr> <td data-bbox="331 1166 533 1273">5. (desc)</td> <td data-bbox="533 1166 1599 1273">When leader has no direct influence on group members or leader takes a back seat Or leader lets the group members make their own decisions</td> </tr> <tr> <td data-bbox="331 1273 533 1407">6. (expl)</td> <td data-bbox="533 1273 1599 1407">When high level of performers/the elite performers or to help develop creativity or leader has full trust in members' capabilities or task involves individual decision making or leader is creating an assessment situation/assessing the group members or leader doesn't know what to do.</td> </tr> </table> | 1. (Desc) | When leader concentrates on the job to be done or is more concerned with the end product /performance/winning/ (more) autocratic being the best or leader has a predetermined goal Or makes all/most of the decisions. | 2. (expl) | When discipline and control is needed/hostile groups or if lack of time or for or in early stage/cognitive stage of learning/beginner or for team players who generally prefer training and instruction style or for males who prefer autocratic style or if in a dangerous situation or when task is clear and unambiguous or if leaders personality is task orientated/autocratic/authoritarian or good in high pressure situations or good for highly favourable/highly unfavourable situations or large groups. | 3. (Desc) | When leader is more concerned with interpersonal relations/is (more) democratic Or shares the decision-making. | 4. (Expl) | When group members can/wish to participate in decision-making/those who prefer democratic approach or for more advanced performers who have knowledge to contribute or to motivate group members/ownership/feel valued or if demands of situation is social such as a friendly match or when task demands greater interpersonal communication or if leader and group members are well known to each other or females prefer democratic/social approach or task structure is not dangerous or for small numbers/individuals or if leader's personality lends itself to democratic/social approach/when there is more time available or good for moderately favourable situations. | 5. (desc) | When leader has no direct influence on group members or leader takes a back seat Or leader lets the group members make their own decisions | 6. (expl) | When high level of performers/the elite performers or to help develop creativity or leader has full trust in members' capabilities or task involves individual decision making or leader is creating an assessment situation/assessing the group members or leader doesn't know what to do. | 6 | <p>Sub max 2 marks for each style One mark for characteristic per style One mark for its use per style</p> <p>Do not accept task or social or laissez-faire in answer unless qualified.</p> |
| 1. (Desc) | When leader concentrates on the job to be done or is more concerned with the end product /performance/winning/ (more) autocratic being the best or leader has a predetermined goal Or makes all/most of the decisions. | | | | | | | | | | | | | | |
| 2. (expl) | When discipline and control is needed/hostile groups or if lack of time or for or in early stage/cognitive stage of learning/beginner or for team players who generally prefer training and instruction style or for males who prefer autocratic style or if in a dangerous situation or when task is clear and unambiguous or if leaders personality is task orientated/autocratic/authoritarian or good in high pressure situations or good for highly favourable/highly unfavourable situations or large groups. | | | | | | | | | | | | | | |
| 3. (Desc) | When leader is more concerned with interpersonal relations/is (more) democratic Or shares the decision-making. | | | | | | | | | | | | | | |
| 4. (Expl) | When group members can/wish to participate in decision-making/those who prefer democratic approach or for more advanced performers who have knowledge to contribute or to motivate group members/ownership/feel valued or if demands of situation is social such as a friendly match or when task demands greater interpersonal communication or if leader and group members are well known to each other or females prefer democratic/social approach or task structure is not dangerous or for small numbers/individuals or if leader's personality lends itself to democratic/social approach/when there is more time available or good for moderately favourable situations. | | | | | | | | | | | | | | |
| 5. (desc) | When leader has no direct influence on group members or leader takes a back seat Or leader lets the group members make their own decisions | | | | | | | | | | | | | | |
| 6. (expl) | When high level of performers/the elite performers or to help develop creativity or leader has full trust in members' capabilities or task involves individual decision making or leader is creating an assessment situation/assessing the group members or leader doesn't know what to do. | | | | | | | | | | | | | | |

| Question | Answer | Marks | Guidance |
|--|--|-------|----------|
| (d)* Levels of Response : Explain the positive and negatives effects of an audience... Describe strategies to combat effects of social inhibition.... | | | |
| Level 4 (18–20 marks) A comprehensive answer: <ul style="list-style-type: none"> • detailed knowledge & excellent understanding • detailed analysis and excellent critical evaluation • well-argued, independent opinion and judgements which are well supported by relevant practical examples • very accurate use of technical and specialist vocabulary • high standard of written communication throughout. | Discriminators at L4 are likely to include: <ul style="list-style-type: none"> • explanation showing detailed knowledge and excellent understanding of +ve and –ve aspects of an audience on performance. • <i>Points consistently supported by psychological principles</i> • description showing variety of strategies to combat audience –ve effects and linking some to controlling arousal • Use of relevant practical examples for both parts of the question. | | |
| Level 3 (13–17 marks) A competent answer: <ul style="list-style-type: none"> • good knowledge and clear understanding • good analysis and critical evaluation • independent opinions and judgements will be present but may not always be supported by relevant practical examples • generally accurate use of technical and specialist vocabulary • written communication is generally fluent with few errors. | Discriminators at L3 are likely to include: <ul style="list-style-type: none"> • Identifies and attempts to explain positive and negative effects • <i>Points mostly supported by psychological principles</i> • A variety of strategies to combat the effects of an audience are described but not always backed up with psychological theory such as arousal • Some use of relevant examples in both parts of the question. | | |
| Level 2 (8–12 marks) A limited answer: <ul style="list-style-type: none"> • limited knowledge and understanding • some evidence of analysis and critical evaluation • opinion and judgement given but often unsupported by relevant practical examples • technical and specialist vocabulary used with limited success • written communication lacks fluency and contains errors. | Discriminators at L2 are likely to include: <ul style="list-style-type: none"> • Identifies and describes positive and negative effects but not in equal measure; little attempt to explain • <i>Some points supported by psychological principles</i> • A limited range of strategies to combat the effects of an audience • Very few relevant practical examples. | | |
| Level 1 (0–7 marks) A basic answer: <ul style="list-style-type: none"> • basic knowledge and little understanding • little relevant analysis or critical evaluation • little or no attempt to give opinion or judgement • little or no attempt to use technical and specialist vocabulary • errors in written communication will be intrusive. | At L1 responses are likely to: <ul style="list-style-type: none"> • Mostly identifying effects with some description • <i>Little or no underlying psychological principles used</i> • Some basic strategies mostly related to blocking out distractions • Practical examples absent or mostly irrelevant. | | |

| Question | Answer | Marks | Guidance | | | | | | | | | | | | | | | | | | |
|---------------------------------------|---|--------------|--|------------------------------------|--|-------------------------|--|--------------------------|--|---------------------------------------|--|---------------------------------------|--|------------------------------|--|------------------------------|---|----------------|---|----|--|
| (d)* | <p>Indicative Content: Explain the positive and negatives effects of an audience... Describe strategies to combat effects of social inhibition....</p> <p>Explanation of positive and negative effects:</p> <table border="1" data-bbox="376 379 1601 1396"> <tbody> <tr> <td data-bbox="376 379 696 488">1. (Arousal)</td> <td data-bbox="696 379 1601 488"> Arousal/drive/anxiety increased/over-aroused <ul style="list-style-type: none"> • +ve because it heightens your readiness/psychs you up • -ve because it causes errors in skills and judgements. </td> </tr> <tr> <td data-bbox="376 488 696 596">2. (Dominant response/ programmes)</td> <td data-bbox="696 488 1601 596"> Dominant response/habit more likely to occur <ul style="list-style-type: none"> • learned responses automatic/motor programmes are run. </td> </tr> <tr> <td data-bbox="376 596 696 735">3. (skill variable +ve)</td> <td data-bbox="696 596 1601 735"> +ve – if the performer is highly skilled more likely to be helpful <ul style="list-style-type: none"> • well learned/stronger/elite then correct dominant response produced • can lead to mastery orientation. </td> </tr> <tr> <td data-bbox="376 735 696 874">4. (skill variable – ve)</td> <td data-bbox="696 735 1601 874"> <ul style="list-style-type: none"> • -ve – if the performer is a novice then more likely to hinder • weaker players/novices then performance deteriorates/incorrect dominant response • can lead to learned helplessness. </td> </tr> <tr> <td data-bbox="376 874 696 983">5. (personality variable- extroverts)</td> <td data-bbox="696 874 1601 983"> +ve – Extroverts likely to perform better with an audience <ul style="list-style-type: none"> • Reticular activating system (RAS) favours extroverts when audience present. </td> </tr> <tr> <td data-bbox="376 983 696 1091">6. (personality variable- introverts)</td> <td data-bbox="696 983 1601 1091"> -ve – Introverts likely to perform worse with audience present RAS does not favour introverts </td> </tr> <tr> <td data-bbox="376 1091 696 1200">7. (environment – home/away)</td> <td data-bbox="696 1091 1601 1200"> If audience in familiar setting performance helped <ul style="list-style-type: none"> • +ve – 'homefield' advantage • -ve disadvantage if away/unfamiliar/hostile environment. </td> </tr> <tr> <td data-bbox="376 1200 696 1366">8. (evaluation apprehension)</td> <td data-bbox="696 1200 1601 1366"> Anxiety raised by being judged/perceived judgement of others <ul style="list-style-type: none"> • -ve – evaluation apprehension depends on the nature of the audience/who is in the audience • +ve could be positive by raising determination/motivation. </td> </tr> <tr> <td data-bbox="376 1366 696 1396">9. (proximity)</td> <td data-bbox="696 1366 1601 1396">Proximity of the audience/how close the crowd are to the player</td> </tr> </tbody> </table> | 1. (Arousal) | Arousal/drive/anxiety increased/over-aroused <ul style="list-style-type: none"> • +ve because it heightens your readiness/psychs you up • -ve because it causes errors in skills and judgements. | 2. (Dominant response/ programmes) | Dominant response/habit more likely to occur <ul style="list-style-type: none"> • learned responses automatic/motor programmes are run. | 3. (skill variable +ve) | +ve – if the performer is highly skilled more likely to be helpful <ul style="list-style-type: none"> • well learned/stronger/elite then correct dominant response produced • can lead to mastery orientation. | 4. (skill variable – ve) | <ul style="list-style-type: none"> • -ve – if the performer is a novice then more likely to hinder • weaker players/novices then performance deteriorates/incorrect dominant response • can lead to learned helplessness. | 5. (personality variable- extroverts) | +ve – Extroverts likely to perform better with an audience <ul style="list-style-type: none"> • Reticular activating system (RAS) favours extroverts when audience present. | 6. (personality variable- introverts) | -ve – Introverts likely to perform worse with audience present RAS does not favour introverts | 7. (environment – home/away) | If audience in familiar setting performance helped <ul style="list-style-type: none"> • +ve – 'homefield' advantage • -ve disadvantage if away/unfamiliar/hostile environment. | 8. (evaluation apprehension) | Anxiety raised by being judged/perceived judgement of others <ul style="list-style-type: none"> • -ve – evaluation apprehension depends on the nature of the audience/who is in the audience • +ve could be positive by raising determination/motivation. | 9. (proximity) | Proximity of the audience/how close the crowd are to the player | 20 | |
| 1. (Arousal) | Arousal/drive/anxiety increased/over-aroused <ul style="list-style-type: none"> • +ve because it heightens your readiness/psychs you up • -ve because it causes errors in skills and judgements. | | | | | | | | | | | | | | | | | | | | |
| 2. (Dominant response/ programmes) | Dominant response/habit more likely to occur <ul style="list-style-type: none"> • learned responses automatic/motor programmes are run. | | | | | | | | | | | | | | | | | | | | |
| 3. (skill variable +ve) | +ve – if the performer is highly skilled more likely to be helpful <ul style="list-style-type: none"> • well learned/stronger/elite then correct dominant response produced • can lead to mastery orientation. | | | | | | | | | | | | | | | | | | | | |
| 4. (skill variable – ve) | <ul style="list-style-type: none"> • -ve – if the performer is a novice then more likely to hinder • weaker players/novices then performance deteriorates/incorrect dominant response • can lead to learned helplessness. | | | | | | | | | | | | | | | | | | | | |
| 5. (personality variable- extroverts) | +ve – Extroverts likely to perform better with an audience <ul style="list-style-type: none"> • Reticular activating system (RAS) favours extroverts when audience present. | | | | | | | | | | | | | | | | | | | | |
| 6. (personality variable- introverts) | -ve – Introverts likely to perform worse with audience present RAS does not favour introverts | | | | | | | | | | | | | | | | | | | | |
| 7. (environment – home/away) | If audience in familiar setting performance helped <ul style="list-style-type: none"> • +ve – 'homefield' advantage • -ve disadvantage if away/unfamiliar/hostile environment. | | | | | | | | | | | | | | | | | | | | |
| 8. (evaluation apprehension) | Anxiety raised by being judged/perceived judgement of others <ul style="list-style-type: none"> • -ve – evaluation apprehension depends on the nature of the audience/who is in the audience • +ve could be positive by raising determination/motivation. | | | | | | | | | | | | | | | | | | | | |
| 9. (proximity) | Proximity of the audience/how close the crowd are to the player | | | | | | | | | | | | | | | | | | | | |

| Question | Answer | Marks | Guidance |
|--|---|-------|----------|
| | <ul style="list-style-type: none"> • If audience is closer then arousal is higher can be +ve or -Ve depending on other variables eg task/ability/personality. | | |
| 10. (distractions/ size of crowd) | <ul style="list-style-type: none"> -ve – Distractions caused by audience • widening of attentional focus • utilisation of too many cues +ve – Distraction can help us cope/deal with stress. | | |
| 11. (attention narrowing) | <ul style="list-style-type: none"> +ve Attention narrows for those who are used to audiences or those with high levels of ability • could make performer even more determined or motivated to concentrate/utilise cues more effectively • (optimum) cue utilisation. | | |
| 12. (task variable) | <p>Depends on nature of the task</p> <ul style="list-style-type: none"> • +ve – gross/dynamic/simple skills helped • fine/complex skills hindered. | | |
| Describe the strategies to combat the effects of social inhibition..... | | | |
| 13. | <p>Selective attention or increasing concentration</p> <ul style="list-style-type: none"> • Narrowing your attention/attentional focus • Blocking out distractions or taking account of distractions and then dismissing them. <p>eg a gymnast concentrating on the vault before her run up</p> | | |
| 14. | <p>Use somatic/physical relaxation</p> <ul style="list-style-type: none"> • to lower arousal/calm down. <p>eg a sprinter tells himself to be clam before he is called to the blocks</p> | | |
| 15. | <p>Use cognitive/mental techniques</p> <ul style="list-style-type: none"> • to lower arousal/calm down. <p>eg a volleyball player focuses on trying to stay calm before the game.</p> <ul style="list-style-type: none"> • decrease event importance | | |
| 16. | <p>Progressive relaxation techniques to relax body and therefore mind.</p> <ul style="list-style-type: none"> • Relaxing one major muscle group at a time • Being aware of the tension and then experiencing its loss. <p>eg a hockey player carries out progressive relaxation technique of tensing and relaxing muscles</p> | | |

| Question | Answer | Marks | Guidance |
|----------|--|-------|----------|
| | 17. Imagery/visualisation <ul style="list-style-type: none"> • escaping in your mind/thinking of something else to/meditation to take mind away from cue/stimuli that creates anxiety • Imagining or visualising success. eg a weightlifter picturing lifting a personal best weight | | |
| | 18. Negative thought-stopping / positive thinking <ul style="list-style-type: none"> • reasoning with oneself that there is nothing to worry about. eg a high jump athlete stopping any thoughts of failing the next jump | | |
| | 19. Mental rehearsal <ul style="list-style-type: none"> • imagining actual movement to calm to lower arousal/calm down. eg a footballer going through in his mind the direction of his penalty kick | | |
| | 20. Walk away/removing oneself from the audience <ul style="list-style-type: none"> • physically distancing oneself to escape cues/stimuli of audience. eg a substitute football player warming up away from the crowd | | |
| | 21. Goal setting (that is SMART) <ul style="list-style-type: none"> • can help to manage anxiety • strategies to cope with an audience. eg an athlete setting a goal of ignoring the audience throughout the race | | |
| | 22. Practising in front of an audience <ul style="list-style-type: none"> • Getting an audience to evaluate/applaud/boo etc. eg a hockey player practicing a penalty flick with an audience behind the goal | | |
| | 23. Thorough learning of skills <ul style="list-style-type: none"> • overlearning/grooving • autonomous | | |

Section B2 Biomechanics

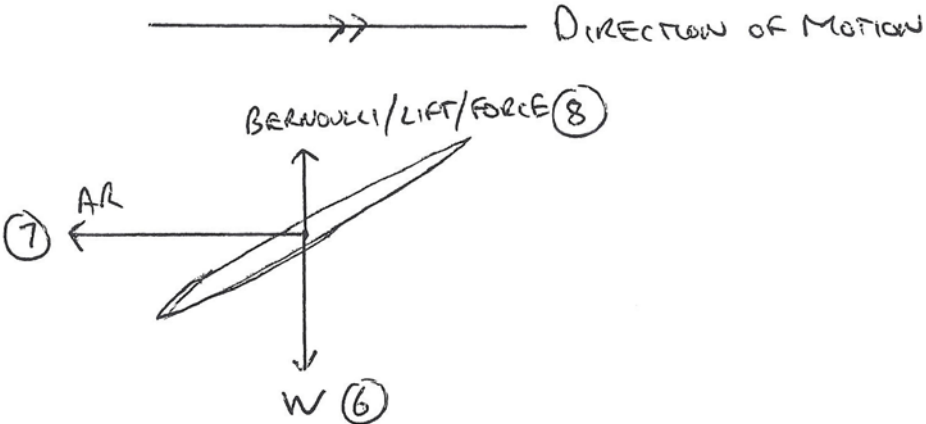
| Question | | Answer | Marks | Guidance | | | | | | | | | | | | |
|-----------------------|--|---|--------------|--|-----------|--|-------------------|--------------------------|-------------------|--|-----------------------|---------------------------------|------------|--|---|--|
| 4 | (a) | <p>The inertia of a moving object.</p> <p>4 marks for 4 of:</p> <table border="1"> <tbody> <tr> <td>1. (Inertia)</td> <td>Reluctance/resistance of a body to change its state of motion.</td> </tr> <tr> <td>2. (mass)</td> <td>Depends on the mass of the body/bigger the mass the greater the inertia.</td> </tr> <tr> <td>3. (acceleration)</td> <td>Resistance to accelerate</td> </tr> <tr> <td>4. (deceleration)</td> <td>Resistance to decelerate/stop when moving.</td> </tr> <tr> <td>5. (change direction)</td> <td>Resistance to change direction.</td> </tr> <tr> <td>6. (force)</td> <td>The larger the inertia of a body the greater the force required to change its state of motion.</td> </tr> </tbody> </table> | 1. (Inertia) | Reluctance/resistance of a body to change its state of motion. | 2. (mass) | Depends on the mass of the body/bigger the mass the greater the inertia. | 3. (acceleration) | Resistance to accelerate | 4. (deceleration) | Resistance to decelerate/stop when moving. | 5. (change direction) | Resistance to change direction. | 6. (force) | The larger the inertia of a body the greater the force required to change its state of motion. | 4 | |
| 1. (Inertia) | Reluctance/resistance of a body to change its state of motion. | | | | | | | | | | | | | | | |
| 2. (mass) | Depends on the mass of the body/bigger the mass the greater the inertia. | | | | | | | | | | | | | | | |
| 3. (acceleration) | Resistance to accelerate | | | | | | | | | | | | | | | |
| 4. (deceleration) | Resistance to decelerate/stop when moving. | | | | | | | | | | | | | | | |
| 5. (change direction) | Resistance to change direction. | | | | | | | | | | | | | | | |
| 6. (force) | The larger the inertia of a body the greater the force required to change its state of motion. | | | | | | | | | | | | | | | |

| Question | | Answer | Marks | Guidance | |
|----------|-----|--------------------------------|-------|-------------------|---|
| | (b) | Impulse (sub max 3) | 5 | Do not accept N/s | |
| | | 1. (Definition) | | | Impulse = Force x time/Ft/change in momentum/mv – mu |
| | | 2. | | | Impulse = 400 x 0.1 |
| | | 3. | | | 40 Ns (Units must correct) |
| | | Explanation (sub max 3) | | | |
| | | 4. | | | Fielder will draw hands backwards at the instant of contact /cushion the ball/softening catch |
| | | 5. | | | Extending time it takes to stop the ball. |
| | | 6. | | | This reduces force applied to the hands by the ball. |
| | | 7. | | | Makes it less likely for the ball to bounce out of the fielder's hands. |

| Question | Answer | Marks | Guidance | | | | | | | | | | | | | | | | | | |
|---------------------------|---|---------------------|---|-----------------------|--|------------|--|------------|--------------------------------|------------|----------------------|-------------|---|-------------|---|---------------------------|--------------------------------|---------------------------|---|---|---|
| (c) | <p>Define the analogue of Newton's First Law of Motion. Explain how a figure skater controls angular velocity when performing a multiple spin about the longitudinal axis. (6)</p> <p>Definition (sub max 1)</p> <table border="1" data-bbox="331 379 1599 485"> <tr> <td data-bbox="331 379 808 485">1. (Analogue of N1)</td> <td data-bbox="808 379 1599 485">A body will (rotate) with constant <u>angular momentum</u> unless acted upon by an external torque/moment/angular force.</td> </tr> </table> <p>Explanation (sub max 5)</p> <table border="1" data-bbox="331 520 1599 970"> <tr> <td data-bbox="331 520 808 587">2. (Angular momentum)</td> <td data-bbox="808 520 1599 587">Angular momentum = Moment of Inertia x Angular Velocity/AM = $I\omega$</td> </tr> <tr> <td data-bbox="331 587 808 692">3. (Start)</td> <td data-bbox="808 587 1599 692">Angular momentum is generated at the start when an external torque/off centre force is applied to the skater by the ice.</td> </tr> <tr> <td data-bbox="331 692 808 727">4. (Start)</td> <td data-bbox="808 692 1599 727">Arms / leg out to give high MI</td> </tr> <tr> <td data-bbox="331 727 808 762">5. (Start)</td> <td data-bbox="808 727 1599 762">Low angular velocity</td> </tr> <tr> <td data-bbox="331 762 808 829">6. (During)</td> <td data-bbox="808 762 1599 829">Narrower body position or arms / legs brought in to reduce MI</td> </tr> <tr> <td data-bbox="331 829 808 865">7. (During)</td> <td data-bbox="808 829 1599 865">Increases angular velocity/spins faster</td> </tr> <tr> <td data-bbox="331 865 808 900">8. (Just before stopping)</td> <td data-bbox="808 865 1599 900">Arms / legs out to increase MI</td> </tr> <tr> <td data-bbox="331 900 808 970">9. (Just before stopping)</td> <td data-bbox="808 900 1599 970">Reduce angular velocity to prevent over rotation when stopping / land safely / more controlled finish</td> </tr> </table> | 1. (Analogue of N1) | A body will (rotate) with constant <u>angular momentum</u> unless acted upon by an external torque/moment/angular force. | 2. (Angular momentum) | Angular momentum = Moment of Inertia x Angular Velocity/AM = $I\omega$ | 3. (Start) | Angular momentum is generated at the start when an external torque/off centre force is applied to the skater by the ice. | 4. (Start) | Arms / leg out to give high MI | 5. (Start) | Low angular velocity | 6. (During) | Narrower body position or arms / legs brought in to reduce MI | 7. (During) | Increases angular velocity/spins faster | 8. (Just before stopping) | Arms / legs out to increase MI | 9. (Just before stopping) | Reduce angular velocity to prevent over rotation when stopping / land safely / more controlled finish | 6 | <p>Graphs may show pt 5 and 7 with correct axes labelled</p> |
| 1. (Analogue of N1) | A body will (rotate) with constant <u>angular momentum</u> unless acted upon by an external torque/moment/angular force. | | | | | | | | | | | | | | | | | | | | |
| 2. (Angular momentum) | Angular momentum = Moment of Inertia x Angular Velocity/AM = $I\omega$ | | | | | | | | | | | | | | | | | | | | |
| 3. (Start) | Angular momentum is generated at the start when an external torque/off centre force is applied to the skater by the ice. | | | | | | | | | | | | | | | | | | | | |
| 4. (Start) | Arms / leg out to give high MI | | | | | | | | | | | | | | | | | | | | |
| 5. (Start) | Low angular velocity | | | | | | | | | | | | | | | | | | | | |
| 6. (During) | Narrower body position or arms / legs brought in to reduce MI | | | | | | | | | | | | | | | | | | | | |
| 7. (During) | Increases angular velocity/spins faster | | | | | | | | | | | | | | | | | | | | |
| 8. (Just before stopping) | Arms / legs out to increase MI | | | | | | | | | | | | | | | | | | | | |
| 9. (Just before stopping) | Reduce angular velocity to prevent over rotation when stopping / land safely / more controlled finish | | | | | | | | | | | | | | | | | | | | |

| | |
|--|---|
| (d)* Levels of Response : Draw a free body diagram.....Explain the shape of the flight path for each of the projectiles..... | |
| Level 4 (18–20 marks) A comprehensive answer: <ul style="list-style-type: none"> • detailed knowledge & excellent understanding • detailed analysis and excellent critical evaluation • well-argued, independent opinion and judgements which are well supported by relevant practical examples • very accurate use of technical and specialist vocabulary • high standard of written communication throughout. | At Level 4 responses <u>are likely</u> to include: <ul style="list-style-type: none"> • Explanation of the three flight paths shows excellent understanding • Detailed knowledge and excellent understanding of Magnus and Bernoulli effect demonstrated • accurate free body diagrams showing all forces acting during flight • Excellent understanding of consequences of forces for three flight paths. |
| Level 3 (13–17 marks) A competent answer: <ul style="list-style-type: none"> • good knowledge and clear understanding • good analysis and critical evaluation • independent opinions and judgements will be present but may not always be supported by relevant practical examples • generally accurate use of technical and specialist vocabulary • written communication is generally fluent with few errors. | At Level 3 responses <u>are likely</u> to include: <ul style="list-style-type: none"> • Explanation of the three flight paths shows a clear understanding • good knowledge and clear understanding of Magnus and Bernoulli effect demonstrated • Free body diagrams show all forces but there may be some inaccuracies • clear understanding of consequences of forces for at least two of the flight paths. |
| Level 2 (8–12 marks) A limited answer: <ul style="list-style-type: none"> • limited knowledge and understanding • some evidence of analysis and critical evaluation • opinion and judgement given but often unsupported by relevant practical examples • technical and specialist vocabulary used with limited success • written communication lacks fluency and contains errors. | At Level 2 responses <u>are likely</u> to include: <ul style="list-style-type: none"> • Explanation of the flight paths shows limited knowledge and/or understanding • Limited knowledge and understanding of Magnus and Bernoulli demonstrated • free body diagrams attempted but incomplete or with inaccuracies • limited understanding of consequences of forces |
| Level 1 (0–7 marks) A basic answer: <ul style="list-style-type: none"> • basic knowledge and little understanding • little relevant analysis or critical evaluation • little or no attempt to give opinion or judgement • little or no attempt to use technical and specialist vocabulary • errors in written communication will be intrusive. | At Level 1 responses <u>are likely</u> to include: <ul style="list-style-type: none"> • Explanation of the flight path(s) shows basic knowledge and/or understanding • An attempt at free body diagrams • basic knowledge and/or understanding of consequence of forces |

| Question | Answer | Marks | Guidance |
|----------|--|-------|----------|
| (d)* | <p>Indicative Content: (Draw a free body diagram.....Explain the shape of the flight path for each of the projectiles.....)</p> <p>Free Body Diagram X (Ball with topspin)</p> <p>A hand-drawn diagram for a ball with topspin. At the top, a curved arrow labeled 'DIRECTION OF SPIN' points clockwise. To its right, a horizontal arrow labeled 'DIRECTION OF MOTION' points to the right. Below these is a circle representing the ball. A horizontal arrow labeled '(2) AR' points to the left from the center of the ball. A vertical arrow labeled '(1) W (MAGNUS) FORCE (3)' points downwards from the center of the ball.</p> <p>Free Body Diagram Y (Shot)</p> <p>A hand-drawn diagram for a shot. At the top, a horizontal arrow labeled 'DIRECTION OF MOTION' points to the right. Below it is a circle representing the shot. A horizontal arrow labeled '(5) AR' points to the left from the center of the shot. A vertical arrow labeled 'W (4)' points downwards from the center of the shot.</p> | 20 | |

| Question | Answer | Marks | Guidance | | | | | | | | | | | | | | | | | | | | | | |
|--------------------------------|--|--------------------------------|---------------------------------|----|--|----|---|-------------------|---------------------------------|----|--|----------------------|---------------------------------|----|--|----|--|--------------------------|--------------------------|----------------------|--|-----|---|--|--|
| | <p>Free Body Diagram Z (Javelin)</p>  <p>Free body diagrams</p> <table border="1" data-bbox="376 853 1594 1415"> <tbody> <tr> <td>1. (FBD X – ball with topspin)</td> <td>Weight acting downwards from CM</td> </tr> <tr> <td>2.</td> <td>Air resistance acting from CM opposite direction of motion</td> </tr> <tr> <td>3.</td> <td>Magnus force acting downwards from CM/surface of ball</td> </tr> <tr> <td>4. (FBD Y – shot)</td> <td>Weight acting downwards from CM</td> </tr> <tr> <td>5.</td> <td>Air resistance acting from CM opposite direction of motion <u>and</u> significantly smaller than weight.</td> </tr> <tr> <td>6. (FBD Z – javelin)</td> <td>Weight acting downwards from CM</td> </tr> <tr> <td>7.</td> <td>Air resistance acting from CM opposite direction of motion</td> </tr> <tr> <td>8.</td> <td></td> </tr> <tr> <td>Explanation of FP</td> <td>Ball with topspin</td> </tr> <tr> <td>9. (Top of the ball)</td> <td>Top surface of ball is travelling in opposite direction to airflow. <ul style="list-style-type: none"> • Air travels shorter distance over top of ball. </td> </tr> <tr> <td>10.</td> <td>Air decelerates/travels slower <ul style="list-style-type: none"> • Creates high pressure above ball </td> </tr> </tbody> </table> | 1. (FBD X – ball with topspin) | Weight acting downwards from CM | 2. | Air resistance acting from CM opposite direction of motion | 3. | Magnus force acting downwards from CM/surface of ball | 4. (FBD Y – shot) | Weight acting downwards from CM | 5. | Air resistance acting from CM opposite direction of motion <u>and</u> significantly smaller than weight. | 6. (FBD Z – javelin) | Weight acting downwards from CM | 7. | Air resistance acting from CM opposite direction of motion | 8. | | Explanation of FP | Ball with topspin | 9. (Top of the ball) | Top surface of ball is travelling in opposite direction to airflow. <ul style="list-style-type: none"> • Air travels shorter distance over top of ball. | 10. | Air decelerates/travels slower <ul style="list-style-type: none"> • Creates high pressure above ball | | |
| 1. (FBD X – ball with topspin) | Weight acting downwards from CM | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. | Air resistance acting from CM opposite direction of motion | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. | Magnus force acting downwards from CM/surface of ball | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. (FBD Y – shot) | Weight acting downwards from CM | | | | | | | | | | | | | | | | | | | | | | | | |
| 5. | Air resistance acting from CM opposite direction of motion <u>and</u> significantly smaller than weight. | | | | | | | | | | | | | | | | | | | | | | | | |
| 6. (FBD Z – javelin) | Weight acting downwards from CM | | | | | | | | | | | | | | | | | | | | | | | | |
| 7. | Air resistance acting from CM opposite direction of motion | | | | | | | | | | | | | | | | | | | | | | | | |
| 8. | | | | | | | | | | | | | | | | | | | | | | | | | |
| Explanation of FP | Ball with topspin | | | | | | | | | | | | | | | | | | | | | | | | |
| 9. (Top of the ball) | Top surface of ball is travelling in opposite direction to airflow. <ul style="list-style-type: none"> • Air travels shorter distance over top of ball. | | | | | | | | | | | | | | | | | | | | | | | | |
| 10. | Air decelerates/travels slower <ul style="list-style-type: none"> • Creates high pressure above ball | | | | | | | | | | | | | | | | | | | | | | | | |

| Question | Answer | Marks | Guidance |
|----------|--|-------|----------|
| | 11. (Underneath the ball) Bottom surface of ball is travelling in same direction as airflow. • Air travels further underneath ball. | | |
| | 12. Air accelerates/travels faster • Creates low pressure underneath ball. | | |
| | 13. High to low pressure gradient • Causes downwards force to act on ball • Aiding the effect of weight. | | |
| | 14. (Consequence) Causes ball to dip in flight • Shortening flight path of ball. • Causes non parabolic / asymmetrical flight path | | |
| | 15. (Shot – forces) Weight is dominant force. • As mass of shot is big. | | |
| | 16. Air resistance is negligible • As shot travels slowly. | | |
| | 17. (Consequence) Shot follows a (nearly) parabolic/symmetrical flight path | | |
| | 18. Javelin Javelin assumes an aerofoil shape • Most efficient shape that can generate lift while at the same time minimise air resistance. | | |
| | 19. Creates an angle of attack to airflow/the horizontal • Lift force will increase as angle of attack increases up to a certain point/about 17degrees. | | |
| | 20. Air travels further over the top of the javelin • So air travels faster over the top | | |
| | 21. This creates a low pressure over the top • Thus creating a high to low pressure gradient upwards. • Creating a lift force/Bernoulli effect upwards. | | |
| | 22. (Consequence) Causing the javelin to hang in flight • Increasing the distance travelled • Reducing the effect of weight. | | |

| Question | | Answer | Marks | Guidance | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|--|------------------|----------------|-----------------------|---------------------|----------------------|---|-----------|---|-----------------------|---|------------------------------------|---|---|--|-----------------|------------------------|------------------|--|---------------------------------|--------------------|------------------------------------|--|------------|---|--|
| 5 | (a) | <p>Identify two types of strength. Describe a method used to evaluate each type</p> <p>4 marks max</p> <table border="1"> <thead> <tr> <th>Type of strength</th> <th>Name of method</th> <th>Description of method</th> </tr> </thead> <tbody> <tr> <td rowspan="2">1. dynamic strength</td> <td>(wingate cycle test)</td> <td rowspan="2">2. 30 sec max cycle test/pedals against a resistance as a %/75g per kg of body weight/ Running-based anaerobic sprint/ Repeated timed sprints</td> </tr> <tr> <td>RAST test</td> </tr> <tr> <td rowspan="2">3. Explosive/ elastic strength (legs)</td> <td>(vertical/broad jump)</td> <td rowspan="2">4. Vertical/forward standing measured jump As wingate cycle test above Flying start hop test over 25m</td> </tr> <tr> <td>Wingate cycle test 25m hop test</td> </tr> <tr> <td rowspan="2">5. Strength endurance (abdominal) (arm strength)</td> <td>(abdominal conditioning/curl/sit up test)</td> <td rowspan="2">6. Timed progressive sit up test to a beep (to exhaustion) Press-ups/ sit-ups in a set amount of time (to exhaustion)</td> </tr> <tr> <td>(press up test)</td> </tr> <tr> <td rowspan="2">7. Maximum strength</td> <td>(1 RM/1 rep max)</td> <td rowspan="2">8. Any resistance exercise that the performer can only lift once/1RM Squeeze a handle as hard as possible & record reading</td> </tr> <tr> <td>Leg or Hand Grip dynamometer</td> </tr> <tr> <td rowspan="2">9. Static strength</td> <td>(any named eg) isometric squats</td> <td rowspan="2">10. Any eg of applying a force against a resistance while held still/isometric contraction</td> </tr> <tr> <td>frog stand</td> </tr> </tbody> </table> | Type of strength | Name of method | Description of method | 1. dynamic strength | (wingate cycle test) | 2. 30 sec max cycle test/pedals against a resistance as a %/75g per kg of body weight/ Running-based anaerobic sprint/ Repeated timed sprints | RAST test | 3. Explosive/ elastic strength (legs) | (vertical/broad jump) | 4. Vertical/forward standing measured jump As wingate cycle test above Flying start hop test over 25m | Wingate cycle test 25m hop test | 5. Strength endurance (abdominal) (arm strength) | (abdominal conditioning/curl/sit up test) | 6. Timed progressive sit up test to a beep (to exhaustion) Press-ups/ sit-ups in a set amount of time (to exhaustion) | (press up test) | 7. Maximum strength | (1 RM/1 rep max) | 8. Any resistance exercise that the performer can only lift once/1RM Squeeze a handle as hard as possible & record reading | Leg or Hand Grip dynamometer | 9. Static strength | (any named eg) isometric squats | 10. Any eg of applying a force against a resistance while held still/isometric contraction | frog stand | 4 | <p>2 marks for 2 correct types of strength (odd numbers)</p> <p>2 marks for 2 named descriptions (even numbers)</p> <p>NB/Accept any other appropriate/or comparable test that is named and described</p> |
| Type of strength | Name of method | Description of method | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. dynamic strength | (wingate cycle test) | 2. 30 sec max cycle test/pedals against a resistance as a %/75g per kg of body weight/ Running-based anaerobic sprint/ Repeated timed sprints | | | | | | | | | | | | | | | | | | | | | | | | | |
| | RAST test | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Explosive/ elastic strength (legs) | (vertical/broad jump) | 4. Vertical/forward standing measured jump As wingate cycle test above Flying start hop test over 25m | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Wingate cycle test 25m hop test | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5. Strength endurance (abdominal) (arm strength) | (abdominal conditioning/curl/sit up test) | 6. Timed progressive sit up test to a beep (to exhaustion) Press-ups/ sit-ups in a set amount of time (to exhaustion) | | | | | | | | | | | | | | | | | | | | | | | | | |
| | (press up test) | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7. Maximum strength | (1 RM/1 rep max) | 8. Any resistance exercise that the performer can only lift once/1RM Squeeze a handle as hard as possible & record reading | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Leg or Hand Grip dynamometer | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9. Static strength | (any named eg) isometric squats | 10. Any eg of applying a force against a resistance while held still/isometric contraction | | | | | | | | | | | | | | | | | | | | | | | | | |
| | frog stand | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Question | Answer | Marks | Guidance | | |
|--|--|-------------------------------|-------------------------------|---|---|
| (b) | 5 marks max Sub max 4 for both evaluation and recommendation | 5 | | | |
| | <table border="1"> <tr> <td data-bbox="344 277 728 317"></td> <td data-bbox="728 277 1520 317">Sub max 4 for evaluation & recommendations</td> </tr> </table> | | | | Sub max 4 for evaluation & recommendations |
| | | | | Sub max 4 for evaluation & recommendations | |
| | 1. (Evaluation) | | | Protein levels good/within recommended guidelines | |
| | 2. (Evaluation) | | | Fat % too high/above recommended guidelines | |
| | 3. (Evaluation) | | | CHO % too low/below recommended guidelines. | |
| | | | | | |
| | 4. (Recommendation) | | | 15% Protein/maintain protein intake | |
| | 5. (Recommendation) | | | Less than 45% fats/lipids/decrease fat intake | |
| | 6. (Recommendation) | | | More than 40% CHO's/carbohydrates/increase CHO intake | |
| 7. (Recommendation) | Follow a balanced diet | | | | |
| 8. contrast for elite endurance performer | <table border="1"> <tr> <td data-bbox="344 671 728 711"></td> <td data-bbox="728 671 1520 711">Sub max 1 for contrast</td> </tr> </table> | | Sub max 1 for contrast | | |
| | | Sub max 1 for contrast | | | |
| 10–15% more/increased CHO's/carbohydrates intake / carbo-loading | | | | | |

| Question | Answer | Marks | Guidance | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-----------------|---|---------------|----------|--------|---|-----------------|---|-------------|--|--------|--|-----------------|---------------------------|--------------|--|--------|---|-----------------|---|----|--|----|--|----|---|----|------------------------|----|-------------------------------|----|--|-----|---|---|--|
| (c) | <p>(Define the terms energy, work and power and identify a unit of measurement for each).</p> <p>6 marks max :</p> <p>Definition and unit of measure (Sub max 3)</p> <table border="1" data-bbox="331 360 1599 746"> <tr> <td colspan="2">ENERGY</td> </tr> <tr> <td>1. def</td> <td>Ability to perform work or put mass into motion</td> </tr> <tr> <td>Unit of measure</td> <td>Joules/J/Kilojoules/KJ/calories/Kilocalories/Kcal</td> </tr> <tr> <td colspan="2">WORK</td> </tr> <tr> <td>2. def</td> <td>When a force is applied to a body or object to move it a set distance/W=force (N) x distance (m)</td> </tr> <tr> <td>Unit of measure</td> <td>Joules/J/Newton metres/Nm</td> </tr> <tr> <td colspan="2">POWER</td> </tr> <tr> <td>3. def</td> <td>Rate at which work can be done or P= force x distance divided by time or work divided by time or power = force x velocity</td> </tr> <tr> <td>Unit of measure</td> <td>watts/W or Joules per second or Js-1 or Nms-1</td> </tr> </table> <p>Explain role of ATP (Sub max 3)</p> <table border="1" data-bbox="331 879 1599 1310"> <tr> <td>4.</td> <td>The only usable form of energy in the human body/energy currency that powers all forms of biological work</td> </tr> <tr> <td>5.</td> <td>high energy phosphate compound/the phosphate bonds are high energy bonds/a store of potential energy</td> </tr> <tr> <td>6.</td> <td>When the phosphate bond is broken energy is released/ATP is broken down to release energy/ ATP → ADP + P + ENERGY</td> </tr> <tr> <td>7.</td> <td>An exothermic reaction</td> </tr> <tr> <td>8.</td> <td>Facilitating enzyme is ATPase</td> </tr> <tr> <td>9.</td> <td>Can be resynthesised (via the energy systems/with or without oxygen)</td> </tr> <tr> <td>10.</td> <td>The breakdown and resynthesis of ATP is a reversible reaction or ATP ⇌ ADP + P + ENERGY</td> </tr> </table> | ENERGY | | 1. def | Ability to perform work or put mass into motion | Unit of measure | Joules/J/Kilojoules/KJ/calories/Kilocalories/Kcal | WORK | | 2. def | When a force is applied to a body or object to move it a set distance/W=force (N) x distance (m) | Unit of measure | Joules/J/Newton metres/Nm | POWER | | 3. def | Rate at which work can be done or P= force x distance divided by time or work divided by time or power = force x velocity | Unit of measure | watts/W or Joules per second or Js-1 or Nms-1 | 4. | The only usable form of energy in the human body/energy currency that powers all forms of biological work | 5. | high energy phosphate compound/the phosphate bonds are high energy bonds/a store of potential energy | 6. | When the phosphate bond is broken energy is released/ATP is broken down to release energy/ ATP → ADP + P + ENERGY | 7. | An exothermic reaction | 8. | Facilitating enzyme is ATPase | 9. | Can be resynthesised (via the energy systems/with or without oxygen) | 10. | The breakdown and resynthesis of ATP is a reversible reaction or ATP ⇌ ADP + P + ENERGY | 6 | <p><u>Must have definition and a unit of measure for 1 mark</u></p> |
| ENERGY | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. def | Ability to perform work or put mass into motion | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Unit of measure | Joules/J/Kilojoules/KJ/calories/Kilocalories/Kcal | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| WORK | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. def | When a force is applied to a body or object to move it a set distance/W=force (N) x distance (m) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Unit of measure | Joules/J/Newton metres/Nm | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| POWER | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. def | Rate at which work can be done or P= force x distance divided by time or work divided by time or power = force x velocity | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Unit of measure | watts/W or Joules per second or Js-1 or Nms-1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. | The only usable form of energy in the human body/energy currency that powers all forms of biological work | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5. | high energy phosphate compound/the phosphate bonds are high energy bonds/a store of potential energy | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6. | When the phosphate bond is broken energy is released/ATP is broken down to release energy/ ATP → ADP + P + ENERGY | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7. | An exothermic reaction | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8. | Facilitating enzyme is ATPase | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9. | Can be resynthesised (via the energy systems/with or without oxygen) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10. | The breakdown and resynthesis of ATP is a reversible reaction or ATP ⇌ ADP + P + ENERGY | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | |
|---|---|
| <p>(d)* Levels of Response: (Define flexibility.....Explain factors affecting flexibility.....critically evaluate different types of flexibility training)....</p> | |
| <p>Level 4 (18–20 marks) A comprehensive answer:</p> <ul style="list-style-type: none"> • detailed knowledge & excellent understanding • detailed analysis and excellent critical evaluation • well-argued, independent opinion and judgements which are well supported by relevant practical examples • very accurate use of technical and specialist vocabulary • high standard of written communication throughout. | <p>At Level 4 responses <u>are likely</u> to include:</p> <ul style="list-style-type: none"> • An accurate definition and excellent understanding and explanation of factors affecting flexibility supported by relevant practical examples • excellent understanding of at least three types of training • Excellent critical evaluation; likely to include judgements relating to different types and practical application of use. |
| <p>Level 3 (13–17 marks) A competent answer:</p> <ul style="list-style-type: none"> • good knowledge and clear understanding • good analysis and critical evaluation • independent opinions and judgements will be present but may not always be supported by relevant practical examples • generally accurate use of technical and specialist vocabulary • written communication is generally fluent with few errors. | <p>At Level 3 responses <u>are likely</u> to include:</p> <ul style="list-style-type: none"> • A generally accurate definition and clear understanding and explanation of factors affecting flexibility supported by relevant practical examples • clear understanding of at least three types of training • good critical evaluation; likely to include judgements relating to different types and practical application of use at the top of this level |
| <p>Level 2 (8–12 marks) A limited answer:</p> <ul style="list-style-type: none"> • limited knowledge and understanding • some evidence of analysis and critical evaluation • opinion and judgement given but often unsupported by relevant practical examples • technical and specialist vocabulary used with limited success • written communication lacks fluency and contains errors. | <p>At Level 2 responses <u>are likely</u> to include:</p> <ul style="list-style-type: none"> • a definition which is likely to be less than entirely accurate and limited understanding of factors affecting flexibility; May be unsupported by relevant practical examples • limited understanding of different types of training • Some evidence of critical evaluation but likely to be mainly descriptive |
| <p>Level 1 (0–7 marks) A basic answer:</p> <ul style="list-style-type: none"> • basic knowledge and little understanding • little relevant analysis or critical evaluation • little or no attempt to give opinion or judgement • little or no attempt to use technical and specialist vocabulary • errors in written communication will be intrusive. | <p>At Level 1 responses responses <u>are likely</u> to include:</p> <ul style="list-style-type: none"> • A definition which lacks accuracy and little understanding of factors which affect flexibility; unlikely to be supported with practical examples • basic knowledge and/or understanding of different types of training • little relevant critical evaluation; |

| Question | Answer | Marks | Guidance | | | | | | | | | | | | | | |
|---|--|-----------------------------|--|-------------------|--|---------------|---|-----------------------------------|---|---|---|--------------------|---|------------------------|---|----|---|
| (d)* | <p>Indicative content Define flexibility.....Explain factors affecting flexibility.....critically evaluate different types of flexibility training)....</p> <table border="1" data-bbox="376 312 1576 1407"> <tr> <td data-bbox="376 312 748 346">1. (Flexibility definition)</td> <td data-bbox="748 312 1576 730"> <p>Range of motion around/possible at a joint/series of joints</p> <p>Dynamic Flexibility</p> <ul style="list-style-type: none"> • RoM taking into account the speed of movement/reflects a joints resistance to movement • Eg performing a straddle jump at speed. <p>Static Flexibility</p> <ul style="list-style-type: none"> • RoM at a joint without taking into account the speed of movement/maximum static RoM tissues will allow with an external force • Eg when holding still any static stretch • Static flexibility a prerequisite/essential to dynamic flexibility. </td> </tr> <tr> <td colspan="2" data-bbox="376 730 1576 767">Factors affecting</td> </tr> <tr> <td data-bbox="376 767 748 836">2. Joint type</td> <td data-bbox="748 767 1576 836"> <ul style="list-style-type: none"> • Eg ball and socket joint has a wider RoM/planes of movement than a hinge joint. </td> </tr> <tr> <td data-bbox="376 836 748 946">3. Joint shape/articulating bones</td> <td data-bbox="748 836 1576 946"> <ul style="list-style-type: none"> • Shallow socket of shoulder increases RoM/decreases stability • Deep socket of Hip decreases RoM/increases stability. </td> </tr> <tr> <td data-bbox="376 946 748 1265">4. Elasticity/length of surrounding connective tissues</td> <td data-bbox="748 946 1576 1265"> <ul style="list-style-type: none"> • All points below increase RoM/flexibility if increased • Elasticity/length of surrounding muscles • Elasticity/length of surrounding tendons • Elasticity/length of surrounding ligaments • Strength of opposing muscle group • Elasticity of Epi/peri/endo-mysium of muscles/fascia joint capsule • Nerves/Muscle spindle activation point before initiating stretch reflex. </td> </tr> <tr> <td data-bbox="376 1265 748 1334">5. Muscle/fat mass</td> <td data-bbox="748 1265 1576 1334"> <ul style="list-style-type: none"> • Excessive muscle/fat mass can decreases RoM. • Eg body builders/rugby players at the shoulder. </td> </tr> <tr> <td data-bbox="376 1334 748 1407">6. Temperature/viscous</td> <td data-bbox="748 1334 1576 1407"> <ul style="list-style-type: none"> • warmer internal muscles/connective tissues increase elasticity/RoM. </td> </tr> </table> | 1. (Flexibility definition) | <p>Range of motion around/possible at a joint/series of joints</p> <p>Dynamic Flexibility</p> <ul style="list-style-type: none"> • RoM taking into account the speed of movement/reflects a joints resistance to movement • Eg performing a straddle jump at speed. <p>Static Flexibility</p> <ul style="list-style-type: none"> • RoM at a joint without taking into account the speed of movement/maximum static RoM tissues will allow with an external force • Eg when holding still any static stretch • Static flexibility a prerequisite/essential to dynamic flexibility. | Factors affecting | | 2. Joint type | <ul style="list-style-type: none"> • Eg ball and socket joint has a wider RoM/planes of movement than a hinge joint. | 3. Joint shape/articulating bones | <ul style="list-style-type: none"> • Shallow socket of shoulder increases RoM/decreases stability • Deep socket of Hip decreases RoM/increases stability. | 4. Elasticity/length of surrounding connective tissues | <ul style="list-style-type: none"> • All points below increase RoM/flexibility if increased • Elasticity/length of surrounding muscles • Elasticity/length of surrounding tendons • Elasticity/length of surrounding ligaments • Strength of opposing muscle group • Elasticity of Epi/peri/endo-mysium of muscles/fascia joint capsule • Nerves/Muscle spindle activation point before initiating stretch reflex. | 5. Muscle/fat mass | <ul style="list-style-type: none"> • Excessive muscle/fat mass can decreases RoM. • Eg body builders/rugby players at the shoulder. | 6. Temperature/viscous | <ul style="list-style-type: none"> • warmer internal muscles/connective tissues increase elasticity/RoM. | 20 | <p>Do not accept a LIST. Must at least develop each of the factors with at least one bullet point/eg to be credit worthy.</p> <p>ACCEPT positive & negative answers eg increased elasticity increases RoM OR decreased elasticity decreases RoM</p> |
| 1. (Flexibility definition) | <p>Range of motion around/possible at a joint/series of joints</p> <p>Dynamic Flexibility</p> <ul style="list-style-type: none"> • RoM taking into account the speed of movement/reflects a joints resistance to movement • Eg performing a straddle jump at speed. <p>Static Flexibility</p> <ul style="list-style-type: none"> • RoM at a joint without taking into account the speed of movement/maximum static RoM tissues will allow with an external force • Eg when holding still any static stretch • Static flexibility a prerequisite/essential to dynamic flexibility. | | | | | | | | | | | | | | | | |
| Factors affecting | | | | | | | | | | | | | | | | | |
| 2. Joint type | <ul style="list-style-type: none"> • Eg ball and socket joint has a wider RoM/planes of movement than a hinge joint. | | | | | | | | | | | | | | | | |
| 3. Joint shape/articulating bones | <ul style="list-style-type: none"> • Shallow socket of shoulder increases RoM/decreases stability • Deep socket of Hip decreases RoM/increases stability. | | | | | | | | | | | | | | | | |
| 4. Elasticity/length of surrounding connective tissues | <ul style="list-style-type: none"> • All points below increase RoM/flexibility if increased • Elasticity/length of surrounding muscles • Elasticity/length of surrounding tendons • Elasticity/length of surrounding ligaments • Strength of opposing muscle group • Elasticity of Epi/peri/endo-mysium of muscles/fascia joint capsule • Nerves/Muscle spindle activation point before initiating stretch reflex. | | | | | | | | | | | | | | | | |
| 5. Muscle/fat mass | <ul style="list-style-type: none"> • Excessive muscle/fat mass can decreases RoM. • Eg body builders/rugby players at the shoulder. | | | | | | | | | | | | | | | | |
| 6. Temperature/viscous | <ul style="list-style-type: none"> • warmer internal muscles/connective tissues increase elasticity/RoM. | | | | | | | | | | | | | | | | |

| Question | Answer | Marks | Guidance |
|----------|--|-------|----------|
| | 7. Gender <ul style="list-style-type: none"> Females generally more RoM/flexible than males Due to the hormone oestrogen. | | |
| | 8. Age <ul style="list-style-type: none"> Flexibility/RoM decreases with age Connective tissues harden/decrease in elasticity with age. | | |
| | 9. Training <ul style="list-style-type: none"> Stretching within a training programme may maintain/increase RoM. Generally more physically active individuals will have a greater flexibility than those inactive. | | |
| | 10. Others <ul style="list-style-type: none"> Clothing restrictions eg golfer with waterproof jacket. Injuries to joint tissues decreases RoM External temperature +/- to RoM. | | |
| | Types of training | | |
| | 11. Stretching <p>Stretching is the training method to increase RoM/flexibility</p> <ul style="list-style-type: none"> There are a number of different methods of stretching. | | |
| | 12. Static stretching (Description) <ul style="list-style-type: none"> Lengthening the muscle/connective tissues 'just beyond the point of resistance' Held still/static/relaxed for min 10–30+ secs Stretch reflex subsides after 5/6 secs Connective/soft tissue around joint is lengthened Repeated 3–6 times. | | |
| | 13. Static active (description) <ul style="list-style-type: none"> Athlete/performer/voluntary/unassisted moves the joint/muscle into its stretched position No external assistance/force Contraction of an agonist muscle to create force to stretch the target antagonist muscle any appropriate example of a static active stretch. | | |
| | 14. Static passive (description) <ul style="list-style-type: none"> involves an external force/resistance eg partner moves athlete into a position eg equipment used like Dyna band/rope any appropriate example of a static passive stretch. | | |

| Question | Answer | Marks | Guidance |
|----------|---|-------|----------|
| | <p>15. static stretching (evaluation) + = positive - = negative</p> <ul style="list-style-type: none"> • + = one of the safest/simplest methods of stretching • + = effective in increasing RoM/flexibility • + = aids muscle relaxation at end of training • + = aids muscle relaxation • – = slowest method of increasing RoM/flexibility • – = fails to prepare muscles for dynamic movements that may follow • – = possibly decreases subsequent speed/power work • Static more appropriate for maintenance (retaining present RoM) and developmental (improving RoM) stretching • Static maintenance stretching more appropriate at end of session/cool down to return muscles to their pre-exercise length/flexibility when a performer has good RoM/flexibility. • Static developmental stretching more appropriate for muscles around joints with poor RoM/flexibility. • Eg 2–3 stretches of the active muscles at the end of a session/cool down. • If static stretching used in warm up limit time of the stretch (to max 20 secs) to minimise loss of subsequent speed/power work. | | |
| | <p>16. Ballistic (description)</p> <ul style="list-style-type: none"> • athlete uses momentum to move body/muscle tissue through its full/extreme range of movements • eg swinging/circling/bouncing type movements • any appropriate example of a ballistic stretch | | |
| | <p>17. ballistic (evaluation) + = positive - = negative</p> <ul style="list-style-type: none"> • + = improves subsequent speed/power to follow • + = better suited to more ballistic/dynamic activities eg martial arts. • – = Limited increase in muscle length • – = Greater risk of injury due to momentum/extreme RoM • – = creates muscle tension/does not allow sufficient time for tissues to adapt to the stretch | | |

| Question | Answer | Marks | Guidance |
|--|---|-------|----------|
| | <ul style="list-style-type: none"> • More appropriate for athletes who are already flexible • Ballistic stretching not appropriate for recreational/BAHL performers. | | |
| 18. Dynamic (description) | <ul style="list-style-type: none"> • takes the muscle through its full RoM/resistance • uses momentum but entry and exit of stretch is under control under more control (than ballistic) • does not take muscle to its extreme RoM/point • any appropriate example of a dynamic stretch eg lunges, squats. | | |
| 19. Dynamic (evaluation) + = positive - = negative | <ul style="list-style-type: none"> • + = less risk of injury as exit/exit/under control • + = can be performed active or passively • + = improves subsequent speed/power to follow • + = better improves dynamic flexibility in most activity • – = does not aid muscle relaxation after training • More appropriate for athletes who are already flexible • Dynamic stretching more appropriate pre-exercise/during warm up. | | |
| 20. PNF (description) | <ul style="list-style-type: none"> • Proprioceptive Neuromuscular Facilitation • Partner/performer takes joint to a position just beyond its point of resistance/Static stretch and holds • the muscle undergoes an isometric contraction against a resistance for min 6–10+ secs • muscle is then relaxed <u>and</u> stretched again/process repeated • eg contract-relax/CRAC/contract –relax-antagonist-contraction-static-contraction-relax • seeks to decrease/inhibit the stretch reflex mechanism • performer usually achieves a greater range of movement in each consecutive/<u>second stretch.</u> | | |

| Question | Answer | Marks | Guidance |
|----------|---|-------|----------|
| | <p>21. PNF (evaluation) + = positive - = negative</p> <ul style="list-style-type: none"> • + = quicker flexibility gains than static • + = Equal/better flexibility gains than other methods • + = aids muscle relaxation • – = mostly require a partner to assist • – = More complex/time consuming technique • – = Greater discomfort and risks compared to static. • PNF more appropriate for maintenance (retaining present RoM) and developmental (improving RoM) stretching • PNF maintenance stretching more appropriate at end of session/cool down to return muscles to their pre-exercise length/flexibility when a performer has good RoM/flexibility • PNF developmental stretching more appropriate for muscles around joints with poor RoM. • Eg 2–3 stretches of the active muscles at the end of a session/cool down • If PNF stretching used in warm up limit the time of the stretch (max 20 secs) to minimise loss of subsequent speed/power work. | | |

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 2013

