



GCE

Physical Education

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

Advanced GCE

Mark Scheme for June 2015

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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.

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

| Annotation | Meaning |
|-------------|-------------------------------------|
| ✓ | = Correct response |
| BOD | = Benefit of the doubt |
| REP | = Repeat |
| TV | = Too Vague |
| DEV | = Development (levels scheme) |
| 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) |
| EG | = Practical example (levels scheme) |
| S | = Sub max |

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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 1 | (a) | <p>4 marks for 4 of:</p> <p>Objectives of 1933 syllabus (sub max 3)</p> <table border="1"> <tr> <td>1. (fitness/health)</td> <td>Physical fitness/strengthening or health or therapeutic benefits</td> </tr> <tr> <td>2. (skills)</td> <td>Acquiring skills</td> </tr> <tr> <td>3. (physique)</td> <td>Physique development / improving physique</td> </tr> <tr> <td>4. (posture)</td> <td>Development of (correct) posture</td> </tr> <tr> <td>5. (mind and body)</td> <td>Holistic development / development of mind and body</td> </tr> </table> <p>Reason why 1933 syllabus replaced in 1950s (sub max 1) Accept first answer only</p> <table border="1"> <tr> <td>6 (philosophy child centred)</td> <td>post war or 1950s were more idealistic times or changes in educational philosophy or a more child centred approach</td> </tr> <tr> <td>7 (welfare state)</td> <td>welfare state system (in 1950s) or improved standard of living or government provision for/ encouragement of health</td> </tr> <tr> <td>8 (creativity)</td> <td>more creative approach needed or need / desire for fewer prescriptive 'tables' or less prescriptive syllabus</td> </tr> <tr> <td>9 (skills)</td> <td>desire to develop cognitive / social skills or to develop problem solving</td> </tr> <tr> <td>10 (content)</td> <td>more varied content needed or 1933 too limited or dance influence</td> </tr> <tr> <td>11 (war/ re-building / provision)</td> <td>war time bombing created need for re-building programme or new schools built with new gymnasias or improved provision / facilities / equipment / apparatus / army assault courses or additions to playgrounds</td> </tr> <tr> <td>12 (teacher training)</td> <td>(By 1950s) better teaching or PE a profession or PE colleges training specialist teachers or need / desire for more autonomy for teachers</td> </tr> <tr> <td>13 (female)</td> <td>(By 1950) female PE teachers demanded a different / more child centred approach</td> </tr> <tr> <td>14 (social change)</td> <td>social change or more equal opportunity for all or (strict) class system being eroded</td> </tr> </table> | 1. (fitness/health) | Physical fitness/strengthening or health or therapeutic benefits | 2. (skills) | Acquiring skills | 3. (physique) | Physique development / improving physique | 4. (posture) | Development of (correct) posture | 5. (mind and body) | Holistic development / development of mind and body | 6 (philosophy child centred) | post war or 1950s were more idealistic times or changes in educational philosophy or a more child centred approach | 7 (welfare state) | welfare state system (in 1950s) or improved standard of living or government provision for/ encouragement of health | 8 (creativity) | more creative approach needed or need / desire for fewer prescriptive 'tables' or less prescriptive syllabus | 9 (skills) | desire to develop cognitive / social skills or to develop problem solving | 10 (content) | more varied content needed or 1933 too limited or dance influence | 11 (war/ re-building / provision) | war time bombing created need for re-building programme or new schools built with new gymnasias or improved provision / facilities / equipment / apparatus / army assault courses or additions to playgrounds | 12 (teacher training) | (By 1950s) better teaching or PE a profession or PE colleges training specialist teachers or need / desire for more autonomy for teachers | 13 (female) | (By 1950) female PE teachers demanded a different / more child centred approach | 14 (social change) | social change or more equal opportunity for all or (strict) class system being eroded | 4 | <p>Sub max 3 for objectives of 1933 syllabus</p> <p>Sub max 1 for reason for replacement Accept first answer only</p> |
| 1. (fitness/health) | Physical fitness/strengthening or health or therapeutic benefits | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. (skills) | Acquiring skills | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 5. (mind and body) | Holistic development / development of mind and body | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 (philosophy child centred) | post war or 1950s were more idealistic times or changes in educational philosophy or a more child centred approach | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 (welfare state) | welfare state system (in 1950s) or improved standard of living or government provision for/ encouragement of health | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8 (creativity) | more creative approach needed or need / desire for fewer prescriptive 'tables' or less prescriptive syllabus | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9 (skills) | desire to develop cognitive / social skills or to develop problem solving | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10 (content) | more varied content needed or 1933 too limited or dance influence | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 11 (war/ re-building / provision) | war time bombing created need for re-building programme or new schools built with new gymnasias or improved provision / facilities / equipment / apparatus / army assault courses or additions to playgrounds | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Question | Answer | Marks | Guidance | | | | | | | | | | | | | | | | | | | | | | |
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| 1 (b) | <p>5 marks for 5 of:</p> <p>Activities associated with community sports festivals (sub max 4)</p> <table border="1" data-bbox="360 347 1579 970"> <tr> <td>1. (races)</td> <td>pedestrian races or men's running races or smock races or women's races</td> </tr> <tr> <td>2. (other races or chases)</td> <td>chasing / catching pigs with a soaped tail or jumping in sacks or donkey riding races or wheelbarrow races or cheese rolling</td> </tr> <tr> <td>3. ('fighting')</td> <td>fencing or archery or stick fighting or cudgels or single sticks or backswording or jousting or shin kicking or wrestling or bare fist fights or prize fighting</td> </tr> <tr> <td>4. (baiting / blood sports)</td> <td>(hare) coursing where hares are pursued by hounds which chase by sight not by scent or dog or cock fighting where dogs / fighting cocks are put in 'ring' to the death or bear or badger baiting or other examples of baiting / blood sports</td> </tr> <tr> <td>5. (games)</td> <td>mob football / cricket</td> </tr> <tr> <td>6. (fun)</td> <td>'gurning' or grinning contests where contestants try to pull the funniest / ugliest face or jingling matches where some are blindfolded and while chasing the 'jingler' / whistling where contestants try to sing a tune while someone tries to make them laugh or climbing the greasy pole</td> </tr> <tr> <td>7. (other)</td> <td>(tea) drinking contests or swimming contests or frost fairs where any of above are pursued on frozen rivers or throwing activities / highland games</td> </tr> </table> <p>Pre-industrial activity adapted to athletics event in Public schools (sub max 1) Accept first answer only</p> <table border="1" data-bbox="360 1106 1579 1281"> <thead> <tr> <th>Pre-industrial activity:</th> <th>Adapted to:</th> </tr> </thead> <tbody> <tr> <td>8. Steeplechase (on horseback)</td> <td>...steeplechase or running / jumping over hedges (on foot) or cross country</td> </tr> <tr> <td>9. Fox hunting</td> <td>..hare and hounds or paper chase</td> </tr> <tr> <td>10. Pedestrianism</td> <td>..cross country or distance running</td> </tr> </tbody> </table> | 1. (races) | pedestrian races or men's running races or smock races or women's races | 2. (other races or chases) | chasing / catching pigs with a soaped tail or jumping in sacks or donkey riding races or wheelbarrow races or cheese rolling | 3. ('fighting') | fencing or archery or stick fighting or cudgels or single sticks or backswording or jousting or shin kicking or wrestling or bare fist fights or prize fighting | 4. (baiting / blood sports) | (hare) coursing where hares are pursued by hounds which chase by sight not by scent or dog or cock fighting where dogs / fighting cocks are put in 'ring' to the death or bear or badger baiting or other examples of baiting / blood sports | 5. (games) | mob football / cricket | 6. (fun) | 'gurning' or grinning contests where contestants try to pull the funniest / ugliest face or jingling matches where some are blindfolded and while chasing the 'jingler' / whistling where contestants try to sing a tune while someone tries to make them laugh or climbing the greasy pole | 7. (other) | (tea) drinking contests or swimming contests or frost fairs where any of above are pursued on frozen rivers or throwing activities / highland games | Pre-industrial activity: | Adapted to: | 8. Steeplechase (on horseback) | ...steeplechase or running / jumping over hedges (on foot) or cross country | 9. Fox hunting | ..hare and hounds or paper chase | 10. Pedestrianism | ..cross country or distance running | 5 | <p>Sub max 4 for activities associated with early community sports festivals</p> <p>Sub max 1 for adaptation</p> <p>Accept first answer only.</p> <p>Must have both pre-industrial activity AND athletics event to gain mark</p> |
| 1. (races) | pedestrian races or men's running races or smock races or women's races | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. (other races or chases) | chasing / catching pigs with a soaped tail or jumping in sacks or donkey riding races or wheelbarrow races or cheese rolling | | | | | | | | | | | | | | | | | | | | | | | | |
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| 5. (games) | mob football / cricket | | | | | | | | | | | | | | | | | | | | | | | | |
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| Pre-industrial activity: | Adapted to: | | | | | | | | | | | | | | | | | | | | | | | | |
| 8. Steeplechase (on horseback) | ...steeplechase or running / jumping over hedges (on foot) or cross country | | | | | | | | | | | | | | | | | | | | | | | | |
| 9. Fox hunting | ..hare and hounds or paper chase | | | | | | | | | | | | | | | | | | | | | | | | |
| 10. Pedestrianism | ..cross country or distance running | | | | | | | | | | | | | | | | | | | | | | | | |

| Question | Answer | Mark | Guidance | | | | | | | | | | | | | | | | | | | | | | | | |
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| 1 (c) | <p>6 marks for 6 of: Football in stage one v stage three - technical development and values –Sub max 4 for either technical development or values</p> <table border="1" data-bbox="344 355 1352 1417"> <thead> <tr> <th colspan="3" data-bbox="344 355 1352 395">Technical Development:</th> </tr> <tr> <th data-bbox="344 395 580 427"></th> <th data-bbox="580 395 918 427">Stage one</th> <th data-bbox="918 395 1352 427">Stage three</th> </tr> </thead> <tbody> <tr> <td data-bbox="344 427 580 667">1. (facilities/ boundaries)</td> <td data-bbox="580 427 918 667">simple / natural facilities or e.g. the cloister at Charterhouse wall at Eton or no clear boundaries or pitch sizes or markings</td> <td data-bbox="918 427 1352 667">specialist football pitches or clear boundaries / pitch sizes / markings</td> </tr> <tr> <td data-bbox="344 667 580 767">2. (equipment)</td> <td data-bbox="580 667 918 767">simple / natural / non specialist equipment or 'jumpers' as posts</td> <td data-bbox="918 667 1352 767">specialist equipment or footballs / corner posts / goal posts or kit</td> </tr> <tr> <td data-bbox="344 767 580 1038">3. (rules)</td> <td data-bbox="580 767 918 1038">rules differed from school to school or simple / unwritten rules or rules passed from generation to generation or rules passed on by word of mouth</td> <td data-bbox="918 767 1352 1038">(much more) codified or structured or rule based or (increasing) use of NGB rules / FA rules</td> </tr> <tr> <td data-bbox="344 1038 580 1209">4.(spectators)</td> <td data-bbox="580 1038 918 1209">not a spectator attraction or if present assumed involved / playing</td> <td data-bbox="918 1038 1352 1209">spectator attraction or inter house / inter schools games for spectators or (some) provision for spectators</td> </tr> <tr> <td data-bbox="344 1209 580 1281">5 (skill)</td> <td data-bbox="580 1209 918 1281">more force than skill or violent / dangerous</td> <td data-bbox="918 1209 1352 1281">more skill than force or aggression channelled</td> </tr> <tr> <td data-bbox="344 1281 580 1417">6 (positions)</td> <td data-bbox="580 1281 918 1417">Large numbers or no designated positions</td> <td data-bbox="918 1281 1352 1417">Smaller numbers or specialist positions</td> </tr> </tbody> </table> | Technical Development: | | | | Stage one | Stage three | 1. (facilities/ boundaries) | simple / natural facilities or e.g. the cloister at Charterhouse wall at Eton or no clear boundaries or pitch sizes or markings | specialist football pitches or clear boundaries / pitch sizes / markings | 2. (equipment) | simple / natural / non specialist equipment or 'jumpers' as posts | specialist equipment or footballs / corner posts / goal posts or kit | 3. (rules) | rules differed from school to school or simple / unwritten rules or rules passed from generation to generation or rules passed on by word of mouth | (much more) codified or structured or rule based or (increasing) use of NGB rules / FA rules | 4.(spectators) | not a spectator attraction or if present assumed involved / playing | spectator attraction or inter house / inter schools games for spectators or (some) provision for spectators | 5 (skill) | more force than skill or violent / dangerous | more skill than force or aggression channelled | 6 (positions) | Large numbers or no designated positions | Smaller numbers or specialist positions | 6 | <p>Accept opposites</p> <p>One mark for each technical development change up to sub max of four marks</p> <p>One mark for each value change up to sub max of four marks (Six marks max)</p> <p>Accept <i>direct</i> changes e.g. 'in stage 3 there was more skill than' or <i>inferred</i> changes eg specialised kit was introduced at stage 3.</p> <p>If a stage 2 development is given that is equivalent to stage 3 award the mark</p> |
| Technical Development: | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Stage one | Stage three | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. (facilities/ boundaries) | simple / natural facilities or e.g. the cloister at Charterhouse wall at Eton or no clear boundaries or pitch sizes or markings | specialist football pitches or clear boundaries / pitch sizes / markings | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 4.(spectators) | not a spectator attraction or if present assumed involved / playing | spectator attraction or inter house / inter schools games for spectators or (some) provision for spectators | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 (skill) | more force than skill or violent / dangerous | more skill than force or aggression channelled | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 (positions) | Large numbers or no designated positions | Smaller numbers or specialist positions | | | | | | | | | | | | | | | | | | | | | | | | | |

| Question | Answer | | | Mark | Guidance |
|----------|------------------|-------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|------|--------------------------------------------|
| | Values: submax 4 | | | | Do not accept 'lack of' values for stage 1 |
| | | Stage one | Stage three | | |
| | 7 (benefit) | enjoyment / fun or relieve boredom or no social control | social control or keep everyone occupied or use up energy | | |
| | 8 (character) | not for character development | games played to develop character or leadership | | |
| | 9 (ethics) | 'every man for himself' or lack of teamwork / individuality | Teamwork or respect for team mates / opposition or loyalty or support / look after team mates | | |
| | 10 (morals) | 'anything goes' or violence or cheating or dishonesty | honesty or integrity or sportsmanship or fair play or other examples / moral behaviour in football | | |
| | 11 (respect) | lack of respect for opposition | respect for team mates / opposition | | |
| | 12 (health) | no health emphasis | health benefits or 'healthy mind and body' | | |

| (d)* Levels of Response | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <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><u>At Level 4 answers are likely to show:</u></p> <ul style="list-style-type: none"> • detailed knowledge and excellent understanding of how increased free time and improved transport affected the emergence of rational recreations • detailed coverage of then and good coverage of now (today) • both free time and transport addressed with balance • a well structured answer |
| <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><u>At Level 3 answers are likely to show:</u></p> <ul style="list-style-type: none"> • good knowledge and clear understanding of how increased free time and improved transport affected the emergence of rational recreations • good coverage of then and some coverage of now (today) • both free time and transport addressed, but not necessarily with balance • a competently structured answer |
| <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><u>At Level 2 answers likely to show:</u></p> <ul style="list-style-type: none"> • limited knowledge and understanding of how increased free time and improved transport affected the emergence of rational recreations • at top of this level, some reference to now (today) – at bottom of this level ‘now’ may be omitted • an unbalanced approach but at the top end of this level both free time and transport addressed • attempt at 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><u>At Level 1 answers are likely to show:</u></p> <ul style="list-style-type: none"> • basic knowledge and understanding of how increased free time and improved transport affected the emergence of rational recreations • lack of reference to now / today • lack of balance or only free time or transport addressed • lack of structure |

| Question | | Answer | Marks | Guidance |
|----------|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | (d)* | <p>Impact of increased free time and improved transport on the emergence of rational recreations from 1850 to today</p> <p>Indicative Content:</p> <p>Background:</p> <p>1. Explanation that the first half of the century, (up to 1850), saw decline in opportunity and provision (for working class)</p> <ul style="list-style-type: none"> • migration of lower classes from rural to urban areas (for regular work or pay) • loss of space / poor health / poverty / poor working and living conditions. • a more structured lifestyle / 'machine time' (rather than 'seasonal' time) • 12 hour working day / 72 hour week / no time to 'play' <p>2. Increased free time and transport were crucial to the emergence of rational recreations from 1850 to today</p> <p>3. Accept reference, as background / introduction, to other influential socio-cultural factors e.g. urbanisation / improved provision or technology / income / class / media / literacy / law and order / church acceptance / public school influence / factory teams / business opportunities</p> <p>Increased free time:</p> <p>4. Because long working hours increasingly thought to be damaging to BAHL of workforce</p> <p>5. shorter working day</p> <ul style="list-style-type: none"> • 12 hour to 10 hour day / 72 to 60 hour week • more time 'to play' • more energy (after work) • improved BAHL of workforce <p>6. early closing movement</p> <ul style="list-style-type: none"> • series of Bills through parliament that sought to reduce working hours • particularly for shop workers • Wednesday half day for shop workers • e.g. Sheffield Wednesday FC • campaign for 8 hour day or 40 hour week <p>7. Saturday half day</p> <ul style="list-style-type: none"> • Ideal 'slot' for development • spectators | 20 | <ul style="list-style-type: none"> • Give KU for <u>relevant</u> knowledge points (usually main headings) • Give DEV for <u>relevant</u> development points (usually bullet points) • Give EG for <u>relevant</u> practical examples • Always indicate the Level at the base of the answer (L1,L2, L3 or L4) • Do not be limited by the indicative content give credit for other relevant points or developments. • Do not give credit to irrelevant material |

| Question | Answer | Marks | Guidance |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----------|
| | e.g. football | | |
| | 8. (annual) week paid holiday <ul style="list-style-type: none"> Between 1870 – 1890 First to skilled, then semi-skilled, then unskilled | | |
| | 9. seaside 'culture' developed e.g. Brighton <ul style="list-style-type: none"> linked to time and transport taking people to coast / excursion trips to seaside | | |
| | 10. (annual) excursion trips <ul style="list-style-type: none"> provided by factory owner to increase productivity as genuine philanthropic gesture (lead to) increased loyalty of work force | | |
| | 11. broken time payments <ul style="list-style-type: none"> compensation for players who could not afford to miss work (and pay) to play e.g. in Association Football or Rugby League | | |
| | 12. professionalism <ul style="list-style-type: none"> a good opportunity or good job / chance to escape factory or urban deprivation / improved lifestyle and regular wages - but not security e.g. being a professional footballer | | |
| | Improved transport: | | |
| | 13. Invention / development of (steam) train travel <ul style="list-style-type: none"> train journey as enjoyable pastime in own right | | |
| | 14. increased speed meant less time needed for travelling / increased speed meant you could travel further <ul style="list-style-type: none"> national or international travel travel to away matches | | |
| | 15. (football) significance of third class tickets <ul style="list-style-type: none"> ...so working class could travel | | |
| | 16. (football) spectators could travel to 'away' matches / they could support their teams more avidly <ul style="list-style-type: none"> less time need to get to 'away' matches increased regularity of matches | | |
| | 17. (football) sporting heroes developed <ul style="list-style-type: none"> linked impact of newspapers or literacy or education or sporting press | | |

| Question | Answer | Marks | Guidance |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----------|
| | e.g. Bells Life | | |
| | 18. (football) leagues or cups or competitions established | | |
| | 19. standardised set of rules needed / codification needed <ul style="list-style-type: none"> ex public school boys (helped to) set up National Governing Bodies e.g. FA (1863) | | |
| | Accept accurate reference and developments to impact of increased free time and/or transport on case studies and other rational recreations, for example: | | |
| | 20. athletics <ul style="list-style-type: none"> transport enabled athletics meets to become popular (summer) attractions <i>Deerfoot</i> (American Indian) able to travel to UK spectators could travel to watch either of above | | |
| | 21. cricket <ul style="list-style-type: none"> reference to International travel impact on England v Australia matches reference to the Ashes mythology William Clarke as cricketing entrepreneur resultant business opportunities | | |
| | 22. tennis <ul style="list-style-type: none"> establishment of Wimbledon competition travel by middle class to 'garden parties' / tennis as a social occasion | | |
| | Also: | | |
| | 23. horse racing <ul style="list-style-type: none"> horses transported to venues (instead of walking) so less tired ...so able to race more | | |
| | 24. cycling <ul style="list-style-type: none"> people could 'get back to' or explore the countryside (having taken bicycles on trains) better roads in (late) 19th century lead to cycle road racing | | |
| | More recently/today – accept other relevant points | | |
| | Increased free time: | | |
| | 25. impact of flexible free time through 'flexitime' at work | | |
| | 26. issues related to unemployment or redundancy or economic recession | | |
| | 27. But - impact of Sunday trading | | |

| Question | Answer | Marks | Guidance |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----------|
| | <ul style="list-style-type: none"> • Traditional holidays losing significance for sport | | |
| | 28. But - high demands or long hours at work. | | |
| | <ul style="list-style-type: none"> • But - in contemporary society some are 'money rich but time poor.' | | |
| | Improved transport | | |
| | 29. variety of transport options e.g. cheap internal and European flights e.g. inter-city coach travel e.g. 'special' trains or flights or coaches for big matches e.g. helicopter use for some players or high earning spectators living distant from club | | |
| | 30. Increase in competitions <ul style="list-style-type: none"> • Mid week matches • Increase in international competitions | | |
| | 31. But - increased petrol costs | | |
| | 32. But - increased road congestion | | |
| | 33. But - impact of closure of some inner city venues e.g. football / rugby | | |
| | 34. But - 'out of town' stadia – need for transport e.g. Reading or other suitable example | | |

Section A - Comparative Studies (Option A2)

| Question | | Answer | Marks | Guidance |
|----------|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----------|
| 2 | (a) | <p>5 marks for 5 of: Popularity of Australian Rules Football in Australia</p> <p>1. (Australian) Adapted from Aboriginal game or links to indigenous population or links to heritage or distinctly Australian game or national pride</p> <p>2. (cricket) Links with cricket helped development or started as winter training game for cricketers or use of cricket pitches</p> <p>3. (People's game/ egalitarian) The People's Game or Populo Ludos Populi or appeals to all or inclusive game or opportunity for minority or ethnic group or game for players and spectators from all social backgrounds or suits / links with egalitarian culture or Aboriginals well represented or disproportionate number of Aboriginals at top level or supports notion of Australia as 'land of fair go'</p> <p>4. (frontierism) Reflection of bush culture/Australian culture or frontier / pioneering spirit or reflects need to work together in 'hostile environment' or manly image.</p> <p>5. (space) Plenty of space Or large open spaces throughout the country</p> <p>6. (National) Spread beyond roots in Victoria or played in all states or national competitions have helped spread the game</p> <p>7. (media/commercial) Wide media appeal or exciting to watch or good product for media or commercial breaks during games an opportunity for commercialism or highly commercialised(at top level) or opportunities for commercialism / business sponsorship</p> | 5 | |

| Question | Answer | Marks | Guidance |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------|-------|----------|
| | 8. (Draft) | | |
| | 8. (Draft) Draft system helps clubs the following season or gives low finishing clubs first opportunity to select the best players. | | |
| | 9. (fame/fortune) | | |
| | 9. (fame/fortune) Opportunity for fame or fortune for top players or influence of role models | | |
| | 10. (women) | | |
| | 10. (women) Promotion of female participation or governing bodies promote female participation or can be played by all body types. | | |
| | 11. (schools) | | |
| | 11. (schools) Played extensively in schools or played by boys and girls in school or focus on fair play in schools | | |
| | 12. (pathway to top) | | |
| | 12. (pathway to top) Extensive pathway programmes or opportunity for progression or ASC initiatives | | |
| | 13. (season) | | |
| | 13. (season) Long season or 8 month season or always at forefront of people's minds | | |

| Question | Answer | Marks | Guidance | |
|-------------|------------------------------------------------------------------------------------------------------|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (b) | <p>5 marks for 5 of:</p> <p>Outline of Australia cultural values (sub max 4)</p> | 5 | <p>Sub max 4 for Australia</p> <p>Do not accept identification of points such as 'bush culture' on their own.....an <i>impact</i> is required.</p> | |
| | 1. (Bush culture) | | | (legacy of) bush culture which is showing determination / courage / persistence or culture of coping in a difficult environment. |
| | 2. (Equality/democracy) | | | Australia as an egalitarian society therefore it is democratic or equal or social class and privilege are (allegedly) irrelevant or Australia as (allegedly) the land of the fair go therefore racism or discrimination does not exist o/ has been overcome or Australia is democratic therefore citizens are encouraged to be active in political / civic life / enjoy human rights or Australia is a country where laws and procedures apply equally to all citizens |
| | 2. (Melting pot/Multi-culturalism) | | | Australia as a social melting pot which is a blend of different peoples / backgrounds / immigrants or Australia is (now) committed to multi-culturalism / is a multi-cultural society meaning that many / different races / ethnic groups / cultures exist together |
| | 3. (Tradition) | | | Long tradition of involvement in sport with many sports adopted from Britain. |
| | 4. (Fair play) | | | Fair play / sportsmanship / justice is respected / admired / is important to (the sporting ethos of) Australia |
| | 5. (Teamwork) | | | Teamwork / co-operation / joint effort is respected / admired |
| | 6. (Individuality) | | | Individuality / independence / self-reliance is respected / admired |
| | 7. (Competitiveness) | | | Competitiveness / the desire to achieve / winning is important to many Australians |
| | 8. (Participation) | | | Taking part in sport /physical activity is fashionable / high status / important for health |
| | 9. (Political) | | | Government values participation in sport and have involvement in both policies and funding. |
| 10. (Pride) | Australians have a view that sport is an expression of national pride | | | |

| Question | Answer | Marks | Guidance | | |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| | <p data-bbox="327 215 1615 280">Describe how <u>one</u> of these values originates from Australia's historical relationship with UK (Sub max 1 mark)</p> <table border="1" data-bbox="327 316 1711 451"> <tr> <td data-bbox="327 316 607 451">11. (value)</td> <td data-bbox="607 316 1711 451">Fair play / teamwork / competitiveness / participation / democracy from games culture of (nineteenth century) English public schools which was taken to and then copied in Australia</td> </tr> </table> | 11. (value) | Fair play / teamwork / competitiveness / participation / democracy from games culture of (nineteenth century) English public schools which was taken to and then copied in Australia | | |
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| Question | | Answer | Marks | Guidance | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 2 | (c) | <p>5 marks for 5 of:</p> <p>Strategies to encourage mass participation in the USA. (sub max 3 from either section)</p> <table border="1"> <tr> <td>1.(Equality/Title IX)</td> <td>Title IX or equality of provision or equality of funding or adapted activities (for disability)</td> </tr> <tr> <td>2. (role models)</td> <td>Promotion of role models to encourage participation</td> </tr> <tr> <td>3. (community)</td> <td>Community provision or initiatives such as midnight leagues/ jogging clubs</td> </tr> <tr> <td>4. (named initiatives)</td> <td>Accept named contemporary community initiative/s eg Hook a Kid on golf</td> </tr> <tr> <td>5. (schools)</td> <td>Schools provide intra-mural sport or through PE programmes in schools</td> </tr> <tr> <td>6. (camps)</td> <td>(private / state) summer camps for physical activities / weight management</td> </tr> <tr> <td>7. (children's' leagues)</td> <td>little league or Pop Warner or Bidy basketball or Peewee baseball or other example of little league/community sports teams for children</td> </tr> <tr> <td>8. (facilities)</td> <td>availability of (private) gyms/gym at work/country clubs</td> </tr> </table> <p>Explanation of fewer opportunities in USA (sub max 3)</p> <table border="1"> <tr> <td>9.(club)</td> <td>Less community/club provision or community/taster days in USA limited to private clubs e.g. gym culture</td> </tr> <tr> <td>10.(mass participation)</td> <td>greater emphasis on excellence / winning in USA or USA selection by professional sport or scholarships in USA or more drop out in USA</td> </tr> <tr> <td>11.(money)</td> <td>High level sport more commercial in USA or money to be made from participation as well as spectatorism in UK</td> </tr> <tr> <td>12.(tradition)</td> <td>Tradition of participation in UK or tradition of spectatorism in USA or more common to watch than play in USA</td> </tr> <tr> <td>13.(initiatives)</td> <td>Government / school / NGB or other initiatives for participation and healthy lifestyles in UK or Home country council or target group work to increase participation in UK</td> </tr> </table> | 1.(Equality/Title IX) | Title IX or equality of provision or equality of funding or adapted activities (for disability) | 2. (role models) | Promotion of role models to encourage participation | 3. (community) | Community provision or initiatives such as midnight leagues/ jogging clubs | 4. (named initiatives) | Accept named contemporary community initiative/s eg Hook a Kid on golf | 5. (schools) | Schools provide intra-mural sport or through PE programmes in schools | 6. (camps) | (private / state) summer camps for physical activities / weight management | 7. (children's' leagues) | little league or Pop Warner or Bidy basketball or Peewee baseball or other example of little league/community sports teams for children | 8. (facilities) | availability of (private) gyms/gym at work/country clubs | 9.(club) | Less community/club provision or community/taster days in USA limited to private clubs e.g. gym culture | 10.(mass participation) | greater emphasis on excellence / winning in USA or USA selection by professional sport or scholarships in USA or more drop out in USA | 11.(money) | High level sport more commercial in USA or money to be made from participation as well as spectatorism in UK | 12.(tradition) | Tradition of participation in UK or tradition of spectatorism in USA or more common to watch than play in USA | 13.(initiatives) | Government / school / NGB or other initiatives for participation and healthy lifestyles in UK or Home country council or target group work to increase participation in UK | 5 | <p>Sub max 3 for description of the strategies and provision</p> <p>Sub max 3 for explanation of fewer opportunities in the USA</p> |
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| Question | | | Answer | Marks | Guidance |
|----------|--|-----------------|--------------------------------------------------------------------------------------|-------|----------|
| | | 14. (NC) | National curriculum for schools / exams in PE emphasise participation and BAHL in UK | | |
| | | 15.(training) | Training opportunities via NGB / JSLA/ CSLA / HSLA | | |
| | | 16.(mini games) | Mini versions of major games such as Kwik Cricket in UK | | |
| | | 17.(funding) | Lottery funding or funding from government agencies/other organisation in UK | | |

| (d)* Levels of Response | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <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><u>At Level 4 answers are likely to show:</u></p> <ul style="list-style-type: none"> • detailed knowledge and excellent understanding of many types of cultural factors that impact on excellence in sport in the USA and the UK. • Mostly direct comparisons of cultural factors • high quality independent opinion/judgement re the similarities and differences • a well-structured, balanced answer |
| <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><u>At Level 3 answers are likely to show:</u></p> <ul style="list-style-type: none"> • good knowledge and clear understanding of several cultural factors that impact on excellence in the USA and the UK • some direct comparisons which show good knowledge of the cultural factors that influence sporting excellence. • some independent opinion/judgement re the similarities and differences • a competently structured, balanced answer |
| <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><u>At Level 2 answers are likely to show:</u></p> <ul style="list-style-type: none"> • limited knowledge and understanding of a few cultural factors that impact on excellence in sport in the USA and the UK • some attempt at a comparison of the cultural factors • a description of cultural factors rather than a focus on the impact • have a basic structure and lack balance |
| <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><u>At Level 1 answers are likely to show:</u></p> <ul style="list-style-type: none"> • show basic knowledge of very few cultural factors • make little or no attempt to compare the cultural factors • little description of the factors rather than focus on their impact on sporting excellence • lack structure and balance. |

| Question | | Answer | Marks | Guidance | | | | | | | | | | | | | | | | | | |
|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----------|-------|---------------------------|--|--|-------------|-----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2 | (d)* | <p>Indicative Content:</p> <p>Reference to question: Comparison of cultural factors impacting on excellence in sport in USA and UK. (historical, geographical, social, values)</p> <p>SIM = similarities between two systems</p> <p>DIFF = differences between two systems</p> <table border="1"> <thead> <tr> <th></th> <th>In USA</th> <th>In UK</th> </tr> </thead> <tbody> <tr> <td colspan="3">Historical factors</td> </tr> <tr> <td>1. (Pro/am)</td> <td> No tradition of amateurism <ul style="list-style-type: none"> Professionalism embraced in major sports </td> <td> DIFF: Tradition of amateurism <ul style="list-style-type: none"> Professionalism resisted by many sports e.g. rugby union Professionalism embraced in e.g. rugby league </td> </tr> <tr> <td>2. (Frontier spirit)</td> <td> Frontier spirit/pioneering spirit creates competitive drive <ul style="list-style-type: none"> Players as gladiators Legacy in team names e.g. forty niners </td> <td> DIFF: No frontier spirit <ul style="list-style-type: none"> But ...mob games encouraged physicality/physicality needed for success </td> </tr> <tr> <td>3. (Invention)</td> <td> Isolationist policy <ul style="list-style-type: none"> UK sports marginalised USA sports/'big four' promoted </td> <td> DIFF: Many sports invented/created in UK <ul style="list-style-type: none"> Colonialism/sports taken to USA UK tend to reflect on former glories </td> </tr> <tr> <td>4. (public schools)</td> <td> Limited tradition or influence of schools <ul style="list-style-type: none"> High school sport mimics pro game Win ethic promoted High status for elite performers </td> <td> DIFF: Influence of C19 public schools <ul style="list-style-type: none"> Importance of fair play Participation ethic/all rounder High status for games players </td> </tr> </tbody> </table> | | In USA | In UK | Historical factors | | | 1. (Pro/am) | No tradition of amateurism <ul style="list-style-type: none"> Professionalism embraced in major sports | DIFF: Tradition of amateurism <ul style="list-style-type: none"> Professionalism resisted by many sports e.g. rugby union Professionalism embraced in e.g. rugby league | 2. (Frontier spirit) | Frontier spirit/pioneering spirit creates competitive drive <ul style="list-style-type: none"> Players as gladiators Legacy in team names e.g. forty niners | DIFF: No frontier spirit <ul style="list-style-type: none"> But ...mob games encouraged physicality/physicality needed for success | 3. (Invention) | Isolationist policy <ul style="list-style-type: none"> UK sports marginalised USA sports/'big four' promoted | DIFF: Many sports invented/created in UK <ul style="list-style-type: none"> Colonialism/sports taken to USA UK tend to reflect on former glories | 4. (public schools) | Limited tradition or influence of schools <ul style="list-style-type: none"> High school sport mimics pro game Win ethic promoted High status for elite performers | DIFF: Influence of C19 public schools <ul style="list-style-type: none"> Importance of fair play Participation ethic/all rounder High status for games players | 20 | <ul style="list-style-type: none"> Give KU for <u>relevant</u> knowledge points (usually main headings) If KU a comparison use highlight annotation Give DEV for <u>relevant</u> development points (usually bullet points) Give EG for <u>relevant</u> practical examples Always indicate the Level at the base of the answer (L1,L2, L3 or L4) Do not be limited by the indicative content give credit for other relevant points or developments. |
| | In USA | In UK | | | | | | | | | | | | | | | | | | | | |
| Historical factors | | | | | | | | | | | | | | | | | | | | | | |
| 1. (Pro/am) | No tradition of amateurism <ul style="list-style-type: none"> Professionalism embraced in major sports | DIFF: Tradition of amateurism <ul style="list-style-type: none"> Professionalism resisted by many sports e.g. rugby union Professionalism embraced in e.g. rugby league | | | | | | | | | | | | | | | | | | | | |
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| Question | Answer | | | Marks | Guidance |
|----------------------|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|---------------------------------------------------------------------------------------------|
| | Geographical factors | | | | <ul style="list-style-type: none"> Do not give credit to irrelevant material |
| 5. (Population) | Population over 300 million | <ul style="list-style-type: none"> Concept of large country aiming high Huge talent pool to draw from | DIFF: Population approx 60 million <ul style="list-style-type: none"> Concept of small country aiming low Smaller talent pool available | | |
| | Political factors | | | | |
| 6. (system) | Decentralised system | <ul style="list-style-type: none"> Government not involved in policy decisions Governing body control | SIM: Decentralised system <ul style="list-style-type: none"> Government not (directly) involved in policy decisions Governing body control of some sports Role of UKSI | | |
| 7. (funding) | Limited government/federal funding | <ul style="list-style-type: none"> Private funding/sponsorship | SIM: Limited government funding <ul style="list-style-type: none"> Lottery funding Private funding/sponsorship | | |
| 8. (economy) | Capitalist economy | <ul style="list-style-type: none"> Capitalism drives competitiveness/pursuit of excellence | DIFF: Mixed economy <ul style="list-style-type: none"> Economy less driven by competition | | |
| 9. (golden triangle) | Link between commercialism and sport | <ul style="list-style-type: none"> Golden triangle Sport, sponsorship and media 24 hour media coverage | SIM: Increasing commercialisation of sport <ul style="list-style-type: none"> UK following USA model | | |
| 10. (pathway) | Clear pathway to excellence | <ul style="list-style-type: none"> High School to College/University Scholarships Special admit programmes (for less academic students) | Different pathways to excellence <ul style="list-style-type: none"> Some High Schools are centres of excellence Role of academies/apprenticeships Institutes of sport/link to Universities | | |

| Question | Answer | | | Marks | Guidance |
|----------|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----------|
| | | <ul style="list-style-type: none"> Pro-draft to professional sport | <ul style="list-style-type: none"> Some scholarships available No draft system | | |
| | Social factors | | | | |
| | 11 (Rags to riches) | Rags to riches <ul style="list-style-type: none"> Pursuit of excellence brings fame/fortune American Dream High profile role models (mainly men still) E.g. LeBron James | SIM: Excellence brings fame/fortune <ul style="list-style-type: none"> Dominance of Association Football Less so in other sports High profile role models (mainly male) | | |
| | 12. (Opportunity) | Land of opportunity/land of the free <ul style="list-style-type: none"> Opportunity for all Pluralism | SIM: Opportunity for all <ul style="list-style-type: none"> Multicultural society | | |
| | 13. (Discrimination) | Discrimination still exists <ul style="list-style-type: none"> Hierarchy Hegemony WASP dominance Restricted opportunities for minority groups Ref. stacking/centrality | SIM: Discrimination still exists <ul style="list-style-type: none"> Class system Restricted opportunities for minority groups | | |
| | 14. (Assimilation) | Assimilation/athletes identifying with and being accepted by USA <ul style="list-style-type: none"> Representing USA at Olympics | SIM: Athletes identifying with and being accepted by UK <ul style="list-style-type: none"> Representing UK at Olympics E.g. Mo Farah | | |
| | Values | | | | |
| | 15. (tradition) | Lack of tradition of mass participation <ul style="list-style-type: none"> Focus is on elite performance | DIFF: Tradition of mass participation <ul style="list-style-type: none"> Widening base of performance pyramid | | |

| Question | | | Answer | | Marks | Guidance |
|----------|--|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----------|
| | | 16. (Lombardianism) | Lombardian/win ethic is predominant value <ul style="list-style-type: none"> • Ref. Vince Lombardi • Counter culture ethic evident in activities such as jogging | DIFF: Participation/fair play ethic predominant <ul style="list-style-type: none"> • Increasing shift towards Lombardianism at elite level • E.g. 'Diving' in football. | | |
| | | 17. (Radical) | Equal importance between taking part and winning <ul style="list-style-type: none"> • Many elite performers show this ethic • E.g. Admit 'miss' in golf even if not seen by opponent | SIM: Many elite performers follow radical ethic <ul style="list-style-type: none"> • Credit suitable example | | |
| | | 18. (little leagues) | Little leagues/sport for young people driven by Lombardianism <ul style="list-style-type: none"> • Sports (mainly) played on full size pitches / few mini versions of games | DIFF: Junior sport driven by participation as well as performance <ul style="list-style-type: none"> • Some junior sport driven by Lombardianism • Mini versions of games used to develop skills over athletic ability | | |
| | | 19. (Elitism) | Elitist system/elitism dominant | DIFF: Elitism not a traditional value/reluctant to adopt elitist policy | | |
| | | 20. (Zero-sum) | Zero-sum mentality/ethic <ul style="list-style-type: none"> • No draws / must be a winner | DIFF: Draws allowed <ul style="list-style-type: none"> • Playing for a draw an acceptable tactic • Some sports/cup ties follow zero-sum ethic | | |

Section B - Sports Psychology (Option B1)

| Question | | Answer | Marks | Guidance | | | | | | | | |
|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|----------------------------------------------------------------------------------------------------|--------------------|------------------------------------------------------------|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|------------------------------------------------------------------------------------------------------------------------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3 | (a) | <p>4 marks for 4 of:</p> <p>Description of social learning (sub max 2)</p> <table border="1"> <tr> <td>1. (Observe and copy)</td> <td>We (observe and) copy/emulate behaviour (of others) or copy significant others or copy role models</td> </tr> <tr> <td>2. (reinforcement)</td> <td>Learning requires reinforcement or vicarious reinforcement</td> </tr> </table> <p>Description of interactionist (sub max 2)</p> <table border="1"> <tr> <td>3. (trait – environment)</td> <td>(Personality determined by the) interaction/function/relationship between personality/traits and the situation/environment or personality interacting or reacting to the environment/situation</td> </tr> <tr> <td>4. (Changes in behaviour)</td> <td>Behaviour changes depending on the demands of the situation/environment/role or personality is not predictable/stable.</td> </tr> </table> | 1. (Observe and copy) | We (observe and) copy/emulate behaviour (of others) or copy significant others or copy role models | 2. (reinforcement) | Learning requires reinforcement or vicarious reinforcement | 3. (trait – environment) | (Personality determined by the) interaction/function/relationship between personality/traits and the situation/environment or personality interacting or reacting to the environment/situation | 4. (Changes in behaviour) | Behaviour changes depending on the demands of the situation/environment/role or personality is not predictable/stable. | 4 | <p>Sub max 2 for social learning</p> <p>Sub max 2 for interactionist</p> <ul style="list-style-type: none"> • Do not accept a list. There must be an attempt at a description for marks to be awarded. • Do not accept $B=f(PE)$ for point 3 (must describe) • Do not accept interactionist is a combination of trait and social learning (must describe) • Accept a practical example as a description |
| 1. (Observe and copy) | We (observe and) copy/emulate behaviour (of others) or copy significant others or copy role models | | | | | | | | | | | |
| 2. (reinforcement) | Learning requires reinforcement or vicarious reinforcement | | | | | | | | | | | |
| 3. (trait – environment) | (Personality determined by the) interaction/function/relationship between personality/traits and the situation/environment or personality interacting or reacting to the environment/situation | | | | | | | | | | | |
| 4. (Changes in behaviour) | Behaviour changes depending on the demands of the situation/environment/role or personality is not predictable/stable. | | | | | | | | | | | |

| Question | | Answer | Marks | Guidance | | | | | | | | | | | | | | |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3 | (b) | <p>5 marks for 5 of: Reference to question : Explain why people adopt different attitudes towards a balanced, active and healthy lifestyle.</p> <table border="1"> <tr> <td>1.(cognitive)</td> <td>Because people are educated / have knowledge/beliefs/cognitive (responses) about what is good/healthy for them Eg people know which foods are healthy</td> </tr> <tr> <td>2.(affective)</td> <td>Because of an emotional/affective response or because they enjoy or do not enjoy a healthy lifestyle Eg they enjoy regular exercise</td> </tr> <tr> <td>3. (Significant others)</td> <td>The influence of significant others or role models or celebrities or influences from friends/peers/teachers/coaches Eg Your coach follows a healthy diet</td> </tr> <tr> <td>4.(group)</td> <td>To feel you belong or feel you are accepted by a group Eg you exercise to belong to an exercise class</td> </tr> <tr> <td>5.(culture/religion)</td> <td>Through socialisation or cultural norms or cultural influences or religious influences or upbringing Eg It is more acceptable to avoid smoking in UK culture</td> </tr> <tr> <td>6.(competition)</td> <td>To be the best or competitive factors or to win or to avoid losing Eg you want to get a better time for your morning jogging circuit</td> </tr> <tr> <td>7.(Media)</td> <td>Media influences or examples of media influences Eg a media campaign on the negative aspects of taking drugs encourages you to avoid taking drugs</td> </tr> </table> | 1.(cognitive) | Because people are educated / have knowledge/beliefs/cognitive (responses) about what is good/healthy for them Eg people know which foods are healthy | 2.(affective) | Because of an emotional/affective response or because they enjoy or do not enjoy a healthy lifestyle Eg they enjoy regular exercise | 3. (Significant others) | The influence of significant others or role models or celebrities or influences from friends/peers/teachers/coaches Eg Your coach follows a healthy diet | 4.(group) | To feel you belong or feel you are accepted by a group Eg you exercise to belong to an exercise class | 5.(culture/religion) | Through socialisation or cultural norms or cultural influences or religious influences or upbringing Eg It is more acceptable to avoid smoking in UK culture | 6.(competition) | To be the best or competitive factors or to win or to avoid losing Eg you want to get a better time for your morning jogging circuit | 7.(Media) | Media influences or examples of media influences Eg a media campaign on the negative aspects of taking drugs encourages you to avoid taking drugs | 5 | <ul style="list-style-type: none"> • Sub max of 3 marks for no BAHL examples • Sub max of 4 marks for one example • For max of 5 marks must have at last two practical BAHL examples (question asks for examples) • Accept practical example equivalents for each point • <u>Accept negative aspects if given for each point</u> - for example: • some do not believe in a healthy lifestyle (Pt1) or some enjoy dysfunctional or unhealthy behaviour (pt2) |
| 1.(cognitive) | Because people are educated / have knowledge/beliefs/cognitive (responses) about what is good/healthy for them Eg people know which foods are healthy | | | | | | | | | | | | | | | | | |
| 2.(affective) | Because of an emotional/affective response or because they enjoy or do not enjoy a healthy lifestyle Eg they enjoy regular exercise | | | | | | | | | | | | | | | | | |
| 3. (Significant others) | The influence of significant others or role models or celebrities or influences from friends/peers/teachers/coaches Eg Your coach follows a healthy diet | | | | | | | | | | | | | | | | | |
| 4.(group) | To feel you belong or feel you are accepted by a group Eg you exercise to belong to an exercise class | | | | | | | | | | | | | | | | | |
| 5.(culture/religion) | Through socialisation or cultural norms or cultural influences or religious influences or upbringing Eg It is more acceptable to avoid smoking in UK culture | | | | | | | | | | | | | | | | | |
| 6.(competition) | To be the best or competitive factors or to win or to avoid losing Eg you want to get a better time for your morning jogging circuit | | | | | | | | | | | | | | | | | |
| 7.(Media) | Media influences or examples of media influences Eg a media campaign on the negative aspects of taking drugs encourages you to avoid taking drugs | | | | | | | | | | | | | | | | | |

| Question | Answer | Marks | Guidance |
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| | 8. (Opportunity/availability) Attitudes affected by the availability of facilities / gym access / outdoor space / equipment / access arrangements (if have a disability) or affordability of BAHL/activities | | |
| | 9.(Previous experiences) Previous experiences or what has happened before (will shape attitudes) or if successful more likely to have a positive attitude or if unsuccessful a negative attitude Eg you succeeded in completing a whole exercise routine last week | | |
| | 10.(perceptions) The perception of our own ability or you think you are good enough or you think you are not good enough or you have high/low self-esteem (can shape attitudes) Eg you think that you are able to carry out an exercise programme | | |
| | 11.(Attributions > Learned helplessness) Attributions / reasons for failure are internal or dispositional can lead to <u>learned helplessness</u> Eg you give up exercise because you feel you cannot carry out the skills needed | | |
| | 12.(Attributions > mastery orientation) Attributions / reasons for success are internal or dispositional lead to <u>mastery orientation</u> Eg you are fit because you have shown determination | | |

| Question | Answer | Marks | Guidance | | | | | | | | | | | | |
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| 3 (c) | <p>6 marks for 6 of: Using practical examples, describe the possible causes of aggressive behaviour in sport.</p> <table border="1" data-bbox="342 284 1485 1406"> <tr> <td data-bbox="342 284 703 453">1. (innate)</td> <td data-bbox="703 284 1485 453">Innate/genetic causes/determinants or behaviours are traits or we can't help our behaviour because it is natural /genetically determined/spontaneous Eg lash-out at an opponent in rugby when feeling threatened</td> </tr> <tr> <td data-bbox="342 453 703 826">2. (frustration / arousal)</td> <td data-bbox="703 453 1485 826">Because of blocked goals or frustration or high arousal or need for catharsis or to get rid of frustration or (perception) that ability is poor /effort by teammates or a cause of frustration e.g. perceived /actual unfairness or refs' / officials' poor decisions. Or losing / poor performance Eg the poor referee's decisions causes a player to hit out at an opponent in rugby.</td> </tr> <tr> <td data-bbox="342 826 703 967">3. (copying others)</td> <td data-bbox="703 826 1485 967">Copying others (who are role models/significant others) or via social learning / vicarious learning Eg watching a premier league footballer and copying violent behaviour.</td> </tr> <tr> <td data-bbox="342 967 703 1203">4. (tribal/group/culture)</td> <td data-bbox="703 967 1485 1203">Wanting to be accepted by a group or group norms dictate such behaviour/(tribal) instincts or feeling more protected if following group behaviour or cultural influences or it is expected or it is a normal behaviour of the culture. Eg to be accepted within your netball team you show aggressive behaviour.</td> </tr> <tr> <td data-bbox="342 1203 703 1305">5. (game norms)</td> <td data-bbox="703 1203 1485 1305">Game determinants or nature of the game or expected/norms in the game eg it is expected to be violent in ice hockey.</td> </tr> <tr> <td data-bbox="342 1305 703 1406">6. (cues)</td> <td data-bbox="703 1305 1485 1406">Triggers / cues / signals / stimuli from the environment elicit/cause an aggressive response or the crowd</td> </tr> </table> | 1. (innate) | Innate/genetic causes/determinants or behaviours are traits or we can't help our behaviour because it is natural /genetically determined/spontaneous Eg lash-out at an opponent in rugby when feeling threatened | 2. (frustration / arousal) | Because of blocked goals or frustration or high arousal or need for catharsis or to get rid of frustration or (perception) that ability is poor /effort by teammates or a cause of frustration e.g. perceived /actual unfairness or refs' / officials' poor decisions. Or losing / poor performance Eg the poor referee's decisions causes a player to hit out at an opponent in rugby. | 3. (copying others) | Copying others (who are role models/significant others) or via social learning / vicarious learning Eg watching a premier league footballer and copying violent behaviour. | 4. (tribal/group/culture) | Wanting to be accepted by a group or group norms dictate such behaviour/(tribal) instincts or feeling more protected if following group behaviour or cultural influences or it is expected or it is a normal behaviour of the culture. Eg to be accepted within your netball team you show aggressive behaviour. | 5. (game norms) | Game determinants or nature of the game or expected/norms in the game eg it is expected to be violent in ice hockey. | 6. (cues) | Triggers / cues / signals / stimuli from the environment elicit/cause an aggressive response or the crowd | 6 | <p>Sub max 3 for points made without practical examples</p> <p>Sub max 5 marks for points made with only one practical example</p> <p>For full 6 marks to be gained at least two practical examples must be given</p> |
| 1. (innate) | Innate/genetic causes/determinants or behaviours are traits or we can't help our behaviour because it is natural /genetically determined/spontaneous Eg lash-out at an opponent in rugby when feeling threatened | | | | | | | | | | | | | | |
| 2. (frustration / arousal) | Because of blocked goals or frustration or high arousal or need for catharsis or to get rid of frustration or (perception) that ability is poor /effort by teammates or a cause of frustration e.g. perceived /actual unfairness or refs' / officials' poor decisions. Or losing / poor performance Eg the poor referee's decisions causes a player to hit out at an opponent in rugby. | | | | | | | | | | | | | | |
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| 4. (tribal/group/culture) | Wanting to be accepted by a group or group norms dictate such behaviour/(tribal) instincts or feeling more protected if following group behaviour or cultural influences or it is expected or it is a normal behaviour of the culture. Eg to be accepted within your netball team you show aggressive behaviour. | | | | | | | | | | | | | | |
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| 6. (cues) | Triggers / cues / signals / stimuli from the environment elicit/cause an aggressive response or the crowd | | | | | | | | | | | | | | |

| Question | Answer | Marks | Guidance |
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| | <p>or provocation eg chanting by the opponents supporters in a tennis match might elicit aggressive behaviour or having a stick in your hand.</p> | | |
| | <p>7. (retaliation/revenge) Getting your own back or retaliating after experiencing the aggression of others eg you are elbowed in a football game so next time you tackle that opponent you seek revenge and elbow him back.</p> | | |
| | <p>7. (event importance) Event importance or competitiveness or need to/pressure to win or rewards or as an instrument to gain success. or (local) derby games / rivals eg. a crucial end of season football match might cause high emotions and therefore aggression.</p> | | |
| | <p>8. (pressure from others) Pressure from others or obeying orders/tactics or others' expectations. Eg the coach of a rugby team orders his forwards to intimidate through physical violence.</p> | | |
| | <p>9. (Alcohol / drugs) Alcohol / drugs may affect the body/brain or your inhibitions are lowered or sense of right/wrong is confused eg An athlete might take steroids but can't help but be aggressive towards the officials.</p> | | |
| | <p>10. (other external influences) Pressures experiences from outside the game or life baggage / events / personal problems</p> | | |

| (d)* Levels of Response | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <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 answers <u>are likely to show</u>:</p> <ul style="list-style-type: none"> • All elements of Vealey's model are addressed in excellent detail • Practical example used to explain all elements of the model • An excellent awareness of the interaction between trait and state • Detailed explanation of how subjective outcomes influences state sport confidence • A wide and well explained range of methods to raise self-efficacy • A very well-balanced answer between explanation of model and description of methods |
| <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 answers <u>are likely to show</u>:</p> <ul style="list-style-type: none"> • Most elements of the model addressed in detail • Practical example used to explain the majority of the model's elements • Showing some awareness of the interactions within the model • Well explained range of methods to raise self-efficacy • Good explanation of how subjective outcomes influences state sport confidence or relationship between outcomes and confidence is clear • A fairly balanced answer between explanation of model and description of methods |
| <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 answers <u>are likely to show</u>:</p> <ul style="list-style-type: none"> • Some areas of the model are addressed in some detail • Practical eg used but only related to a minority of theoretical points • At the lower end of the mark range part of the question may not be answered but what is attempted is sound or much of the model is simply repeated • A narrow range of methods to raise self-efficacy • A lack of balance with more description of methods than explanation of the model |
| <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 to show</u>:</p> <ul style="list-style-type: none"> • Miss out much of the model's elements and interactions • Practical example missing for model or ineffectively used • Some methods to raise self-efficacy inappropriate or repetitive |

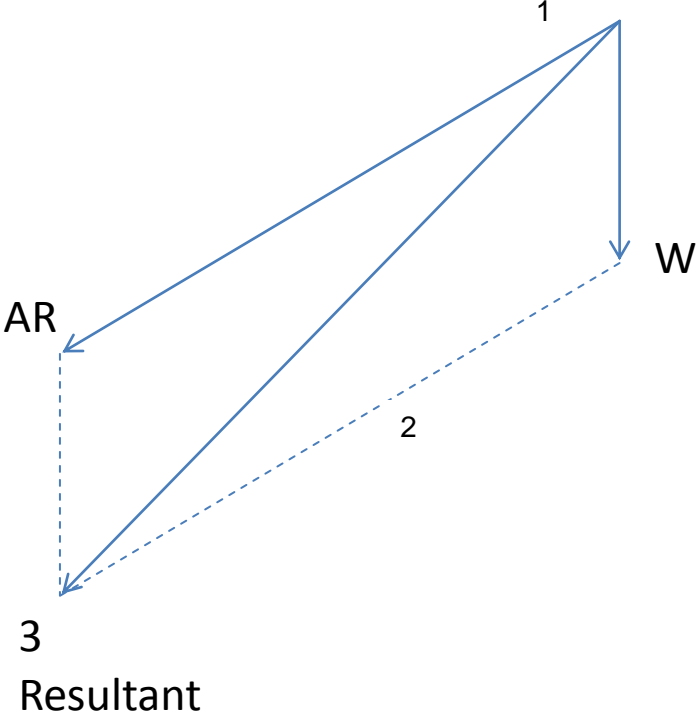
| Question | | Answer | Marks | Guidance | | | | | | | | | | | | | | | | | | |
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| 3 | (d)* | <p>Indicative Content:</p> <p>Reference to question : Using one example from sport, explain Vealey’s model of sports confidence.</p> <table border="1"> <tr> <td>1.</td> <td>Objective sport situation is • eg a penalty kick in football</td> </tr> <tr> <td>2.</td> <td>Trait sport confidence (SC-Trait) is innate / born with it • underlying potential • stable • eg the football player might have an in-built high level of confidence</td> </tr> <tr> <td>3.</td> <td>SC-Trait affects state sports confidence(SC-State) / self-efficacy • eg the football players confidence in taking the kick depends on SC-Trait levels</td> </tr> <tr> <td>4.</td> <td>competitive orientation is the level of competitiveness that the performer may have • set challenging goals • eg the football player is naturally very competitive and really wants to score the penalty.</td> </tr> <tr> <td>5.</td> <td>State sports confidence (SC- State) is the confidence you have in an actual/specific situation or environment • Is changeable • e.g. the football player has high confidence in scoring the penalty kick.</td> </tr> <tr> <td>6.</td> <td>behavioural responses are the actions or performance outcomes • eg the football player kicks the ball at the goal</td> </tr> <tr> <td>7.</td> <td>The subjective outcomes are how the performer judges or interprets the outcomes/performance. • Eg the football player interprets that a good goal has been scored from the penalty and the goalkeeper was well beaten</td> </tr> <tr> <td>8.</td> <td>The subjective outcomes affects future SC-Trait / future competitiveness • eg the football player’s view of the goal may make him more confident generally and more competitive</td> </tr> <tr> <td>9.</td> <td>The subjective outcomes therefore eventually affect state sports confidence (SC-State) • how you interpret your actions affects your confidence in the future. • SC-trait and competitiveness and SC-State all affect confidence/self-efficacy</td> </tr> </table> | 1. | Objective sport situation is • eg a penalty kick in football | 2. | Trait sport confidence (SC-Trait) is innate / born with it • underlying potential • stable • eg the football player might have an in-built high level of confidence | 3. | SC-Trait affects state sports confidence(SC-State) / self-efficacy • eg the football players confidence in taking the kick depends on SC-Trait levels | 4. | competitive orientation is the level of competitiveness that the performer may have • set challenging goals • eg the football player is naturally very competitive and really wants to score the penalty. | 5. | State sports confidence (SC- State) is the confidence you have in an actual/specific situation or environment • Is changeable • e.g. the football player has high confidence in scoring the penalty kick. | 6. | behavioural responses are the actions or performance outcomes • eg the football player kicks the ball at the goal | 7. | The subjective outcomes are how the performer judges or interprets the outcomes/performance. • Eg the football player interprets that a good goal has been scored from the penalty and the goalkeeper was well beaten | 8. | The subjective outcomes affects future SC-Trait / future competitiveness • eg the football player’s view of the goal may make him more confident generally and more competitive | 9. | The subjective outcomes therefore eventually affect state sports confidence (SC-State) • how you interpret your actions affects your confidence in the future. • SC-trait and competitiveness and SC-State all affect confidence/self-efficacy | 20 | <ul style="list-style-type: none"> • Give KU for <u>relevant</u> knowledge points (usually main headings) • Give DEV for <u>relevant</u> development points (usually bullet points) • Give EG for <u>relevant</u> practical examples • Always indicate the Level at the base of the answer (L1,L2, L3 or L4) • Do not be limited by the indicative content give credit for other relevant points or developments • Do not give credit to irrelevant material |
| 1. | Objective sport situation is • eg a penalty kick in football | | | | | | | | | | | | | | | | | | | | | |
| 2. | Trait sport confidence (SC-Trait) is innate / born with it • underlying potential • stable • eg the football player might have an in-built high level of confidence | | | | | | | | | | | | | | | | | | | | | |
| 3. | SC-Trait affects state sports confidence(SC-State) / self-efficacy • eg the football players confidence in taking the kick depends on SC-Trait levels | | | | | | | | | | | | | | | | | | | | | |
| 4. | competitive orientation is the level of competitiveness that the performer may have • set challenging goals • eg the football player is naturally very competitive and really wants to score the penalty. | | | | | | | | | | | | | | | | | | | | | |
| 5. | State sports confidence (SC- State) is the confidence you have in an actual/specific situation or environment • Is changeable • e.g. the football player has high confidence in scoring the penalty kick. | | | | | | | | | | | | | | | | | | | | | |
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| 7. | The subjective outcomes are how the performer judges or interprets the outcomes/performance. • Eg the football player interprets that a good goal has been scored from the penalty and the goalkeeper was well beaten | | | | | | | | | | | | | | | | | | | | | |
| 8. | The subjective outcomes affects future SC-Trait / future competitiveness • eg the football player’s view of the goal may make him more confident generally and more competitive | | | | | | | | | | | | | | | | | | | | | |
| 9. | The subjective outcomes therefore eventually affect state sports confidence (SC-State) • how you interpret your actions affects your confidence in the future. • SC-trait and competitiveness and SC-State all affect confidence/self-efficacy | | | | | | | | | | | | | | | | | | | | | |

| Question | Answer | Marks | Guidance |
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| | <ul style="list-style-type: none"> • Positive subjectivity leads to mastery orientation • Negative subjectivity leads to learned helplessness | | |
| | <p>Describe the methods that might be used to raise self-efficacy in sports performance.</p> | | |
| | <p>10. (attribution)</p> <p>Encourage attribution</p> <ul style="list-style-type: none"> • of any previous failure or learned helplessness to controllable/internal factors • or unstable factors • or don't blame yourself / give other reasons for past failures • Eg lack of effort/inappropriate goals in netball | | |
| | <p>11. (reinforcement)</p> <p>Give verbal persuasion</p> <ul style="list-style-type: none"> • encouragement / praise / reward • positive reinforcement • Eg The coach praises a young volleyball players serve to raise confidence | | |
| | <p>12.(control arousal / stress management)</p> <p>Control arousal</p> <ul style="list-style-type: none"> • Give them anxiety or stress management strategies • emotional control or control arousal • imagery or mental practice / rehearsal or visualisation • Positive thinking /self talk or negative thought stopping • Somatic strategies to calm down e.g. biofeedback or PMR • Eg Encourage the sprinter to imagine winning the race | | |
| | <p>12. (Vicarious)</p> <p>Vicarious experiences</p> <ul style="list-style-type: none"> • See others achieve • Show others of similar ability succeed. • Show role models to inspire • Eg the diver lacked confidence but saw another diver of a similar ability dive off the top board and this raised her confidence | | |
| | <p>13. (success)</p> <p>Performance accomplishments</p> <ul style="list-style-type: none"> • Give early success to raise confidence • encourage small achievable goals at first / goal setting • highlight previous success | | |

| Question | | Answer | Marks | Guidance |
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| | | <ul style="list-style-type: none"> practice / train hard / learn skills / strategies Eg Remind the discus thrower that he has reached a certain distance before | | |
| | 14. (Educate) | <p>Educate or inspire or teach appropriate skills or tactics</p> <ul style="list-style-type: none"> show what the player can do to enhance performance. Eg the coach teaches the hockey player new stick skills to beat an opponent | | |
| | 15. (Others) | <p>Show others who are less good or who are less able or who also lack confidence.</p> <ul style="list-style-type: none"> Show them that they are not abnormal or that lack of confidence is not to be ashamed of. Eg Show a tennis player a video of other players who have been successful but who show low confidence levels | | |

Section B - Biomechanics (option B2)

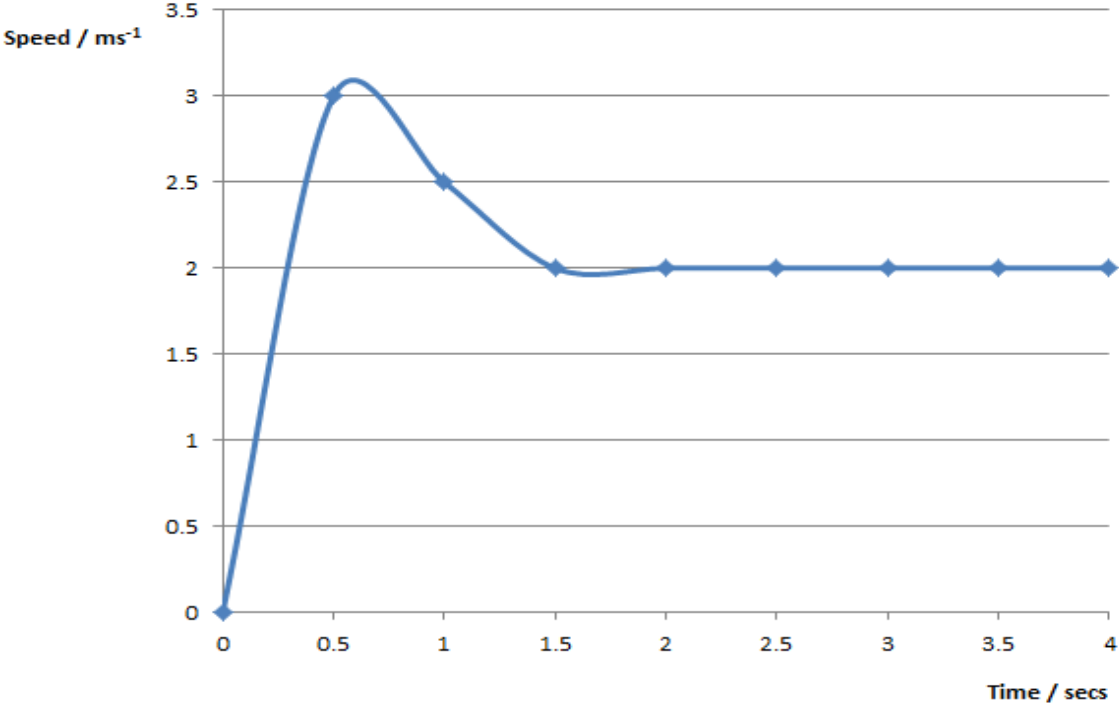
| Question | | Answer | Marks | Guidance | | | | | | | | | | | | | | | | | | | | | | |
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| 4 | (a) | <p>1 mark for</p> <p>Definition of Impulse</p> <table border="1"> <tr> <td>1. (Impulse)</td> <td>Force x time / Ft Or change in momentum Or product of force and the time force is applied</td> </tr> </table> <p>Explanation of graph (sub max 4)</p> <table border="1"> <tr> <td>2. (1st Section)</td> <td>Impulse is negative</td> </tr> <tr> <td>3. (1st Section)</td> <td>Force acting on sprinter is opposite to the direction of motion/ force opposes motion/ foot plant in front of the line of gravity</td> </tr> <tr> <td>4. (1st Section)</td> <td>Forward momentum of sprinter decreases / deceleration.</td> </tr> <tr> <td>5. (2nd Section)</td> <td>Impulse is positive</td> </tr> <tr> <td>6. (2nd Section)</td> <td>Force acting on sprinter is in the same direction as the direction of motion/ force assists motion/ foot plant behind the line of gravity</td> </tr> <tr> <td>7. (2nd Section)</td> <td>Forward momentum of sprinter increases / acceleration.</td> </tr> <tr> <td>8. (Overall force)</td> <td>Positive/forward force > negative/backward force or net force positive/forward</td> </tr> <tr> <td>9. (overall time)</td> <td>Positive time > negative time (force is applied)</td> </tr> <tr> <td>10. (Overall impulse)</td> <td>Positive impulse > negative impulse or net impulse is positive.</td> </tr> <tr> <td>11. (Overall)</td> <td>Causes acceleration in early part of race.</td> </tr> </table> | 1. (Impulse) | Force x time / Ft Or change in momentum Or product of force and the time force is applied | 2. (1st Section) | Impulse is negative | 3. (1st Section) | Force acting on sprinter is opposite to the direction of motion/ force opposes motion/ foot plant in front of the line of gravity | 4. (1st Section) | Forward momentum of sprinter decreases / deceleration. | 5. (2nd Section) | Impulse is positive | 6. (2nd Section) | Force acting on sprinter is in the same direction as the direction of motion/ force assists motion/ foot plant behind the line of gravity | 7. (2nd Section) | Forward momentum of sprinter increases / acceleration. | 8. (Overall force) | Positive/forward force > negative/backward force or net force positive/forward | 9. (overall time) | Positive time > negative time (force is applied) | 10. (Overall impulse) | Positive impulse > negative impulse or net impulse is positive. | 11. (Overall) | Causes acceleration in early part of race. | 5 | <p>Sub max 1 for definition</p> <p>Sub max 4 for explanation</p> |
| 1. (Impulse) | Force x time / Ft Or change in momentum Or product of force and the time force is applied | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. (1st Section) | Impulse is negative | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. (1st Section) | Force acting on sprinter is opposite to the direction of motion/ force opposes motion/ foot plant in front of the line of gravity | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. (1st Section) | Forward momentum of sprinter decreases / deceleration. | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5. (2nd Section) | Impulse is positive | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6. (2nd Section) | Force acting on sprinter is in the same direction as the direction of motion/ force assists motion/ foot plant behind the line of gravity | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7. (2nd Section) | Forward momentum of sprinter increases / acceleration. | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8. (Overall force) | Positive/forward force > negative/backward force or net force positive/forward | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9. (overall time) | Positive time > negative time (force is applied) | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10. (Overall impulse) | Positive impulse > negative impulse or net impulse is positive. | | | | | | | | | | | | | | | | | | | | | | | | | |
| 11. (Overall) | Causes acceleration in early part of race. | | | | | | | | | | | | | | | | | | | | | | | | | |

| Question | Answer | Marks | Guidance | | | | | | |
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| 4 (b) | <p data-bbox="353 215 772 247">Sub max 3 marks for diagram</p>  <p data-bbox="353 1165 638 1197">Diagram must show</p> <table border="1" data-bbox="371 1197 1323 1372"> <tr> <td data-bbox="371 1197 730 1233">1. (Forces)</td> <td data-bbox="730 1197 1323 1233">Air resistance longer than Weight</td> </tr> <tr> <td data-bbox="371 1233 730 1302">2. (Parallelogram)</td> <td data-bbox="730 1233 1323 1302">Parallelogram using forces in 1 (dotted lines)</td> </tr> <tr> <td data-bbox="371 1302 730 1372">3. (Resultant / net force)</td> <td data-bbox="730 1302 1323 1372">Resultant or net force shown correctly.</td> </tr> </table> | 1. (Forces) | Air resistance longer than Weight | 2. (Parallelogram) | Parallelogram using forces in 1 (dotted lines) | 3. (Resultant / net force) | Resultant or net force shown correctly. | 5 | <p data-bbox="1550 215 1877 247">Sub max 3 for diagram</p> <p data-bbox="1550 279 1921 311">Sub max 3 for explanation</p> |
| 1. (Forces) | Air resistance longer than Weight | | | | | | | | |
| 2. (Parallelogram) | Parallelogram using forces in 1 (dotted lines) | | | | | | | | |
| 3. (Resultant / net force) | Resultant or net force shown correctly. | | | | | | | | |

| Question | Answer | Marks | Guidance | | | | | | |
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| | <p data-bbox="360 217 1384 245">Explanation of how net force causes deviation in Flight Path. (Sub max 3)</p> <table border="1" data-bbox="371 280 1323 555"> <tbody> <tr> <td data-bbox="371 280 730 384">4. (Description)</td> <td data-bbox="730 280 1323 384">Shuttle decelerates or follows a non-parabolic or asymmetric flight path</td> </tr> <tr> <td data-bbox="371 384 730 488">5. (Explanation)</td> <td data-bbox="730 384 1323 488">Resultant / net force is (nearly) same direction as air resistance / closest to air resistance/ opposite direction of motion</td> </tr> <tr> <td data-bbox="371 488 730 555">6. (Explanation)</td> <td data-bbox="730 488 1323 555">Resultant / net force shows direction / magnitude (size) of acceleration of shuttle</td> </tr> </tbody> </table> | 4. (Description) | Shuttle decelerates or follows a non-parabolic or asymmetric flight path | 5. (Explanation) | Resultant / net force is (nearly) same direction as air resistance / closest to air resistance/ opposite direction of motion | 6. (Explanation) | Resultant / net force shows direction / magnitude (size) of acceleration of shuttle | | |
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| 6. (Explanation) | Resultant / net force shows direction / magnitude (size) of acceleration of shuttle | | | | | | | | |

| Question | Answer | Marks | Guidance | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 4 (c) | <p>5 marks for 5 of: Moment of Inertia (sub max 3) Sub max of one mark for definition</p> <table border="1" data-bbox="342 357 1559 911"> <tr> <td data-bbox="342 357 701 459">1. (Moment of Inertia)</td> <td data-bbox="701 357 1559 459">Resistance of a rotating body to change its state of angular motion (rotation) / resistance of a body to start or stop rotating / angular or rotational resistance.</td> </tr> <tr> <td data-bbox="342 459 701 496">2.</td> <td data-bbox="701 459 1559 496">is the rotational equivalent to inertia.</td> </tr> <tr> <td data-bbox="342 496 701 533">3.</td> <td data-bbox="701 496 1559 533">$\sum mr^2$</td> </tr> <tr> <td colspan="2" data-bbox="342 533 1559 600">Sub max two marks for explanation</td> </tr> <tr> <td data-bbox="342 600 701 636">4. (Mass)</td> <td data-bbox="701 600 1559 636">Depends on the mass of an object</td> </tr> <tr> <td data-bbox="342 636 701 673">5. (Mass)</td> <td data-bbox="701 636 1559 673">Greater the mass of an object the greater is its MI or opposite.</td> </tr> <tr> <td data-bbox="342 673 701 740">6. (Distribution of Mass)</td> <td data-bbox="701 673 1559 740">Depends on the distribution of mass from the axis of rotation</td> </tr> <tr> <td data-bbox="342 740 701 807">7. (Distribution of Mass)</td> <td data-bbox="701 740 1559 807">The further the mass is away from the axis of rotation the greater the MI or opposite</td> </tr> <tr> <td data-bbox="342 807 701 911">8. (Force)</td> <td data-bbox="701 807 1559 911">The greater the MI the greater the (moment of) force / torque required to increase or decrease rate of spin / rotation/ angular acceleration</td> </tr> </table> <p>Recovery phase of leg action (sub max 3)</p> <table border="1" data-bbox="342 1015 1559 1287"> <tr> <td data-bbox="342 1015 701 1118">9.</td> <td data-bbox="701 1015 1559 1118">(Flexed knee means that the) mass of the leg is closer to the axis of rotation (hip) or mass distribution decreases</td> </tr> <tr> <td data-bbox="342 1118 701 1155">10.</td> <td data-bbox="701 1118 1559 1155">Therefore MI decreases /is lower</td> </tr> <tr> <td data-bbox="342 1155 701 1222">11.</td> <td data-bbox="701 1155 1559 1222">Less force is required / easier to move leg through recovery stage</td> </tr> <tr> <td data-bbox="342 1222 701 1287">12.</td> <td data-bbox="701 1222 1559 1287">Recovery can be quicker / increases stride rate/ leg brought back to the ground faster</td> </tr> </table> | 1. (Moment of Inertia) | Resistance of a rotating body to change its state of angular motion (rotation) / resistance of a body to start or stop rotating / angular or rotational resistance. | 2. | is the rotational equivalent to inertia. | 3. | $\sum mr^2$ | Sub max two marks for explanation | | 4. (Mass) | Depends on the mass of an object | 5. (Mass) | Greater the mass of an object the greater is its MI or opposite. | 6. (Distribution of Mass) | Depends on the distribution of mass from the axis of rotation | 7. (Distribution of Mass) | The further the mass is away from the axis of rotation the greater the MI or opposite | 8. (Force) | The greater the MI the greater the (moment of) force / torque required to increase or decrease rate of spin / rotation/ angular acceleration | 9. | (Flexed knee means that the) mass of the leg is closer to the axis of rotation (hip) or mass distribution decreases | 10. | Therefore MI decreases /is lower | 11. | Less force is required / easier to move leg through recovery stage | 12. | Recovery can be quicker / increases stride rate/ leg brought back to the ground faster | 5 | <p>Sub max 3 for moment of inertia</p> <p>Sub max 3 for explanation of recovery phase</p> |
| 1. (Moment of Inertia) | Resistance of a rotating body to change its state of angular motion (rotation) / resistance of a body to start or stop rotating / angular or rotational resistance. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. | is the rotational equivalent to inertia. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. | $\sum mr^2$ | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sub max two marks for explanation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. (Mass) | Depends on the mass of an object | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5. (Mass) | Greater the mass of an object the greater is its MI or opposite. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6. (Distribution of Mass) | Depends on the distribution of mass from the axis of rotation | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7. (Distribution of Mass) | The further the mass is away from the axis of rotation the greater the MI or opposite | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8. (Force) | The greater the MI the greater the (moment of) force / torque required to increase or decrease rate of spin / rotation/ angular acceleration | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9. | (Flexed knee means that the) mass of the leg is closer to the axis of rotation (hip) or mass distribution decreases | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10. | Therefore MI decreases /is lower | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 11. | Less force is required / easier to move leg through recovery stage | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 12. | Recovery can be quicker / increases stride rate/ leg brought back to the ground faster | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| (d)* Levels of Response | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <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><u>At level 4 answers are likely to show:</u></p> <ul style="list-style-type: none"> • Accurate sketching of graph. • Correct calculations using appropriate formulae and units. • Detailed understanding and application of Newton's Laws in interpreting the speed/time graph. • Detailed analysis of a wide range of methods used to overcome air resistance / fluid friction with relevant sporting examples. |
| <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><u>At level 3 answers are likely to show:</u></p> <ul style="list-style-type: none"> • Accurate sketching of graph and correct calculations but answer may not always have either the appropriate formula or units. • Good understanding and application of Newton's Laws but answer may not always be accurate in interpreting the speed/time graph. • Good analysis of a range of methods used to overcome air resistance / fluid friction with some relevant sporting examples. |
| <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><u>At level 2 answers are likely to show:</u></p> <ul style="list-style-type: none"> • Good shape of graph but axes may not be fully labelled. • Some aspects of calculations correct. • Some understanding of Newton's Laws but limited application to shape of the graph. • Some methods identified that overcome air resistance / fluid friction with a few sporting examples. |
| <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><u>At level 1 answers are likely to show:</u></p> <ul style="list-style-type: none"> • Show some correct aspects of the graph or some correct aspects of calculations. • Identify some of Newton's Laws but show limited application. • Identify some methods that overcome resistance or give a few sporting examples. |

| Question | Answer | Marks | Guidance | | | | | | | | | | | | | | | | | | | | | | |
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| 4 (d)* | <p>Indicative Content:</p> <p>Reference to question</p> <p>Speed/time graph</p> <p>Accept a <u>sketch graph</u></p>  <table border="1" data-bbox="387 544 1503 1251"> <caption>Data points from the speed-time graph</caption> <thead> <tr> <th>Time / secs</th> <th>Speed / ms⁻¹</th> </tr> </thead> <tbody> <tr><td>0</td><td>0</td></tr> <tr><td>0.5</td><td>3.0</td></tr> <tr><td>0.6</td><td>3.1</td></tr> <tr><td>1.0</td><td>2.5</td></tr> <tr><td>1.5</td><td>2.0</td></tr> <tr><td>2.0</td><td>2.0</td></tr> <tr><td>2.5</td><td>2.0</td></tr> <tr><td>3.0</td><td>2.0</td></tr> <tr><td>3.5</td><td>2.0</td></tr> <tr><td>4.0</td><td>2.0</td></tr> </tbody> </table> | Time / secs | Speed / ms ⁻¹ | 0 | 0 | 0.5 | 3.0 | 0.6 | 3.1 | 1.0 | 2.5 | 1.5 | 2.0 | 2.0 | 2.0 | 2.5 | 2.0 | 3.0 | 2.0 | 3.5 | 2.0 | 4.0 | 2.0 | 20 | <ul style="list-style-type: none"> • Give KU for <u>relevant</u> knowledge points (usually main headings) • Give DEV for <u>relevant</u> development points (usually bullet points) • Give EG for <u>relevant</u> practical examples • Always indicate the Level at the base of the answer (L1,L2, L3 or L4) • Do not be limited by the indicative content give credit for other relevant points or developments. • Do not give credit to irrelevant material |
| Time / secs | Speed / ms ⁻¹ | | | | | | | | | | | | | | | | | | | | | | | | |
| 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | |
| 0.5 | 3.0 | | | | | | | | | | | | | | | | | | | | | | | | |
| 0.6 | 3.1 | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.0 | 2.5 | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.5 | 2.0 | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.0 | 2.0 | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.5 | 2.0 | | | | | | | | | | | | | | | | | | | | | | | | |
| 3.0 | 2.0 | | | | | | | | | | | | | | | | | | | | | | | | |
| 3.5 | 2.0 | | | | | | | | | | | | | | | | | | | | | | | | |
| 4.0 | 2.0 | | | | | | | | | | | | | | | | | | | | | | | | |

| Question | | Answer | Marks | Guidance |
|----------|------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----------|
| | 1. (Speed/time graph) | Correct axes <ul style="list-style-type: none"> • correct plotting • correct shape | | |
| | 2. (Acceleration) | Acceleration = final-initial velocity/time or final-initial speed/time $a = v - u / t$ or $a = 3.0 - 0 / 0.5$ <ul style="list-style-type: none"> • $a = 6\text{ms}^{-2}$ (m/s/s or m.s^{-2}) | | |
| | 3. (Net force) | $F = ma$ or $F = 80(\text{kg}) \times 6(\text{ms}^{-2})$ <ul style="list-style-type: none"> • 480 Newtons (N) | | |
| | 4. (Newton 1) | Law of Inertia <ul style="list-style-type: none"> • An object will remain at rest or move with uniform motion / constant velocity/ constant speed unless acted upon by an external / unbalanced force. | | |
| | 5. (Newton 2) | Law of acceleration or momentum <ul style="list-style-type: none"> • The acceleration / rate of change in momentum of an object is directly proportional to the (net) force acting upon the object and acts in the same direction as the (net) force (applied). | | |
| | 6. (Newton 3) | Law of Reaction <ul style="list-style-type: none"> • For every action (force applied) there is an equal and opposite reaction (force). | | |
| | 7. (1 st part of graph) | shows acceleration <ul style="list-style-type: none"> • Newton 1 suggests that because there is an acceleration there must be an external / unbalanced force acting on the swimmer / swimmer has generated/applied a force • Newton 2 suggests that the acceleration is large due to a large (net) force acting on/generated by the swimmer. | | |
| | 8. (1 st part of graph) | shows net forward force acting on swimmer <ul style="list-style-type: none"> • Newton 3 suggests that the swimmer pushes/(applies an action force)backwards against the wall and the wall applies an equal and forwards (reaction) force on the swimmer. | | |
| | 9. (2 nd part of graph) | shows deceleration of swimmer <ul style="list-style-type: none"> • Newton 2 suggests that a (net) force must be acting against the swimmer / opposite direction. | | |

| Question | | Answer | Marks | Guidance |
|----------|-----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----------|
| | | <ul style="list-style-type: none"> Fluid friction / Water resistance Newton 1 suggests that there must be an external / unbalanced force acting on the swimmer | | |
| 10. | (3 rd part of the graph) | <p>shows constant speed</p> <ul style="list-style-type: none"> Newton 1 suggests that all forces are balanced as the swimmer is moving with constant velocity/speed. Newton 2 suggests the net force acting on the swimmer is zero as there is no acceleration | | |
| 11. | (Overcoming air resistance / fluid friction / drag) | <p>Streamlining</p> <ul style="list-style-type: none"> Creating smooth flow around the performer / reducing (turbulent) drag. Reducing profile drag / turbulence behind the performer | | |
| 12. | (clothing) | <p>Making surface of performer smoother</p> <ul style="list-style-type: none"> Use of special swimwear / hats / shaving Use of special / lycra suits for skiers or eq | | |
| 13. | (density) | <p>Reducing friction between air / water and performer.</p> <ul style="list-style-type: none"> Reduction in density of water in swimming pools Performing at altitude | | |
| 14. | (frontal cross-section) | <p>Reducing frontal / forward cross sectional area of performer</p> <ul style="list-style-type: none"> Lying flatter in the water Maintaining narrow body shape / tuck shape in skiing / cycling or eq. | | |
| 15. | (shape) | <p>Changing shape / 'tear drop' shape / 'aerofoil' shape / changing action.</p> <ul style="list-style-type: none"> Dolphin action been added to all techniques not just butterfly / bike design Helmets in cycling / speed skiing | | |
| 16. | (surface effects) | <p>Reducing surface effects / wave drag</p> <ul style="list-style-type: none"> Swimming underwater as far as possible / as far as rules allow. | | |
| 17. | (speed) | <p>Reducing speed/velocity</p> <ul style="list-style-type: none"> Not beneficial to performance/ must reduce AR/FF in other ways | | |

Section B - Exercise and Sport Physiology (Option B3)

| Question | | Answer | Marks | Guidance | | | | | | | | | | | | | | | | | | |
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| 5 | (a) | <p>1 marks for:</p> <p>Sub max 1 for the definition</p> <table border="1"> <tr> <td>1.</td> <td>The ability to take in, (transport) and use oxygen or sustain prolonged periods of sub maximal work or maximum volume of oxygen inspired and utilised per minute or $VO_2\text{max}$</td> </tr> </table> <p>Sub max 3 for factors affecting $VO_2\text{max}$; mark first three only</p> <table border="1"> <tr> <td>2. (respiratory factors)</td> <td>Size of lungs / lung volume / elasticity of lung tissues / strength of respiratory muscles or eq.</td> </tr> <tr> <td>3. (cardiac factors)</td> <td>Size of heart / stroke volume / cardiac output or eq.</td> </tr> <tr> <td>4. (vascular factors)</td> <td>Elasticity of arteries / number of red blood cells (RBCs)/capillarisation / blood volume / haemoglobin content or eq.</td> </tr> <tr> <td>5. (muscular factors)</td> <td>Muscle fibre type/ more Type I/SO and Type IIa/FOG oxidative fibres increase $VO_2\text{max}$/</td> </tr> <tr> <td>6. (cellular factors)</td> <td>myoglobin stores/ number of mitochondria or eq.</td> </tr> <tr> <td>7. (training)</td> <td>Training/ altitude training / lack of training</td> </tr> <tr> <td>8. (genetic make-up)</td> <td>genetic make-up / hereditary</td> </tr> <tr> <td>9. (environmental factors)</td> <td>altitude or climate or air pressure</td> </tr> </table> | 1. | The ability to take in , (transport) and use oxygen or sustain prolonged periods of sub maximal work or maximum volume of oxygen inspired and utilised per minute or $VO_2\text{max}$ | 2. (respiratory factors) | Size of lungs / lung volume / elasticity of lung tissues / strength of respiratory muscles or eq. | 3. (cardiac factors) | Size of heart / stroke volume / cardiac output or eq. | 4. (vascular factors) | Elasticity of arteries / number of red blood cells (RBCs)/capillarisation / blood volume / haemoglobin content or eq. | 5. (muscular factors) | Muscle fibre type/ more Type I/SO and Type IIa/FOG oxidative fibres increase $VO_2\text{max}$ / | 6. (cellular factors) | myoglobin stores/ number of mitochondria or eq. | 7. (training) | Training/ altitude training / lack of training | 8. (genetic make-up) | genetic make-up / hereditary | 9. (environmental factors) | altitude or climate or air pressure | 4 | <p>Sub max 1 for definition</p> <p>Sub max 3 for factors affecting $VO_2\text{max}$.</p> <p>Do not accept age or gender as factors affecting $VO_{2\text{max}}$ (in question)</p> |
| 1. | The ability to take in , (transport) and use oxygen or sustain prolonged periods of sub maximal work or maximum volume of oxygen inspired and utilised per minute or $VO_2\text{max}$ | | | | | | | | | | | | | | | | | | | | | |
| 2. (respiratory factors) | Size of lungs / lung volume / elasticity of lung tissues / strength of respiratory muscles or eq. | | | | | | | | | | | | | | | | | | | | | |
| 3. (cardiac factors) | Size of heart / stroke volume / cardiac output or eq. | | | | | | | | | | | | | | | | | | | | | |
| 4. (vascular factors) | Elasticity of arteries / number of red blood cells (RBCs)/capillarisation / blood volume / haemoglobin content or eq. | | | | | | | | | | | | | | | | | | | | | |
| 5. (muscular factors) | Muscle fibre type/ more Type I/SO and Type IIa/FOG oxidative fibres increase $VO_2\text{max}$ / | | | | | | | | | | | | | | | | | | | | | |
| 6. (cellular factors) | myoglobin stores/ number of mitochondria or eq. | | | | | | | | | | | | | | | | | | | | | |
| 7. (training) | Training/ altitude training / lack of training | | | | | | | | | | | | | | | | | | | | | |
| 8. (genetic make-up) | genetic make-up / hereditary | | | | | | | | | | | | | | | | | | | | | |
| 9. (environmental factors) | altitude or climate or air pressure | | | | | | | | | | | | | | | | | | | | | |

| Question | | Answer | Marks | Guidance | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 1. (type/e.g. exercises) | Repetition running/ circuits/shuttles/ skipping or eq. example exercise | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Question | Answer | | | Marks | Guidance |
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| | 11. (arterial walls) | Increased elasticity of arterial walls helps regulate blood pressure Or lower blood pressure | less risk of hypertension/ CHD/ stroke or eq | | |
| | 12. (muscular) | Muscle hypertrophy results in increased strength | everyday activities are easier to perform/ it is easier to perform exercise/ increases metabolic rate which increases energy expenditure so could help manage weight | | |
| | 13. (myoglobin) | Increased myoglobin stores improve O ₂ storage and transport to mitochondria | easier to perform exercise/ less fatigue/ more energy or eq. | | |
| | 14. (mitochondria) | Increased number of mitochondria | easier to perform exercise/less fatigue/ more energy | | |
| | 15. (enzyme activity) | Increased aerobic enzyme activity increases metabolism of fat | better weight management or eq. | | |
| | 16. (capillarisation) | Increased muscle capillarisation increases gaseous exchange/surface area for diffusion | easier to perform exercise/ less fatigue or eq. | | |
| | 17.(connective tissue) | Increased strength of tendons/ligaments | less risk of injury/ increased joint stability | | |
| | 18. (Strength of bones) | Increased strength of bones due to increased calcium content / bone (mineral) density | less risk of injuries associated with ageing/ less risk of osteoporosis | | |
| | 19 (Body composition) | Decrease in non-lean body mass/ fat mass/ % body fat/ increase in metabolic rate | easier to perform exercise/ everyday activities / metabolise/breakdown fats | | |
| | 20. (cartilage) | Increased production of synovial fluid helps lubricate joints/ nourish articular cartilage and reduce friction or thickens articular cartilage | less joint problems/ pain/ injuries/osteoarthritis | | |

| Question | Answer | Marks | Guidance | | | | | | | | | | | | | | | | | | | | |
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| (d)* Levels of Response | |
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| <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><u>At Level 4 answers are likely to show:</u></p> <ul style="list-style-type: none"> • a detailed explanation of the factors affecting explosive strength. • a detailed and appropriate training programme to improve explosive strength. • detailed knowledge of sets/reps/intensity/work : relief ratio. • excellent application of the principles of training. • detailed explanation of how the programme improves health and fitness. |
| <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><u>At Level 3 answers are likely to show:</u></p> <ul style="list-style-type: none"> • a good explanation of the factors affecting explosive strength. • an appropriate training programme to improve explosive strength. • good knowledge of sets/reps/intensity/work : relief ratio. • good application of the principles of training. • good explanation of how the programme improves fitness and at the top of this level including health. |
| <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><u>At Level 2 answers are likely to show:</u></p> <ul style="list-style-type: none"> • a limited explanation of the factors affecting explosive strength. • a limited training programme to improve explosive strength. • basic knowledge of sets/reps/intensity/work : relief ratio. • an attempt at applying the principles of training. • Limited explanation of how the programme improves health or fitness. |
| <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><u>At Level 1 answers are likely to show:</u></p> <ul style="list-style-type: none"> • a basic explanation of the factors affecting explosive strength. • a basic training programme to improve explosive strength. • little or no attempt to demonstrate knowledge of sets/reps/intensity/work : relief ratio. • little or no attempt at applying the principles of training. • little or no attempt at explaining how the programme improves health or fitness. |

| Question | | Answer | Marks | Guidance | | | | | | | | | | | | | | |
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| Question | | Answer | Marks | Guidance |
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| | 7. (training) | Specific strength training can improve (explosive) strength <ul style="list-style-type: none"> Weight / resistance / plyometric training hypertrophy of muscles (size of cells) hyperplasia of muscles (number of cells) | | |
| | 8. (ROM/ joint angle) | The range of motion/ angle at a joint/length of muscle can affect the strength that an individual can exert. | | |
| | 9. (temperature) | Increased temperature can increase explosive strength <ul style="list-style-type: none"> Increased enzyme activity Increased speed of neural transmission Increased elasticity | | |
| | | Training programme | | |
| | 10. (frequency) | 2-5 x a week <ul style="list-style-type: none"> 2 rest days | | |
| | 11. (duration) | Short duration <ul style="list-style-type: none"> 0-30 seconds/ accept up to 60 seconds | | |
| | 12. (duration – plyometrics) | 15-30 seconds on each activity <ul style="list-style-type: none"> 100-200 contacts 2-3 reps | | |
| | 13. (type – interval/circuit) | Interval/ circuit training <ul style="list-style-type: none"> E.g. Medicine ball exercises, squats, vertical jumps, press ups, sit ups | | |
| | 14. (type – plyometrics) | Plyometrics <ul style="list-style-type: none"> Jumping/ bounding/hopping/ box jumps/ press up with a clap involves a concentric contraction followed by an eccentric contraction which results in a greater force/ stretch reflex to recruit more motor units | | |
| | 15. (type – weight training) | Weight training <ul style="list-style-type: none"> Bench press/weighted squats/leg press 3-10 reps | | |
| | 16. (sets) | 2/3-6 sets | | |
| | 17. (intensity) | High intensity/ fast reps | | |

| Question | Answer | Marks | Guidance |
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| | <ul style="list-style-type: none"> • 70-90 % 1 RM | | |
| 18. (work: rest/relief) | High work: rest/relief ratio/ 1:3/ 1:6 <ul style="list-style-type: none"> • 30 seconds 50% recovery • 3 minutes full recovery | | |
| 19. (number of stations) | 3-5/6 stations | | |
| | General | | |
| 20. | Keep training diary <ul style="list-style-type: none"> • to monitor intensity/duration/repetitions/work:rest ratios | | |
| 21. (Principles of training – up to 3 dev) | Principles of training- overload; progression; variance; specificity; moderation; reversibility <ul style="list-style-type: none"> • overload to increase amount of work body does/ push body beyond normal limit by increasing FIT • progression to increase workloads gradually once adaptations have been made • variance to maintain motivation / prevent RSI/ boredom • specificity to the alactic system/ FG fibre types/ muscle group/ movement pattern • moderation to provide appropriate overload/ prevent burnout/ overtraining • reversibility – maintain training to prevent adaptation loss | | |
| 22. | Appropriate test <ul style="list-style-type: none"> • Vertical jump test/ standing broad jump (or eq.) Set realistic targets/ goals/ improve score on standing long jump/ vertical jump/ SMART targets | | |
| 23. | Re-test to monitor improvement / maintain progression | | |
| 24. | Periodisation <ul style="list-style-type: none"> • Microcycle -Short term objective/1 to 3 weeks/recurrent units • Made up of a number of training sessions | | |
| 25. | Mesocycle <ul style="list-style-type: none"> • Medium term objective/approx.6 weeks/depends on sport/objective • Could be pre-season/competitive/off/ transition season | | |

| Question | Answer | Marks | Guidance |
|---------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----------|
| 26. | <ul style="list-style-type: none"> • Made up of a number of microcycles Before each session the athlete should warm up <ul style="list-style-type: none"> • Increases muscle temperature/increased enzyme activity/increased elasticity of muscle/vascular shunt (or eq.) • Reduces risk of injury • Reduce the risk of DOMS • Especially with plyometric training | | |
| 27. | After each session the performer should complete a cool down <ul style="list-style-type: none"> • Maintains venous return & stroke volume/prevents blood pooling/removes lactic acid/reduces DOMS (or eq.) | | |
| Health and fitness benefits | | | |
| Fitness benefits | | | |
| 28. (skeletal muscle-size) | Increased ability of the muscle to produce maximal force quickly <ul style="list-style-type: none"> • Hypertrophy of the muscle • Hyperplasia/ increase in number of muscle fibre | | |
| 29. (skeletal muscle - actin/myosin) | Increased number/ size of contractile protein <ul style="list-style-type: none"> • More actin/ myosin cross bridges | | |
| 30. (neural - recruitment of muscle fibres/units) | Increased recruitment of fast twitch muscle fibres <ul style="list-style-type: none"> • Increased recruitment of motor units • Resulting in a stronger contraction • Improved co-ordination of motor units | | |
| 31. (neural - reduction in antagonist inhibition) | Less inhibition from antagonist muscle/ stretch reflex <ul style="list-style-type: none"> • Allows antagonist to stretch further • So that agonist can contract with greater force | | |
| 32. (metabolic - ATP) | Increase in ATP/PC stores <ul style="list-style-type: none"> • Increase in myoglobin stores | | |
| 33. (buffering) | Increased buffering capacity <ul style="list-style-type: none"> • Higher tolerance to lactic acid • Delays fatigue | | |
| 34. (enzyme activity) | Increased action of glycolytic enzymes <ul style="list-style-type: none"> • GPP/ PFK | | |
| 35. (anaerobic | Increased anaerobic threshold | | |

| Question | | Answer | Marks | Guidance |
|----------|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----------|
| | | threshold) | | |
| | | <ul style="list-style-type: none"> Increased recovery of ATP/PC and lactic acid system Delays OBLA | | |
| | 36. | (capillary density) | | |
| | | Increased density of capillaries <ul style="list-style-type: none"> So greater O₂/CO₂ transport Greater diffusion of oxygen Which could result in quicker removal of lactic acid | | |
| | | Health benefits | | |
| | 37. | (connective tissue) | | |
| | | Increased strength of connective tissue <ul style="list-style-type: none"> Tendons/ligaments are stronger so less risk of injury | | |
| | 38. | (bone density) | | |
| | | Increase bone density <ul style="list-style-type: none"> Less risk of osteoporosis | | |
| | 39. | (CHD) | | |
| | | Reduces risk of CHD <ul style="list-style-type: none"> Due to hypertrophy of the heart | | |
| | 40. | (blood pressure) | | |
| | | Reduces blood pressure <ul style="list-style-type: none"> Due to stronger heart Reduces risk of stroke | | |
| | 41. | (weight) | | |
| | | Lose weight <ul style="list-style-type: none"> More muscle will result in higher metabolic rate | | |
| | 42. | (social) | | |
| | | Better body tone/hypertrophic body <ul style="list-style-type: none"> Increased self esteem | | |

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