



**GCE**

**Physical Education**

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

Advanced Subsidiary GCE

**Mark Scheme for June 2018**

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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.

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**Annotations**

| <b>Annotation</b> | <b>Meaning</b>  |
|-------------------|---|
| ✓                 | Correct response  |
| ×                 | Incorrect response  |
| <b>BOD</b>        | Benefit of the doubt  |
| <b>REP</b>        | Repeat of key point in question or point already awarded          |
| ?                 | Unclear   |
| <b>L1</b>         | Level 1   |
| <b>L2</b>         | Level 2   |
| <b>L3</b>         | Level 3   |
| <b>KU</b>         | Knowledge and Understanding                                       |
| <b>EG</b>         | Example/Reference   |
| <b>TV</b>         | Too Vague   |
| <b>DEV</b>        | Development   |
| <b>SEEN</b>       | Noted but no credit given   |
| <b>IRRL</b>       | Significant amount of material which does not answer the question |

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

An element of professional judgement is required in the marking of G451. 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, scoris messaging or e-mail.

**Marking response ‘e’; 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

| Question |     |  | Answer  | Marks | Guidance |                 |
|----------|-----|--|---|-------|----------|-----------------|
| 1        | (a) |  | <b>4 marks for 4 from:</b><br><br>1. Hinge<br>2. Flexion<br>3. Biceps Femoris/ Semimembranosus/ Semitendinosus<br>4. Concentric (Isotonic)  | 4     |          |                 |
|          |     |  |   |       | Accept   | Do not accept   |
|          |     |  |   |       | 1.       |                 |
|          |     |  |   |       | 2.       |                 |
|          |     |  |   |       | 3.       |                 |
|          |     |  |   |       | 4.       | Isotonic on own |
|          | (b) |  | <b>4 marks for 4 from:</b><br><br>(Angular motion)<br>1. is movement of an object around a fixed point or axis.<br>2. occurs in the arms and legs of the hurdler as they are moving around the shoulder joint and hip joint.<br>(Linear motion)<br>3. is movement along a line / when a body moves in a straight or curved line.<br>4. is when all parts of a body are moving the same distance in the same direction at the same speed.<br>5. occurs in the torso and head of the hurdler.<br>(General motion)<br>6. combination of linear and angular motion.<br>7. when some body parts are moving around a fixed point or axis and other body parts are moving in a straight or curved line.<br>8. The whole movement of the hurdler. | 4     |          |                 |
|          |     |  |   |       | Accept   | Do not accept   |
|          |     |  |   |       | 1.       |                 |
|          |     |  |   |       | 2.       |                 |
|          |     |  |   |       | 3.       |                 |
|          |     |  |   |       | 4.       |                 |
|          |     |  |   |       | 5.       |                 |
|          |     |  |   |       | 6.       |                 |
|          |     |  |   |       | 7.       |                 |
|          |     |  |   |       | 8.       |                 |
|          |     |  |   |       | 9.       |                 |

| Question |                      |      | Answer   | Marks | Guidance  |        |               |    |            |    |                      |    |  |    |  |    |  |    |  |
|----------|----------------------|------|--|-------|---|--------|---------------|----|------------|----|----------------------|----|--|----|--|----|--|----|--|
| 1        | (c)                  | (i)  | <b>Description of atherosclerosis</b><br><b>3 marks for 3 from:</b><br><br>1. build-up of fatty deposits/ plaques/ cholesterol atheromas on the lining of the arteries.<br>2. high levels of LDLs/ Low density lipoproteins.<br>3. low levels of HDLs/ High density lipoproteins.<br>4. Can lead to a narrowing of the diameter of the lumen of the arteries.<br>5. increases the likelihood of a blood clot forming.<br>6. can lead to an increase in blood pressure/ hypertension/ angina/ heart attack. | 3     | <table><tr><th>Accept</th><th>Do not accept</th></tr><tr><td>1.</td><td>Fat on own</td></tr><tr><td>2.</td><td></td></tr><tr><td>3.</td><td></td></tr><tr><td>4.</td><td></td></tr><tr><td>5.</td><td></td></tr><tr><td>6.</td><td></td></tr></table> | Accept | Do not accept | 1. | Fat on own | 2. |                      | 3. |  | 4. |  | 5. |  | 6. |  |
| Accept   | Do not accept        |      |  |       |   |        |               |    |            |    |                      |    |  |    |  |    |  |    |  |
| 1.       | Fat on own           |      |  |       |   |        |               |    |            |    |                      |    |  |    |  |    |  |    |  |
| 2.       |                      |      |  |       |   |        |               |    |            |    |                      |    |  |    |  |    |  |    |  |
| 3.       |                      |      |  |       |   |        |               |    |            |    |                      |    |  |    |  |    |  |    |  |
| 4.       |                      |      |  |       |   |        |               |    |            |    |                      |    |  |    |  |    |  |    |  |
| 5.       |                      |      |  |       |   |        |               |    |            |    |                      |    |  |    |  |    |  |    |  |
| 6.       |                      |      |  |       |   |        |               |    |            |    |                      |    |  |    |  |    |  |    |  |
|          |                      | (ii) | <b>3 marks for 3 from:</b><br><b>Regular physical exercise can</b><br><br>1. decrease blood lipids<br>2. decrease LDLs<br>3. increase HDLs<br>4. decrease blood fibrinogen / reduction in blood clots<br>5. decrease blood viscosity<br>6. Increases contractility / elasticity (prevents hardening) of blood vessel walls.  | 3     |   |        |               |    |            |    |                      |    |  |    |  |    |  |    |  |
| 1        | (d)                  | (i)  | <b>2 marks for 2 from:</b><br>1. The pressure exerted by blood against the walls of a blood vessel (artery) / blood flow /Q x resistance<br>2. Normal healthy blood pressure during rest is 120/80mm/Hg  | 2     | <table><tr><th>Accept</th><th>Do not accept</th></tr><tr><td>1.</td><td></td></tr><tr><td>2.</td><td>Values without units</td></tr></table>   | Accept | Do not accept | 1. |            | 2. | Values without units |    |  |    |  |    |  |    |  |
| Accept   | Do not accept        |      |  |       |   |        |               |    |            |    |                      |    |  |    |  |    |  |    |  |
| 1.       |                      |      |  |       |   |        |               |    |            |    |                      |    |  |    |  |    |  |    |  |
| 2.       | Values without units |      |  |       |   |        |               |    |            |    |                      |    |  |    |  |    |  |    |  |
|          |                      | (ii) | <b>4 marks for 4 from:</b><br>(Systolic blood pressure)<br>1. increases as exercise intensity increases<br>2. will plateau at submaximal levels<br>3. may decrease slightly during prolonged training  | 4     |   |        |               |    |            |    |                      |    |  |    |  |    |  |    |  |

| Question |  |  | Answer  | Marks | Guidance |
|----------|--|--|---|-------|----------|
|          |  |  | (Diastolic blood pressure)<br>4. changes little during submaximal exercise<br>5. values range between 120-140/80-90mmHg<br>(Hypertension)<br>6. only present if a high blood pressure is prolonged/long term.<br>7. range between 140-180 / 90-120mm/Hg |       |          |

| <b>(e)* Levels of Response</b>  |  |
|---|--|
| <b>Level 3 (8 – 10 marks)</b><br>A comprehensive answer: <ul style="list-style-type: none"> <li>• detailed knowledge &amp; understanding</li> <li>• effective analysis/critical evaluation and/or discussion/explanation/development</li> <li>• clear and consistent practical application of knowledge</li> <li>• accurate use of technical and specialist vocabulary</li> <li>• high standard of written communication</li> </ul>   | <b>At level 3 discriminators <u>are likely</u> to include:</b> <ul style="list-style-type: none"> <li>• Candidate considers both areas of the question</li> <li>• Candidate refers to both O<sub>2</sub> and CO<sub>2</sub> gaseous exchange</li> <li>• Differences of gaseous exchange between rest and exercise clearly identified.</li> <li>• Detailed knowledge of altitude effect on performance</li> <li>• Candidate refers to both internal and external respiration.</li> </ul>                  |
| <b>Level 2 (5 - 7 marks)</b><br>A competent answer: <ul style="list-style-type: none"> <li>• satisfactory knowledge &amp; understanding</li> <li>• analysis/critical evaluation and/or discussion/explanation/development attempted with some success</li> <li>• some success in practical application of knowledge</li> <li>• technical and specialist vocabulary used with some accuracy</li> <li>• written communication generally fluent with few errors</li> </ul>                         | <b>At level 2 discriminators <u>are likely</u> to include:</b> <ul style="list-style-type: none"> <li>• Candidate considers both areas of the question but with imbalance</li> <li>• Candidate refers to O<sub>2</sub> or CO<sub>2</sub> gaseous exchange</li> <li>• Differences of gaseous exchange between rest and exercise identified satisfactorily</li> <li>• Satisfactory knowledge of altitude effect on performance</li> <li>• Candidate refers to external or internal respiration.</li> </ul> |
| <b>Level 1 (1 - 4 marks)</b><br>A limited answer: <ul style="list-style-type: none"> <li>• basic knowledge &amp; understanding</li> <li>• little or no attempt to analyse/critically evaluate and/or discuss/explain/develop</li> <li>• little or no attempt at practical application of knowledge;</li> <li>• technical and specialist vocabulary used with limited success</li> <li>• written communication lacks fluency and there will be errors, some of which may be intrusive</li> </ul> | <b>At level 1 discriminators <u>are likely</u> to include:</b><br>Candidate considers only one area of the question or both very superficially <ul style="list-style-type: none"> <li>• Knowledge of gaseous exchange / effects of altitude on exercise is basic.</li> <li>• No differences in gaseous exchange between rest and exercise mentioned.</li> </ul>  |
| <b>[0 marks]</b> No response or no response worthy of credit.   |  |



| Question | Answer  | Marks     | Guidance   |
|----------|---|-----------|--|
| (e)*     | <p><b>Indicative content:</b> Candidate responses are likely to include: (relevant responses not listed should be acknowledged)</p> <p><b>Numbered points</b> = knowledge / understanding</p> <p><b>Bullet points</b> = likely to be development of knowledge</p> <ol style="list-style-type: none"> <li>1. Gases move from a high pressure to low pressure</li> </ol> <p>Gaseous Exchange at Rest</p> <ol style="list-style-type: none"> <li>2. Oxygen diffuses from the alveoli in the lungs to the pulmonary capillaries <ul style="list-style-type: none"> <li>• There is a high partial pressure of oxygen in the alveoli</li> <li>• 104mmHg partial pressure of oxygen in the alveoli</li> <li>• There is a low partial pressure of oxygen in the capillary</li> <li>• 40mmHg partial pressure of oxygen in the alveoli</li> <li>• This creates a large concentration gradient</li> </ul> </li> <li>3. Carbon Dioxide diffuses from the pulmonary capillaries to the alveoli <ul style="list-style-type: none"> <li>• There is a high partial pressure of carbon dioxide in the capillaries</li> <li>• 46mmHg partial pressure of carbon dioxide in the alveoli</li> <li>• There is a low partial pressure of carbon dioxide in the alveoli</li> <li>• 40mmHg partial pressure of carbon dioxide in the alveoli</li> <li>• This creates a concentration gradient</li> </ul> </li> <li>4. At the muscle cell. Knowledge of relevant partial pressures and concentration gradients for both O<sub>2</sub> and CO<sub>2</sub> at rest and exercise.</li> </ol> <p><b>Other effects related to respiratory.</b></p> <ol style="list-style-type: none"> <li>5. Information related to mechanics of breathing. Changes from rest to exercise. <ul style="list-style-type: none"> <li>• Additional muscles</li> <li>• Volumes/ pressures</li> </ul> </li> </ol> <p>Gaseous Exchange During Exercise</p> <ol style="list-style-type: none"> <li>6. More Oxygen diffuses from the alveoli in the lungs to the pulmonary capillaries <ul style="list-style-type: none"> <li>• There is a high (<b>the same</b>) partial pressure of oxygen in the alveoli</li> <li>• 104mmHg partial pressure of oxygen in the alveoli</li> <li>• There is a <b>lower</b> partial pressure of oxygen in the capillary</li> <li>• This is due to <b>more</b> oxygen being consumed at the muscle cell</li> <li>• &lt;40mmHg partial pressure of oxygen in the alveoli</li> <li>• This creates a <b>larger</b> concentration gradient</li> </ul> </li> <li>7. More Carbon Dioxide diffuses from the pulmonary capillaries to the alveoli <ul style="list-style-type: none"> <li>• There is a <b>higher</b> partial pressure of carbon dioxide in the capillaries</li> </ul> </li> </ol> | <b>10</b> | Any guidance that comes out of the standardisation meeting to be added here. |

| Question | Answer  | Marks | Guidance |
|----------|---|-------|----------|
|          | <ul style="list-style-type: none"> <li>• &gt;46mmHg partial pressure of carbon dioxide in the alveoli</li> <li>• There is a low (the same) partial pressure of carbon dioxide in the alveoli</li> <li>• 40mmHg partial pressure of oxygen in the alveoli</li> <li>• This creates a <b>greater</b> concentration gradient</li> </ul> <p><b>Effect of altitude on performer.</b></p> <p>8. The partial pressure of oxygen (in the atmospheric air) is reduced at high altitude</p> <p>9. The efficiency of the respiratory process is reduced</p> <ul style="list-style-type: none"> <li>• The partial pressure of oxygen at altitude in the alveoli is reduced</li> <li>• This reduces the concentration/diffusion gradient of oxygen at the alveoli</li> <li>• Less oxygen diffuses into the capillaries</li> <li>• Less oxygen combines/associates with haemoglobin</li> <li>• Less oxygen is transported to the muscle cells</li> </ul> <p>10. The efficiency of internal respiration is reduced</p> <ul style="list-style-type: none"> <li>• There is a lower concentration/diffusion gradient of oxygen at the muscle tissue / decrease in oxygen dissociation</li> <li>• Less oxygen diffuses into the muscle cell</li> <li>• Less oxygen is available for aerobic respiration</li> </ul> <p>11. Extreme altitude can lead to hypoxia</p> <p>Athletes experience dizziness, nausea, vomiting due to reduction in availability of oxygen</p> <p><b>Other effects of altitude.</b></p> <p>12. Air tends to be colder and drier at higher altitude</p> <ul style="list-style-type: none"> <li>• Increased water loss</li> <li>• Leading to dehydration and reduction in performance</li> </ul> <p>13. Altitude-induced hyperventilation causes an increase in water loss via breathing</p> <p>14. Increase in muscle chemoreceptor stimulation</p> <ul style="list-style-type: none"> <li>• Lower levels of oxygen detected</li> <li>• Information sent to the RCC in the medulla oblongata</li> <li>• Rate and depth of breathing increased</li> <li>• Can lead to hyperventilation</li> </ul> <p>15. increase the urine production by up to 500ml/day further increase in dehydration</p> <ul style="list-style-type: none"> <li>• Increased requirement for fluid / water intake or hydration#</li> </ul> <p style="text-align: right;"><b>[Total: 30 marks]</b></p> |       |          |

## Section B

| Question |     |  | Answer   | Mark | Guidance  |
|----------|-----|--|--|------|---|
| 2        | (a) |  | <p><b>Four marks for:</b></p> <p><b>Two marks sub max for gross motor abilities:</b></p> <ol style="list-style-type: none"> <li>1. strength (static/dynamic/explosive/trunk)</li> <li>2. power</li> <li>3. stamina</li> <li>4. flexibility (extent/dynamic)</li> <li>5. co-ordination</li> <li>6. equilibrium</li> <li>7. speed (of limb movement).</li> </ol> <p><b>Two marks sub max for psychomotor abilities:</b></p> <ol style="list-style-type: none"> <li>8. reaction/response time</li> <li>9. decision making or putting decisions into action</li> <li>10. co-ordination (multi limb)</li> <li>11. control or precision or arm-hand steadiness</li> <li>12. balance or response orientation</li> <li>13. rate control</li> <li>14. manual dexterity</li> <li>15. finger dexterity</li> <li>16. wrist or finger speed</li> <li>17. aiming</li> <li>18. perception.</li> </ol> | 4    | <ul style="list-style-type: none"> <li>The identification of abilities must relate to the chosen skill.</li> </ul>                |
| 2        | (b) |  | <p><b>Four marks for:</b></p> <ol style="list-style-type: none"> <li>1. (you are perceived to be) fatigued / bored / unstimulated</li> <li>2. Become unfit / unhealthy.</li> <li>3. Leads to lack of self-confidence / self-esteem – therefore lack of motivation to be healthy)</li> <li>4. Give up exercise / healthy eating / aspects of healthy lifestyle (easily).</li> <li>5. Never start any activity or healthy lifestyle or doesn't see the point of an active/healthy lifestyle or doesn't believe in it.</li> </ol>   | 4    | <ul style="list-style-type: none"> <li>Must include an explanation rather than a list of outcomes to score full marks.</li> </ul> |

| Question |     |  | Answer   | Mark | Guidance   |
|----------|-----|--|--|------|--|
|          |     |  | <p>6. May let others influence towards an inactive / unhealthy lifestyle.</p> <p>7. Follow healthy lifestyle up to a point but don't progress / plateaus / remains at the same level of fitness.</p>   |      |  |
| 2        | (c) |  | <p><b>Six marks for:</b><br/><b>(sense organs)</b></p> <p>1. Sight/hearing/touch/kinaesthetic (senses) receive information/stimuli required for skill performance<br/>Eg a netballer uses her eyes to receive information about the distance the goal is away from her.</p> <p>2. how healthy/good the sense organs are can dictate the (amount of) information received.<br/>Eg a basketball player may be hard of hearing and fail to pass to a teammate who shouted for the ball.</p> <p><b>(perceptual mechanisms)</b></p> <p>3. How we interpret the information<br/>Eg football player recognises a clear route to goal.</p> <p>4. Selective attention or detecting appropriate stimuli or focus on selected information or concentration or filtering (hence more arrows in than out in diagram)</p> <p>5. use of memory or using previous experiences<br/>Eg A tennis player recognises an opponent's topspin from a previous game (so can adjust).</p> <p><b>(translatory mechanisms)</b></p> <p>6. organising information or decision making or formulates a motor plan / programme or decides on the correct response<br/>Eg a rugby player deciding when to make the tackle when chasing down an opponent.</p> <p><b>(effector mechanism)</b></p> <p>7. Relays/sends decisions to muscular system or puts into effect the decisions made.</p> <p>8. Eg the hockey goalkeeper decides to dive to the right and this is relayed to the muscles (to move)</p> | 6    | <ul style="list-style-type: none"> <li>Practical examples if detailed enough can be equivalent to the description.</li> <li>The marks available may be gained from any of the sections.</li> </ul> |

| Question |     |      | Answer  | Mark | Guidance                         |
|----------|-----|------|---|------|----------------------------------|
|          |     |      | <b>(muscular system)</b><br>9. Muscles move or response of muscles or output of muscles.  |      |                                  |
| 2        | (d) | (i)  | <b>2 marks for (description of open loop control):</b><br><br>1. When (processing of information) feedback is not used or no time for feedback (to be used) e.g. a volley in tennis<br>2. (Sub routines of) skills are performed with little conscious control / subconsciously e.g. a drive in golf<br>3. can attend to peripheral stimuli / e.g. rugby player can pay more attention to movement of other players<br>4. Effective when environment is predictable / stable e.g. swimming dive<br>5. Used for skills that are well-learned /autonomous or for fast/reflex/ballistic type actions or motor programmes e.g. a tackle in rugby<br>6. Skills cannot be adjusted (in the main) during the movement e.g. a somersault in trampolining. | 4    | 2 marks maximum with no examples |
|          |     | (ii) | <b>Two marks for:</b><br>1. Programmes/movements formed / stored in (long term) memory or becomes a memory trace e.g. remember how to serve in tennis<br>2. It is a (generalised) series of movements / motor programmes formed through repetition/practise / often called level one control / overlearning leads to little conscious thought is required / becomes habitual. e.g. hockey player repeats her pass technique<br>3. association e.g. netball pass associated with basketball pass<br>4. meaningfulness or need e.g. to achieve success in netball a successful pass is necessary<br>5. novelty or interest e.g. football passing in a conditioned game /equiv   | 2    |                                  |

| Question |  |  | Answer   | Mark | Guidance |
|----------|--|--|--|------|----------|
|          |  |  | 6. emotional intensity / positive reinforcement / praise<br>e.g. netball pass that is successful gives reward /<br>pleasure / get praise |      |          |

| Question |     |  | Answer/Indicative Content  | Marks | Levels of response   |
|----------|-----|--|--|-------|--|
| 2        | (e) |  | <ul style="list-style-type: none"> <li>Shows clear knowledge and understanding of all three laws</li> <li>Some effective application of all three laws</li> <li>Refers to the S-R bond throughout</li> <li>Explains the effectiveness of all three laws.</li> <li>Uses a range of relevant practical examples.</li> </ul>  | 10    | <b>Level 3 (8 – 10 marks)</b><br>A comprehensive answer: <ul style="list-style-type: none"> <li>Must include detailed explanation of all 3 laws.</li> <li>Good use of examples for each law.</li> <li>Knowledge of positives of each law.</li> <li>References to negatives maybe included.</li> <li>Clear reference to operant conditioning.</li> <li>Must have reference to SR bond.</li> </ul> |
|          |     |  | <ul style="list-style-type: none"> <li>Shows some knowledge and understanding of at least two laws</li> <li>Some application of these laws but may be inconsistent or inaccurate in places</li> <li>Refers to the S-R bond at the top of this level</li> <li>Some explanation of the effectiveness of these laws (but may be superficial/lack detail).</li> <li>Uses some relevant practical examples.</li> </ul>    |       | <b>Level 2 (5 - 7 marks)</b><br>A competent answer: <ul style="list-style-type: none"> <li>Must include some explanation of all 3 laws or detailed explanation of 2 laws</li> <li>Good use of examples for at least 2 of the laws.</li> <li>Reference to positives of at least 2 laws.</li> </ul>  |
|          |     |  | <ul style="list-style-type: none"> <li>Some attempt to apply at least one law but inconsistently with some inaccuracies</li> <li>Little or no explanation of the effectiveness of these laws.</li> <li>Uses few relevant practical examples.</li> <li>Shows some knowledge of at least one law</li> <li>a few practical examples are provided</li> <li>may make some reference to effectiveness of law(s)</li> </ul> |       | <b>Level 1 (1 - 4 marks)</b><br>A limited answer: <ul style="list-style-type: none"> <li>Must include some explanation of at least 1 law.</li> <li>Examples linked to at least 1 law.</li> </ul>   |

| Question |     | Answer/Indicative Content   | Marks | Content |
|----------|-----|---|-------|---------|
|          | (e) | <p>1. Law of Effect</p> <p>2. Law of Exercise</p> <p>3. Law of Readiness</p> <p>Explanation might include the following points.</p> <p>Each law can be shown as having a positive or negative influence on movement skill learning.</p> <p><b>(Law of Effect )</b></p> <p>➤ Law of Effect</p> <p>4. Positive reinforcement will strengthen the SR bond</p> <ul style="list-style-type: none"> <li>- Reinforcement</li> <li>- Praise</li> <li>- Satisfaction</li> <li>- Pleasure</li> <li>- Enjoyment</li> <li>- Success</li> <li>- Positive feedback</li> </ul> <p>❖ Eg coach says well done to a tennis player learning a new skill.</p> <p>❖ The effect of this praise is that the player would like to receive more praise and therefore repeats the correct action.</p> <p>5. Negative reinforcement will weaken the SR bond</p> <ul style="list-style-type: none"> <li>- Annoyance</li> <li>- lack of enjoyment</li> <li>- failure</li> <li>- you will avoid learning or learning will be hindered.</li> </ul> <p>❖ Eg The tennis player may get annoyed that her serve goes out.</p> <p>❖ The effects of this annoyance is for the player to change her strategy and avoid further annoyance.</p> <p>6. Punishment will break the SR bond</p> | 10    |         |

| Question |  | Answer/Indicative Content  | Marks | Content |
|----------|--|--|-------|---------|
|          |  | <p>7. Operant conditioning</p> <ul style="list-style-type: none"> <li>• Manipulating the environment</li> <li>• Trial and error learning</li> <li>• Shaping the environment</li> </ul> <p><b>(Law of Exercise)</b></p> <p>➤ <b>Law of Exercise</b></p> <p>7. Repeating or rehearsing or practising the movement will strengthen (the S-R bond) or will help learning</p> <ul style="list-style-type: none"> <li>❖ Eg the tennis player repeats the serve that will aid learning.</li> <li>- Tiredness or information overload or incorrect or lack of practise</li> <li>- may hinder or weaken (the S-R bond) or will hinder learning</li> <li>❖ The tennis player may repeatedly practice the wrong technique and will therefore learn the wrong technique</li> </ul> <p><b>(Law of Readiness)</b></p> <p>➤ <b>Law of Readiness</b></p> <p>8. Must have physical <b>or</b> mental capability or maturity or must be appropriate to strengthen (the S-R bond) or to help learning</p> <ul style="list-style-type: none"> <li>❖ Eg the tennis player is strong enough to perform a powerful serve</li> <li>- If too young or immature or perceptually inadequate</li> <li>- this can weaken (the SR bond) or hinder learning</li> <li>❖ The tennis player is too young to sustain powerful serving and he becomes less effective</li> </ul> |       |         |



## Section C

| Question |     |      | Answer   | Mark | Guidance                                  |  |
|----------|-----|------|--|------|---|--|
| 3        | (a) | (i)  | <b>2 marks for 2 from:</b>   | 2    | <b>Accept</b>                             | <b>Do not accept</b>                   |
|          |     |      | 1. (perceived risk)  |      |   |  |
|          |     |      | (Perceived risk is an) imagined/ it is not actually dangerous/ within health and safety constraints/ predictable/ safe environment       |      |   |  |
|          |     |      | 2. (real risk)   | 3    |   |  |
|          |     |      | Unpredictable / natural environment where there is an actual risk of danger/ Real injuries/ danger could occur                           |      |   |  |
|          |     | (ii) | <b>3 marks for 3 from:</b>   |      | <b>Accept</b>                             | <b>Do not accept</b>                   |
|          |     |      | 1. (funding)   |      |   |  |
|          |     |      | Outdoor education is more expensive/ requires more money/ might not have the funding to do it/ school cannot afford it                   |      |   |  |
|          |     |      | 2. (time)  |      | 1. Cost/ school doesn't have enough money | Health and safety/ risk/ too dangerous |
|          |     |      | Takes a lot of time to do outdoor education/ timetable constraints might not allow it/ long time to travel                               |      |   |  |
|          |     |      | 3. (staff)   |      |   |  |
|          |     |      | Staff may not be qualified to teach it/ requires specialist training/ expensive to become qualified/ higher staff student ratio required |      |   |  |
|          |     |      | 4. (access)  |      |   |  |
|          |     |      | School might not have access to facilities or natural environment/ might be a long way to travel to access facilities                    |      |   |  |
|          |     |      | 5. (too hard to organise)  |      |   |  |
|          |     |      | Lots of admin / paperwork / insurance / permissions  |      |   |  |
|          |     |      | 6. (Academic importance)   |      |   |  |
|          |     |      | Interferes with academic timetable   |      |   |  |

| Question   | Answer   | Mark                          | Guidance   |                |  |                |  |   |  |                   |   |  |  |             |                                       |  |  |
|--|--|-------------------------------|--|----------------|--|----------------|--|---|--|-------------------|---|--|--|-------------|---------------------------------------|--|--|
| (b)  | <b>4 marks for 4 from:</b><br><br>No example = sub max 2   | 4                             | <table><tr><th>Accept</th><th>Do not accept</th></tr><tr><td>1.</td><td></td></tr><tr><td>2. Suitable example where the media gives information</td><td></td></tr><tr><td>3.</td><td></td></tr><tr><td>4. suitable example where the media advertises something</td><td></td></tr></table> | Accept         | Do not accept  | 1.             |  | 2. Suitable example where the media gives information |  | 3.                |   | 4. suitable example where the media advertises something |  |             |                                       |  |  |
|  | Accept   |                               | Do not accept  |                |  |                |  |   |  |                   |   |  |  |             |                                       |  |  |
| 1.   |  |                               |  |                |  |                |  |   |  |                   |   |  |  |             |                                       |  |  |
| 2. Suitable example where the media gives information    |  |                               |  |                |  |                |  |   |  |                   |   |  |  |             |                                       |  |  |
| 3.   |  |                               |  |                |  |                |  |   |  |                   |   |  |  |             |                                       |  |  |
| 4. suitable example where the media advertises something |  |                               |  |                |  |                |  |   |  |                   |   |  |  |             |                                       |  |  |
| (c)  | <b>6 marks for 6 from:</b><br><b>Mark the first three answers only</b><br><b>Sub max 3 for player</b>  | 6                             | <table><tr><th>Accept</th><th>Do not accept</th></tr><tr><td>1.</td><td></td></tr><tr><td>2.</td><td></td></tr><tr><td>3.</td><td></td></tr><tr><td>4.</td><td></td></tr><tr><td>5.</td><td></td></tr></table>   | Accept         | Do not accept  | 1.             |  | 2.  |  | 3.                |   | 4.   |  | 5.          |                                       |  |  |
| Accept   | Do not accept  |                               |  |                |  |                |  |   |  |                   |   |  |  |             |                                       |  |  |
| 1.   |  |                               |  |                |  |                |  |   |  |                   |   |  |  |             |                                       |  |  |
| 2.   |  |                               |  |                |  |                |  |   |  |                   |   |  |  |             |                                       |  |  |
| 3.   |  |                               |  |                |  |                |  |   |  |                   |   |  |  |             |                                       |  |  |
| 4.   |  |                               |  |                |  |                |  |   |  |                   |   |  |  |             |                                       |  |  |
| 5.   |  |                               |  |                |  |                |  |   |  |                   |   |  |  |             |                                       |  |  |
|  | <table><tr><td>Solutions for player violence</td><td></td></tr><tr><td>1. (penalties)</td><td>Stricter/ more severe/ harsher penalties/ suspensions / sin bins</td></tr><tr><td>2. (officials)</td><td>More/ greater number of referees/ umpires/ officials/ lines people</td></tr><tr><td>3. (technology)</td><td>Use of technology/ video playback to assess/ identify unfair play/ see true cause of the problem/ identify who was responsible</td></tr><tr><td>4. (rule changes)</td><td>Changes rules to make it clearer/ less opportunities for violence</td></tr><tr><td>5. (educate)</td><td>NGBS/ clubs/ schools to educate players/ students about fair play in sport</td></tr><tr><td>6. (reward)</td><td>Reward non-violence / fair play award</td></tr></table> | Solutions for player violence |  | 1. (penalties) | Stricter/ more severe/ harsher penalties/ suspensions / sin bins | 2. (officials) | More/ greater number of referees/ umpires/ officials/ lines people | 3. (technology)                                       | Use of technology/ video playback to assess/ identify unfair play/ see true cause of the problem/ identify who was responsible | 4. (rule changes) | Changes rules to make it clearer/ less opportunities for violence | 5. (educate)   | NGBS/ clubs/ schools to educate players/ students about fair play in sport | 6. (reward) | Reward non-violence / fair play award |  |  |
| Solutions for player violence                            |  |                               |  |                |  |                |  |   |  |                   |   |  |  |             |                                       |  |  |
| 1. (penalties)   | Stricter/ more severe/ harsher penalties/ suspensions / sin bins   |                               |  |                |  |                |  |   |  |                   |   |  |  |             |                                       |  |  |
| 2. (officials)   | More/ greater number of referees/ umpires/ officials/ lines people   |                               |  |                |  |                |  |   |  |                   |   |  |  |             |                                       |  |  |
| 3. (technology)  | Use of technology/ video playback to assess/ identify unfair play/ see true cause of the problem/ identify who was responsible   |                               |  |                |  |                |  |   |  |                   |   |  |  |             |                                       |  |  |
| 4. (rule changes)  | Changes rules to make it clearer/ less opportunities for violence  |                               |  |                |  |                |  |   |  |                   |   |  |  |             |                                       |  |  |
| 5. (educate)   | NGBS/ clubs/ schools to educate players/ students about fair play in sport   |                               |  |                |  |                |  |   |  |                   |   |  |  |             |                                       |  |  |
| 6. (reward)  | Reward non-violence / fair play award  |                               |  |                |  |                |  |   |  |                   |   |  |  |             |                                       |  |  |

| Question   |  |  | Answer   | Mark                             | Guidance |                |   |           |                  |               |                                 |              |                    |                 |  |                 |   |             |  |            |  |              |   |  |  |        |               |    |  |    |  |    |  |  |  |    |  |    |  |    |  |    |  |    |  |
|--|--|--|--|----------------------------------|----------|----------------|---|-----------|------------------|---------------|---------------------------------|--------------|--------------------|-----------------|--|-----------------|---|-------------|--|------------|--|--------------|---|--|--|--------|---------------|----|--|----|--|----|--|--|--|----|--|----|--|----|--|----|--|----|--|
|  |  |  | <b>Sub max 3 for spectator</b><br><b>Mark the first three answers only</b>   |                                  |          |                |   |           |                  |               |                                 |              |                    |                 |  |                 |   |             |  |            |  |              |   |  |  |        |               |    |  |    |  |    |  |  |  |    |  |    |  |    |  |    |  |    |  |
|  |  |  | <table><tr><td>Solutions for spectator violence</td><td></td></tr><tr><td>1. (penalties)</td><td>Stricter/ harsher/ more severe punishments/ deterrents/ stadium bans/ fines</td></tr><tr><td>2. (CCTV)</td><td>More use of CCTV</td></tr><tr><td>3. (security)</td><td>More stewards/ security/ police</td></tr><tr><td>4. (Alcohol)</td><td>Control of alcohol</td></tr><tr><td>5. (separation)</td><td>Make sure home and away fans are not together/ are separated</td></tr><tr><td>6. (facilities)</td><td>Improved facilities to allow for separate seating/ entrances/ exits/ prevent overcrowding</td></tr><tr><td>7. (family)</td><td>Promotion of sport as family entertainment</td></tr><tr><td>8. (media)</td><td>Responsible media coverage/ media not to overhype/ focus on fan rivalry/ not to sensationalise previous crowd violence</td></tr><tr><td>9. (liaison)</td><td>Liaison by police throughout country and across countries for repeat offenders.</td></tr></table> | Solutions for spectator violence |          | 1. (penalties) | Stricter/ harsher/ more severe punishments/ deterrents/ stadium bans/ fines | 2. (CCTV) | More use of CCTV | 3. (security) | More stewards/ security/ police | 4. (Alcohol) | Control of alcohol | 5. (separation) | Make sure home and away fans are not together/ are separated | 6. (facilities) | Improved facilities to allow for separate seating/ entrances/ exits/ prevent overcrowding | 7. (family) | Promotion of sport as family entertainment | 8. (media) | Responsible media coverage/ media not to overhype/ focus on fan rivalry/ not to sensationalise previous crowd violence | 9. (liaison) | Liaison by police throughout country and across countries for repeat offenders. |  | <table><tr><th>Accept</th><th>Do not accept</th></tr><tr><td>1.</td><td></td></tr><tr><td>2.</td><td></td></tr><tr><td>3.</td><td></td></tr><tr><td>4. no alcohol in football ground/ terraces/ stands</td><td></td></tr><tr><td>5.</td><td></td></tr><tr><td>6.</td><td></td></tr><tr><td>7.</td><td></td></tr><tr><td>8.</td><td></td></tr><tr><td>9.</td><td></td></tr></table> | Accept | Do not accept | 1. |  | 2. |  | 3. |  | 4. no alcohol in football ground/ terraces/ stands |  | 5. |  | 6. |  | 7. |  | 8. |  | 9. |  |
| Solutions for spectator violence                   |  |  |  |                                  |          |                |   |           |                  |               |                                 |              |                    |                 |  |                 |   |             |  |            |  |              |   |  |  |        |               |    |  |    |  |    |  |  |  |    |  |    |  |    |  |    |  |    |  |
| 1. (penalties)                                     | Stricter/ harsher/ more severe punishments/ deterrents/ stadium bans/ fines  |  |  |                                  |          |                |   |           |                  |               |                                 |              |                    |                 |  |                 |   |             |  |            |  |              |   |  |  |        |               |    |  |    |  |    |  |  |  |    |  |    |  |    |  |    |  |    |  |
| 2. (CCTV)  | More use of CCTV   |  |  |                                  |          |                |   |           |                  |               |                                 |              |                    |                 |  |                 |   |             |  |            |  |              |   |  |  |        |               |    |  |    |  |    |  |  |  |    |  |    |  |    |  |    |  |    |  |
| 3. (security)                                      | More stewards/ security/ police  |  |  |                                  |          |                |   |           |                  |               |                                 |              |                    |                 |  |                 |   |             |  |            |  |              |   |  |  |        |               |    |  |    |  |    |  |  |  |    |  |    |  |    |  |    |  |    |  |
| 4. (Alcohol)                                       | Control of alcohol   |  |  |                                  |          |                |   |           |                  |               |                                 |              |                    |                 |  |                 |   |             |  |            |  |              |   |  |  |        |               |    |  |    |  |    |  |  |  |    |  |    |  |    |  |    |  |    |  |
| 5. (separation)                                    | Make sure home and away fans are not together/ are separated   |  |  |                                  |          |                |   |           |                  |               |                                 |              |                    |                 |  |                 |   |             |  |            |  |              |   |  |  |        |               |    |  |    |  |    |  |  |  |    |  |    |  |    |  |    |  |    |  |
| 6. (facilities)                                    | Improved facilities to allow for separate seating/ entrances/ exits/ prevent overcrowding                              |  |  |                                  |          |                |   |           |                  |               |                                 |              |                    |                 |  |                 |   |             |  |            |  |              |   |  |  |        |               |    |  |    |  |    |  |  |  |    |  |    |  |    |  |    |  |    |  |
| 7. (family)  | Promotion of sport as family entertainment   |  |  |                                  |          |                |   |           |                  |               |                                 |              |                    |                 |  |                 |   |             |  |            |  |              |   |  |  |        |               |    |  |    |  |    |  |  |  |    |  |    |  |    |  |    |  |    |  |
| 8. (media)   | Responsible media coverage/ media not to overhype/ focus on fan rivalry/ not to sensationalise previous crowd violence |  |  |                                  |          |                |   |           |                  |               |                                 |              |                    |                 |  |                 |   |             |  |            |  |              |   |  |  |        |               |    |  |    |  |    |  |  |  |    |  |    |  |    |  |    |  |    |  |
| 9. (liaison)                                       | Liaison by police throughout country and across countries for repeat offenders.  |  |  |                                  |          |                |   |           |                  |               |                                 |              |                    |                 |  |                 |   |             |  |            |  |              |   |  |  |        |               |    |  |    |  |    |  |  |  |    |  |    |  |    |  |    |  |    |  |
| Accept   | Do not accept  |  |  |                                  |          |                |   |           |                  |               |                                 |              |                    |                 |  |                 |   |             |  |            |  |              |   |  |  |        |               |    |  |    |  |    |  |  |  |    |  |    |  |    |  |    |  |    |  |
| 1.   |  |  |  |                                  |          |                |   |           |                  |               |                                 |              |                    |                 |  |                 |   |             |  |            |  |              |   |  |  |        |               |    |  |    |  |    |  |  |  |    |  |    |  |    |  |    |  |    |  |
| 2.   |  |  |  |                                  |          |                |   |           |                  |               |                                 |              |                    |                 |  |                 |   |             |  |            |  |              |   |  |  |        |               |    |  |    |  |    |  |  |  |    |  |    |  |    |  |    |  |    |  |
| 3.   |  |  |  |                                  |          |                |   |           |                  |               |                                 |              |                    |                 |  |                 |   |             |  |            |  |              |   |  |  |        |               |    |  |    |  |    |  |  |  |    |  |    |  |    |  |    |  |    |  |
| 4. no alcohol in football ground/ terraces/ stands |  |  |  |                                  |          |                |   |           |                  |               |                                 |              |                    |                 |  |                 |   |             |  |            |  |              |   |  |  |        |               |    |  |    |  |    |  |  |  |    |  |    |  |    |  |    |  |    |  |
| 5.   |  |  |  |                                  |          |                |   |           |                  |               |                                 |              |                    |                 |  |                 |   |             |  |            |  |              |   |  |  |        |               |    |  |    |  |    |  |  |  |    |  |    |  |    |  |    |  |    |  |
| 6.   |  |  |  |                                  |          |                |   |           |                  |               |                                 |              |                    |                 |  |                 |   |             |  |            |  |              |   |  |  |        |               |    |  |    |  |    |  |  |  |    |  |    |  |    |  |    |  |    |  |
| 7.   |  |  |  |                                  |          |                |   |           |                  |               |                                 |              |                    |                 |  |                 |   |             |  |            |  |              |   |  |  |        |               |    |  |    |  |    |  |  |  |    |  |    |  |    |  |    |  |    |  |
| 8.   |  |  |  |                                  |          |                |   |           |                  |               |                                 |              |                    |                 |  |                 |   |             |  |            |  |              |   |  |  |        |               |    |  |    |  |    |  |  |  |    |  |    |  |    |  |    |  |    |  |
| 9.   |  |  |  |                                  |          |                |   |           |                  |               |                                 |              |                    |                 |  |                 |   |             |  |            |  |              |   |  |  |        |               |    |  |    |  |    |  |  |  |    |  |    |  |    |  |    |  |    |  |

| Question |                     | Answer                              | Mark  | Guidance |  |  |   |        |               |    |  |
|----------|---------------------|-------------------------------------|---|----------|--|--|---|--------|---------------|----|--|
| (d)      | 5 marks for 5 from: | 1. (From cricket)                   | Came about as winter training game for cricketers   | 5        |  |  |   |        |               |    |  |
|          |                     | 2. (Mix of games)                   | From aboriginal jumping games with gaelic football  |          |  |  |   |        |               |    |  |
|          |                     | 3. (Egalitarian)                    | All races, ages and genders included.   |          |  |  |   |        |               |    |  |
|          |                     | 4. (Bush Culture)                   | Popular due to aggressive/ violent nature   |          |  |  |   |        |               |    |  |
|          |                     | 5. (converted)                      | Players have converted from other types/ codes of football and sports due to the money and status of Australian Rules football. |          |  |  |   |        |               |    |  |
|          |                     | 6. (schools)                        | Australian Rules football is taught at school   |          |  |  |   |        |               |    |  |
|          |                     | 7. (pathway programmes)             | Extensive pathway programmes developing the sport   |          |  |  |   |        |               |    |  |
|          |                     | 8. (competition)                    | National competitions developed   |          |  |  |   |        |               |    |  |
|          |                     | 9. (commercialism)                  | Highest attended spectator sport/ big sponsorship deals/ endorsements/ lots of commercial breaks                                |          |  |  |   |        |               |    |  |
|          |                     | 10. (multi-million dollar business) | Multi-million dollar business/ high wages/ enterprises  |          |  |  |   |        |               |    |  |
|          |                     | 11. (media attention)               | Lots of media attention promotes the sport/ raises status   |          |  |  |   |        |               |    |  |
|          |                     | 12. (Super Rules)                   | Super Rules competition for over 35s has increased numbers of participants  |          |  |  |   |        |               |    |  |
|          |                     | 13. (exhibition)                    | Festival/ exhibition matches have increased interest and awareness.   |          |  |  |   |        |               |    |  |
|          |                     | 14. (travel)                        | Australians living or travelling abroad have spread the game/ spread the rules  |          |  |  |   |        |               |    |  |
|          |                     | 15. (geographical)                  | Initially only in the state of Victoria, now become much more of a national game  |          |  |  |   |        |               |    |  |
|          |                     |                                     |   |          |  |  | <table><tr><th>Accept</th><th>Do not accept</th></tr><tr><td>1.</td><td></td></tr><tr><td>2.</td><td></td></tr></table> | Accept | Do not accept | 1. |  |
| Accept   | Do not accept       |                                     |   |          |  |  |   |        |               |    |  |
| 1.       |                     |                                     |   |          |  |  |   |        |               |    |  |
| 2.       |                     |                                     |   |          |  |  |   |        |               |    |  |

| Question |      | Answer   | Guidance   |
|----------|------|--|--|
| 3        | (e)* | <b>Levels Descriptors</b>  | <b>Levels Discriminators</b>   |
|          |      | <b>Level 3 (8–10 marks)</b><br><b>A comprehensive answer:</b> <ul style="list-style-type: none"> <li>• detailed knowledge &amp; understanding</li> <li>• effective analysis/critical evaluation and/or discussion/explanation/development</li> <li>• clear and consistent practical application of knowledge</li> <li>• accurate use of technical and specialist vocabulary</li> <li>• high standard of written communication.</li> </ul>  | <b>At Level 3 responses <u>are likely</u> to include:</b> <ul style="list-style-type: none"> <li>• Detailed knowledge of the factors affecting participation in physical activity by ethnic minority groups</li> <li>• A good range of points covered, with examples to support points</li> <li>• At the top of this level there may be discussion of how factors could have positive or negative influence on participation</li> <li>• Reference made to different levels of participation</li> </ul> |
|          |      | <b>Level 2 (5–7 marks)</b><br><b>A competent answer:</b> <ul style="list-style-type: none"> <li>• satisfactory knowledge &amp; understanding</li> <li>• analysis/critical evaluation and/or discussion/explanation/development attempted with some success</li> <li>• some success in practical application of knowledge</li> <li>• technical and specialist vocabulary used with some accuracy</li> <li>• written communication generally fluent with few errors.</li> </ul>                        | <b>At Level 2 responses <u>are likely</u> to include:</b> <ul style="list-style-type: none"> <li>• Satisfactory knowledge of the factors affecting participation in physical activity by ethnic minority groups</li> <li>• A range of points covered, with some examples to support points</li> <li>• Some discussion of how factors could influence participation</li> <li>• The majority of points made with reference made to participation level.</li> </ul>                                       |
|          |      | <b>Level 1 (0–4 marks)</b><br><b>A limited answer:</b> <ul style="list-style-type: none"> <li>• basic knowledge &amp; understanding</li> <li>• little or no attempt to analyse/critically evaluate and/or discuss/explain/develop</li> <li>• little or no attempt at practical application of knowledge</li> <li>• technical and specialist vocabulary used with limited success</li> <li>• written communication lacks fluency and there will be errors, some of which may be intrusive.</li> </ul> | <b>At Level 1 responses <u>are likely</u> to include:</b> <ul style="list-style-type: none"> <li>• Some knowledge of the factors affecting participation in physical activity by ethnic minority groups</li> <li>• A limited range of points with few, if any, examples to support points</li> <li>• Points made often not related to participation</li> </ul>   |
|          |      | <b>[0 marks]</b> No response or no response worthy of credit.  |  |

| Question |     |  | Answer   | Marks | Guidance |
|----------|-----|--|--|-------|----------|
| 3        | (e) |  | <p><b>1. Stereotypes can affect participation</b></p> <ul style="list-style-type: none"> <li>• Don't think sport is for them at all so don't try</li> <li>• Only try certain sports due to ethnicity</li> <li>• Black people being positively influenced to try sprinting or basketball</li> <li>• Chinese people being encouraged to play table tennis or badminton</li> </ul> <p><b>2. Racism could stop people from ethnic backgrounds attending a sports club</b></p> <ul style="list-style-type: none"> <li>• Fear of racism</li> </ul> <p><b>3. Discrimination may affect participation</b></p> <ul style="list-style-type: none"> <li>• Could be put into a certain position due to ethnicity</li> <li>• E.g. black person put on the wing in rugby or football because they will be fast</li> <li>• Teacher encouraging a child of Indian background to try cricket</li> </ul> <p><b>4. Campaigns such as Kick it Out can help to encourage people from different ethnicities feel more confident that there won't be racism</b></p> <ul style="list-style-type: none"> <li>• Raises awareness</li> <li>• Educates people</li> </ul> <p><b>5. Confidence can affect participation</b></p> <p><b>6. Clothing restrictions based on religion may affect participation</b></p> <ul style="list-style-type: none"> <li>• May not be able to take part due to restrictions</li> <li>• For example swimming</li> </ul> | 10    |          |

| Question |  |  | Answer   | Marks | Guidance |
|----------|--|--|--|-------|----------|
|          |  |  | <p><b>7. Clothing restrictions/ rules may mean they are only be able to attend certain sessions so restricted on time</b></p> <ul style="list-style-type: none"> <li>For example swimming sessions with female life guards and blinds shut</li> </ul> <p><b>8. Clothing restrictions might affect level of participation</b></p> <ul style="list-style-type: none"> <li>For example wearing a turban may not be allowed at performance and elite level in some sports</li> <li>Example of sport where clothing is not appropriate e.g. basketball, netball, martial arts</li> </ul> <p><b>9. Time – May have a lack of time available to do sport due to requirements of religion</b></p> <ul style="list-style-type: none"> <li>For example praying five times a day</li> <li>Religious festivals</li> </ul> <p><b>10. Family commitments may limit time</b></p> <ul style="list-style-type: none"> <li>Often requirement to look after older or younger family members so don't have time to play sport</li> </ul> <p><b>11. Religious festivals</b></p> <ul style="list-style-type: none"> <li>E.g. Ramadan may mean it is difficult for Muslims to take part in sport</li> <li>May be dangerous / lead to dehydration</li> <li>May not have enough energy due to lack of food</li> <li>Could affect level of participation</li> <li>Often exceptions made</li> </ul> |       |          |

| Question |  |  | Answer  | Marks | Guidance |
|----------|--|--|---|-------|----------|
|          |  |  | <p><b>12. Traditional role of women in some ethnic minority groups may mean it is not acceptable for women to play sport</b></p> <ul style="list-style-type: none"> <li>• More focus on bringing a up a family/ staying at home</li> </ul> <p><b>13. Income or money can influence participation</b></p> <ul style="list-style-type: none"> <li>• In some areas people from ethnic minority backgrounds are on low pay and therefore do not have much disposable income to spend on sport</li> </ul> <p><b>14. Role models can influence participation</b></p> <ul style="list-style-type: none"> <li>• Some sports have a strong representation of certain ethnicities and this can positively influence participation</li> <li>• For example high percentage of black people in athletics</li> <li>• However some sports have low representation and so might deter someone from trying that sport</li> <li>• For example, not many black swimmers so a black person might not try swimming.</li> <li>• Lack of female role models from certain ethnic backgrounds can reinforce the belief that sport is not suitable for women</li> </ul> <p><b>15. Media influence can affect participation</b></p> <ul style="list-style-type: none"> <li>• Some sports have an over representation of certain ethnic minority groups which indicates equality, which might not actually be the case</li> <li>• For example football could show equality for black people but not for Chinese people perhaps</li> <li>• Sensationalises racism</li> </ul> |       |          |



| Question |  |  | Answer   | Marks | Guidance |
|----------|--|--|--|-------|----------|
|          |  |  | <p><b>16. Lack of ethnic sports</b></p> <ul style="list-style-type: none"> <li>• Such as Kabbaddi</li> </ul> <p><b>17. Family support – could affect whether someone takes part in sport or not</b></p> <ul style="list-style-type: none"> <li>• Particularly an issue for females</li> <li>• If family support, then they may be able to progress up the SD pyramid</li> <li>• If family don't support participation might not be possible at all or might limit to lower levels.</li> </ul> <p><b>18. Access can affect participation</b></p> <ul style="list-style-type: none"> <li>• High percentage of ethnic communities live in inner city areas and use public facilities</li> <li>• Could affect level of participation as if poor quality facilities might stop them making progress</li> <li>• However lots of inner city areas have been regenerated and so improved facilities.</li> </ul> <p><b>19. Lack of ethnic coaches/ leaders may discourage people from ethnic minority backgrounds from taking part</b></p> <p><b>20. Under representation of ethnic backgrounds in coaching and management roles</b></p> <p><b>21. Language barriers may stop people from different ethnicities from being able to access a group/ club</b></p> |       |          |

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