

Physical Education

Advanced GCE

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

Mark Scheme for June 2012

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

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

Question		Answer	Marks	Guidance																					
1	(a)	<p>5 marks for 5 of: Factors influencing the characteristics of mob football (sub max 3):</p> <table border="1"> <tr> <td>1. (harsh lifestyle)</td> <td>(made MF) cruel or violent/brutality</td> </tr> <tr> <td>2. (widespread illiteracy)</td> <td>(made MF) rules simple/unwritten/local/few rules Or passed on by word of mouth</td> </tr> <tr> <td>3. (limited transport and communications)</td> <td>(made MF) locally(significant)/ had local characteristics/local rules Or increased inter-village rivalry/between villages</td> </tr> </table> <p>Descriptions of nature of 'free time' (sub max 2):</p> <table border="1"> <thead> <tr> <th></th> <th>18th century</th> <th>19th century</th> </tr> </thead> <tbody> <tr> <td>4.</td> <td>Seasonal time</td> <td>Machine time</td> </tr> <tr> <td>5.</td> <td>Time linked to/determined by agriculture</td> <td>Time linked to/determined by industry</td> </tr> <tr> <td>6.</td> <td>Many Holy days/holidays</td> <td>Fewer holy days/ fewer holidays</td> </tr> <tr> <td>7.</td> <td>No government intervention/no Factory Act/lack of Saturday half day (before 1870's)</td> <td>Government intervention/Factory Act/Saturday half day (by 1870s)/week paid holiday (by 1890s)</td> </tr> </tbody> </table>	1. (harsh lifestyle)	(made MF) cruel or violent/brutality	2. (widespread illiteracy)	(made MF) rules simple/unwritten/local/few rules Or passed on by word of mouth	3. (limited transport and communications)	(made MF) locally(significant)/ had local characteristics/local rules Or increased inter-village rivalry/between villages		18 th century	19 th century	4.	Seasonal time	Machine time	5.	Time linked to/determined by agriculture	Time linked to/determined by industry	6.	Many Holy days/holidays	Fewer holy days/ fewer holidays	7.	No government intervention/no Factory Act/lack of Saturday half day (before 1870's)	Government intervention/Factory Act/Saturday half day (by 1870s)/week paid holiday (by 1890s)	5	<p>Sub max 3 for influences</p> <p>Pt 2 Do not accept 'no rules'</p> <p>Sub max 2 for descriptions</p> <p>Both 18th and 19th C references needed for a mark</p> <p>If inference of change then accept eg introduction of Saturday half day = pt 7</p>
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Question	Answer	Marks	Guidance																
(b)	<p>5 marks for 5 of: Restricted opportunities for lower classes (sub max 4):</p> <table border="1" data-bbox="367 284 1579 869"> <tr> <td data-bbox="367 284 667 320">1. (space)</td> <td data-bbox="667 284 1579 320">Lack of space or urbanisation or overcrowding</td> </tr> <tr> <td data-bbox="367 320 667 421">2. (time 1)</td> <td data-bbox="667 320 1579 421">longer working hours or loss of time or 12 hour days or 72 hour week or fewer holidays/Holy Days Or lack of freedom or 'tied' to factory</td> </tr> <tr> <td data-bbox="367 421 667 491">3. (time 2)</td> <td data-bbox="667 421 1579 491">Shift from seasonal time to machine time Or more structured lifestyle</td> </tr> <tr> <td data-bbox="367 491 667 592">4. (rights)</td> <td data-bbox="667 491 1579 592">Loss of 'rights' or increased law and order/more civilised or RSPCA restricted blood sports or restrictions due to establishment of police</td> </tr> <tr> <td data-bbox="367 592 667 628">5. (acceptance)</td> <td data-bbox="667 592 1579 628">'old' ways not acceptable to (emerging) middle class</td> </tr> <tr> <td data-bbox="367 628 667 729">6. (health)</td> <td data-bbox="667 628 1579 729">Poor living conditions or pollution or poor working conditions or lack of health/ hygiene or disease / cholera or no energy</td> </tr> <tr> <td data-bbox="367 729 667 766">7. (transport)</td> <td data-bbox="667 729 1579 766">Could travel to games eg travel to cricket</td> </tr> <tr> <td data-bbox="367 766 667 869">8. (income)</td> <td data-bbox="667 766 1579 869">no money to play or poverty or low wages or no work=no pay or working class were slaves to the factory or could not afford to take time off work</td> </tr> </table>	1. (space)	Lack of space or urbanisation or overcrowding	2. (time 1)	longer working hours or loss of time or 12 hour days or 72 hour week or fewer holidays/Holy Days Or lack of freedom or 'tied' to factory	3. (time 2)	Shift from seasonal time to machine time Or more structured lifestyle	4. (rights)	Loss of 'rights' or increased law and order/more civilised or RSPCA restricted blood sports or restrictions due to establishment of police	5. (acceptance)	'old' ways not acceptable to (emerging) middle class	6. (health)	Poor living conditions or pollution or poor working conditions or lack of health/ hygiene or disease / cholera or no energy	7. (transport)	Could travel to games eg travel to cricket	8. (income)	no money to play or poverty or low wages or no work=no pay or working class were slaves to the factory or could not afford to take time off work	5	<p>Sub max 4 for initial restrictions</p> <p>Do not accept restricted opportunities caused by other influences eg the church or facilities</p>
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Levels Descriptors	Levels Discriminators
<p>Level 4 (18 – 20 marks) A comprehensive answer:</p> <ul style="list-style-type: none"> • detailed knowledge & excellent understanding • detailed analysis and excellent critical evaluation • well-argued, independent opinion and judgements which are well supported by relevant practical examples • very accurate use of technical and specialist vocabulary • high standard of written communication throughout. 	<p>At Level 4 responses <u>are likely</u> to include:</p> <ul style="list-style-type: none"> • detailed knowledge of cricket as popular and rational recreation • detailed analysis of the impact of both class and transport which includes evaluation as part of the analysis • excellent understanding of relevant factors including amateurism and professionalism • all aspects of the question addressed with appropriate balance.
<p>Level 3 (13 – 17 marks) A competent answer:</p> <ul style="list-style-type: none"> • good knowledge and clear understanding • good analysis and critical evaluation • independent opinions and judgements will be present but may not always be supported by relevant practical examples • generally accurate use of technical and specialist vocabulary • written communication is generally fluent with few errors. 	<p>At Level 3 responses <u>are likely</u> to include:</p> <ul style="list-style-type: none"> • good knowledge of cricket as popular and rational recreation • detailed analysis of the impact of both class and transport • good understanding of relevant factors including amateurism and professionalism • all aspects of the question addressed but not necessarily with appropriate balance.
<p>Level 2 (8 – 12 marks) A limited answer:</p> <ul style="list-style-type: none"> • limited knowledge and understanding • some evidence of analysis and critical evaluation • opinion and judgement given but often unsupported by relevant practical examples • technical and specialist vocabulary used with limited success • written communication lacks fluency and contains errors. 	<p>At Level 2 responses <u>are likely</u> to include:</p> <ul style="list-style-type: none"> • limited knowledge of cricket as popular and rational recreation • some evidence of analysis of the impact of class and/or transport limited understanding of relevant factors with possible reference to amateurism and professionalism • an unbalanced approach but at the top of this level all parts of the question are likely to be addressed.
<p>Level 1 (0 – 7 marks) A basic answer:</p> <ul style="list-style-type: none"> • basic knowledge and little understanding • little relevant analysis or critical evaluation • little or no attempt to give opinion or judgement • little or no attempt to use technical and specialist vocabulary • errors in written communication will be intrusive. 	<p>At Level 1 responses <u>are likely</u> to include:</p> <ul style="list-style-type: none"> • Show basic knowledge of cricket as popular and/or rational recreation • show little relevant analysis of the impact of class and/or transport • produce an unbalanced response and not address all aspects.
<p>[0 marks] No response or no response worthy of credit.</p>	

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(d)*	<p>Indicative Content: Cricket as pre-industrial popular recreation:</p> <table border="1" data-bbox="360 284 1713 1380"> <tr> <td data-bbox="360 284 689 459">1. (class/gender)</td> <td data-bbox="689 284 1713 459"> Inclusive game/both classes played together/played by men and women <ul style="list-style-type: none"> • upper class needed lower class to make up numbers • uc needed lc because they were good/strong • reflection of feudal system or class structure • different roles for different classes eg lower class bowlers </td> </tr> <tr> <td data-bbox="360 459 689 564">2. (employment)</td> <td data-bbox="689 459 1713 564"> Gentry or UC teams/gentry patrons <ul style="list-style-type: none"> • gentry employed lower class eg as gardeners or gamekeepers </td> </tr> <tr> <td data-bbox="360 564 689 703">3. (rules)</td> <td data-bbox="689 564 1713 703"> Some early rules/Articles of agreement <ul style="list-style-type: none"> • interest by gentry lead to standardisation of rules eg 1774 – 3rd stump/six balls an over/illegal to charge fielders attempting to catch ball./under-arm bowling changed to round arm bowling </td> </tr> <tr> <td data-bbox="360 703 689 842">4. (equip)</td> <td data-bbox="689 703 1713 842"> Limited equipment/low technology <ul style="list-style-type: none"> • uneven/unrolled pitch • scores kept by ‘notching’ on wood/cutting into wood eg club shaped bat/two stumps not three </td> </tr> <tr> <td data-bbox="360 842 689 948">5. (org)</td> <td data-bbox="689 842 1713 948"> Limited organisation <ul style="list-style-type: none"> • no distinct boundaries • no special kit </td> </tr> <tr> <td data-bbox="360 948 689 1053">6. (rural)</td> <td data-bbox="689 948 1713 1053"> Rural or village game <ul style="list-style-type: none"> • Hants, Surrey, Kent • played on village greens </td> </tr> <tr> <td data-bbox="360 1053 689 1192">7. (bat & ball)</td> <td data-bbox="689 1053 1713 1192"> Bat and Ball Inn (Hambledon, Hants)/‘cradle’ of cricket/ <ul style="list-style-type: none"> • B&B team beat rest of England • Attracted large crowds/up to 2000 spectators • High stakes/played for large amounts of money </td> </tr> <tr> <td data-bbox="360 1192 689 1297">8. (MCC)</td> <td data-bbox="689 1192 1713 1297"> MCC formed (1788) <ul style="list-style-type: none"> • MCC employed Hambledon players as coaches or/and players • MCC moved to current site (St John’s Wood)1811 </td> </tr> <tr> <td data-bbox="360 1297 689 1380">9. (professionals)</td> <td data-bbox="689 1297 1713 1380"> Some (freelance) professionals Eg Julius Caesar of Surrey </td> </tr> </table>	1. (class/gender)	Inclusive game/both classes played together/played by men and women <ul style="list-style-type: none"> • upper class needed lower class to make up numbers • uc needed lc because they were good/strong • reflection of feudal system or class structure • different roles for different classes eg lower class bowlers 	2. (employment)	Gentry or UC teams/gentry patrons <ul style="list-style-type: none"> • gentry employed lower class eg as gardeners or gamekeepers	3. (rules)	Some early rules/Articles of agreement <ul style="list-style-type: none"> • interest by gentry lead to standardisation of rules eg 1774 – 3 rd stump/six balls an over/illegal to charge fielders attempting to catch ball./under-arm bowling changed to round arm bowling	4. (equip)	Limited equipment/low technology <ul style="list-style-type: none"> • uneven/unrolled pitch • scores kept by ‘notching’ on wood/cutting into wood eg club shaped bat/two stumps not three	5. (org)	Limited organisation <ul style="list-style-type: none"> • no distinct boundaries • no special kit 	6. (rural)	Rural or village game <ul style="list-style-type: none"> • Hants, Surrey, Kent • played on village greens 	7. (bat & ball)	Bat and Ball Inn (Hambledon, Hants)/‘cradle’ of cricket/ <ul style="list-style-type: none"> • B&B team beat rest of England • Attracted large crowds/up to 2000 spectators • High stakes/played for large amounts of money 	8. (MCC)	MCC formed (1788) <ul style="list-style-type: none"> • MCC employed Hambledon players as coaches or/and players • MCC moved to current site (St John’s Wood)1811 	9. (professionals)	Some (freelance) professionals Eg Julius Caesar of Surrey	20	
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	10. (wagering)		
	Wagering on result		
	<ul style="list-style-type: none"> • gentry to show wealth or status/peasants to make money/rage to riches 		
	11. (non-violent)		
	Non-violent		
	<ul style="list-style-type: none"> • but you could get batsman/runner out by throwing ball at them between wickets 		
	12. (festivals)		
	Summer evening game/seasonal/festivals/Holy days		
	eg midsummer day/Whitsuntide		
	13. (local)		
	Locally significant		
	<ul style="list-style-type: none"> • rules locally adapted 		
	Cricket as post industrial rational recreation:		
	14. (William Clarke)		
	William Clarke XI		
	<ul style="list-style-type: none"> • Clarke an entrepreneur • employed professionals • took on teams of up to 22 (to make a game) 		
	15. (transport)		
	(Clarke took advantage of) improved transport		
	<ul style="list-style-type: none"> • developed cricket into national game/success • attracted huge crowds • his sides toured England for many seasons 		
	16. (Popularity		
	regularity - county		
	cricket)		
	Cricket became more popular		
	<ul style="list-style-type: none"> • county cricket took over from touring sides • more frequent organised matches 		
	17. W G Grace		
	W G Grace was a celebrity (circa 1880)		
	<ul style="list-style-type: none"> • He dominated the game/he became 'bigger than the game itself' 		
	eg he once over-rode his early dismissal at Oval saying spectators had come to watch him bat not the umpire		
	18. (Ashes)		
	Reference Ashes		
	<ul style="list-style-type: none"> • (1882) Australia beat England at Oval/obit to cricket appears in Times • the following winter England beat Australia away • some Australian women burn a bail and gave ashes to English captain (now at Lords) 		

Question	Answer	Marks	Guidance														
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Question	Answer	Marks	Guidance
	<p>Impact of transport:</p> <p>24. (enables travel for matches) More able to play teams outside the immediate area</p> <ul style="list-style-type: none"> • more matches / competitions played <p>25. (William Clarke) See 14 above – his touring side only became viable with expansion of railways (1847)</p> <p>26. (international games) England v Australia – due to transport improvement</p> <p>27. (road) Increased car use</p> <ul style="list-style-type: none"> • linked with rise in one day matches • special coaches put on <p>28. (flights) Increased air transport</p> <ul style="list-style-type: none"> • helped cricket world cup (1970s) • cheap internal/European flights <p>eg excursion flights for ‘Barmy Army’ use of helicopters by high earning players</p> <p>29. (spectatorism) Transport increased spectatorism/link between time distance cost and speed</p> <p>30. (trains) Special trains provided</p>		

Section A Comparative Studies (Option A2)

Question		Answer	Marks	Guidance																														
2	(a)	<p>5 marks for 5 of: Impact of professionalism on the game of Rugby Union in Aus:</p> <table border="1"> <tr> <td>1. (end of amateur era)</td> <td>the end of / limiting of (pre 1995) amateurism or 'Shamateurism'</td> </tr> <tr> <td>2. (intensity)</td> <td>more intense training Or a harder or more demanding game Or approach/more serious injuries/ shorter playing careers</td> </tr> <tr> <td>3. (skill)</td> <td>more skilful or better players/promote sporting excellence</td> </tr> <tr> <td>4. (pathway)</td> <td>more structured pathway programmes Or reference to impact of academies Or young players selected by pro clubs/best players scouted</td> </tr> <tr> <td>5. (celebrity earners/role models)</td> <td>celebrity status for elite or high earning careers for elite Or professionals act as role models (to increase participation)</td> </tr> <tr> <td>6. (winning/deviance)</td> <td>more focus on winning (at all costs) or more temptation towards or evidence of deviance</td> </tr> <tr> <td>7. (commercial)</td> <td>professionalism has made game increasingly 'increased commercialised' Or reference to links with 'golden triangle'/increase in sponsorship funds</td> </tr> <tr> <td>8. (facilities/coaching)</td> <td>Better facilities/equipment/coaching/support</td> </tr> <tr> <td>9. (entertainment)</td> <td>Mascots or cheerleaders or other examples of entertainment linked to game</td> </tr> <tr> <td>10. (laws)</td> <td>Rules changed to make game more media friendly attractive or watchable</td> </tr> <tr> <td>11. (media interest/spectators)</td> <td>Intense/Increase media/spectator interest or coverage</td> </tr> <tr> <td>12. (league)</td> <td>Super competition/super 12/14s (from 2011) or world class leagues</td> </tr> <tr> <td>13. (RU v RL)</td> <td>Rugby Union still less dominant than Rugby League in Australia Or Top Rugby League players switching to Rugby Union Or fewer Rugby Union players going to Rugby League</td> </tr> <tr> <td>14. (overseas opportunities)</td> <td>Opportunities for British / other players to work/live/play in Australia/eg Danny Cipriani employed by Melbourne Rebels</td> </tr> <tr> <td>15. (women's game)</td> <td>Since professionalism women's Rugby union has developed</td> </tr> </table>	1. (end of amateur era)	the end of / limiting of (pre 1995) amateurism or 'Shamateurism'	2. (intensity)	more intense training Or a harder or more demanding game Or approach/more serious injuries/ shorter playing careers	3. (skill)	more skilful or better players/promote sporting excellence	4. (pathway)	more structured pathway programmes Or reference to impact of academies Or young players selected by pro clubs/best players scouted	5. (celebrity earners/role models)	celebrity status for elite or high earning careers for elite Or professionals act as role models (to increase participation)	6. (winning/deviance)	more focus on winning (at all costs) or more temptation towards or evidence of deviance	7. (commercial)	professionalism has made game increasingly 'increased commercialised' Or reference to links with 'golden triangle'/increase in sponsorship funds	8. (facilities/coaching)	Better facilities/equipment/coaching/support	9. (entertainment)	Mascots or cheerleaders or other examples of entertainment linked to game	10. (laws)	Rules changed to make game more media friendly attractive or watchable	11. (media interest/spectators)	Intense/Increase media/spectator interest or coverage	12. (league)	Super competition/super 12/14s (from 2011) or world class leagues	13. (RU v RL)	Rugby Union still less dominant than Rugby League in Australia Or Top Rugby League players switching to Rugby Union Or fewer Rugby Union players going to Rugby League	14. (overseas opportunities)	Opportunities for British / other players to work/live/play in Australia/eg Danny Cipriani employed by Melbourne Rebels	15. (women's game)	Since professionalism women's Rugby union has developed	5	Accept for pt 11 Super 15s
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Question	Answer	Marks	Guidance																					
(b)	<p>5 marks for 5 of: Opportunities for young people to participate SIM = similarity DIFF = Differences</p> <table border="1" data-bbox="342 363 1615 1422"> <thead> <tr> <th></th> <th data-bbox="607 363 1077 400">UK</th> <th data-bbox="1077 363 1615 400">USA</th> </tr> </thead> <tbody> <tr> <td data-bbox="342 400 607 639">1. (Little League)</td> <td data-bbox="607 400 1077 639">Community clubs/village or town teams/lads 'n' dads Or role of NGB's/Sport England to promote Or (some argue) less competitive than USA</td> <td data-bbox="1077 400 1615 639">Little League/Eg Pop Warner Football or Biddy Basketball or Pee Wee Baseball/lads 'n' dads/hook a kid on golf Or American Athletic Union Or some argue more competitive than UK</td> </tr> <tr> <td data-bbox="342 639 607 842">2. (Midnight leagues)</td> <td data-bbox="607 639 1077 842">Midnight Leagues being copied in UK Or less or some evidence in UK Eg (general sporting) <i>Game On Midnight Leagues</i> or midnight football in Scotland</td> <td data-bbox="1077 639 1615 842">Midnight Leagues/midnight basketball</td> </tr> <tr> <td data-bbox="342 842 607 879">3. (clubs/gyms)</td> <td data-bbox="607 842 1077 879">Health clubs/gym membership</td> <td data-bbox="1077 842 1615 879">SIM Health clubs/gym membership</td> </tr> <tr> <td data-bbox="342 879 607 1082">4. (PE in schools)</td> <td data-bbox="607 879 1077 1082">School Physical Education gives variety of experiences/NC compulsory Or school PE focuses on skill development and BAHLs Or PESSYP in schools</td> <td data-bbox="1077 879 1615 1082">DIFF – PE in USA has different focus/No NC Or PE in USA focuses on testing and measuring Or PEP (Physical Education for Progress)</td> </tr> <tr> <td data-bbox="342 1082 607 1182">5. (sports within a school/intra mural)</td> <td data-bbox="607 1082 1077 1182">Intra-school sporting opportunities in (many/most) schools</td> <td data-bbox="1077 1082 1615 1182">(comprehensive) intra-mural sport programmes</td> </tr> <tr> <td data-bbox="342 1182 607 1422">6. (inter-school sport)</td> <td data-bbox="607 1182 1077 1422">inter-school sporting opportunities in (many/most) schools or differences between schools' opportunities highly competitive or in some schools/more recreative in other schools</td> <td data-bbox="1077 1182 1615 1422">DIFF – tradition of highly competitive inter-school sport programmes Or inter-school sport more elitist</td> </tr> </tbody> </table>		UK	USA	1. (Little League)	Community clubs/village or town teams/lads 'n' dads Or role of NGB's/Sport England to promote Or (some argue) less competitive than USA	Little League/Eg Pop Warner Football or Biddy Basketball or Pee Wee Baseball/lads 'n' dads/hook a kid on golf Or American Athletic Union Or some argue more competitive than UK	2. (Midnight leagues)	Midnight Leagues being copied in UK Or less or some evidence in UK Eg (general sporting) <i>Game On Midnight Leagues</i> or midnight football in Scotland	Midnight Leagues/midnight basketball	3. (clubs/gyms)	Health clubs/gym membership	SIM Health clubs/gym membership	4. (PE in schools)	School Physical Education gives variety of experiences/NC compulsory Or school PE focuses on skill development and BAHLs Or PESSYP in schools	DIFF – PE in USA has different focus/No NC Or PE in USA focuses on testing and measuring Or PEP (Physical Education for Progress)	5. (sports within a school/intra mural)	Intra-school sporting opportunities in (many/most) schools	(comprehensive) intra-mural sport programmes	6. (inter-school sport)	inter-school sporting opportunities in (many/most) schools or differences between schools' opportunities highly competitive or in some schools/more recreative in other schools	DIFF – tradition of highly competitive inter-school sport programmes Or inter-school sport more elitist	5	<p>Must have comparison for mark to be awarded.</p> <p>Look for inferred comparisons eg more focus on skill development in the UK (infers less in the USA) = pt 4</p>
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Question			Answer	Marks	Guidance
		7. (Summer camps)	SIM – being copied in UK or idea growing in UK (Eg PGL similar) or not as widespread in UK	(tradition of) Summer camps Or children 'go away' for (all or part of) the summer	
		8. (National leagues/ competitions)	SIM -Leagues or competitions	Leagues or competitions (arranged by Amateur Athletic Union)	
		9. (natural or community provision)	Other natural or community provision Eg swimming pools or beaches	SIM (arguably) increased variety of natural resources in USA	

Question	Answer	Marks	Guidance										
(c)	<p>5 marks for 5 of:</p> <p>Describe social discrimination and stacking (sub max 4):</p> <table border="1" data-bbox="331 316 1534 933"> <tr> <td data-bbox="331 316 611 419">1. (social discrimination)</td> <td data-bbox="611 316 1534 419">Unfair treatment of certain groups Or unfairness / bias / intolerance / bigotry linked to age / gender / disability / ethnicity</td> </tr> <tr> <td data-bbox="331 419 611 691">2. (social discrimination applied to sport)</td> <td data-bbox="611 419 1534 691">Reference to lack of opportunity, provision, esteem for certain groups within sport Or discrimination linked with lack of money or ability or time or choice or access (eg cannot afford to join a golf club) Or discrimination linked with limited equipment or facilities, coaching (eg do not get private tennis coaching) Or discrimination due to limited confidence or respect (eg do not feel confident enough to join a club)</td> </tr> <tr> <td data-bbox="331 691 611 762">3. (stacking)</td> <td data-bbox="611 691 1534 762">Societal stacking – the layering of society on a discriminatory basis</td> </tr> <tr> <td data-bbox="331 762 611 933">4. (stacking applied to sport)</td> <td data-bbox="611 762 1534 933">The directing of players from particular ethnic groups into certain positions on a sports team Or players who experience discrimination have traditionally had less opportunity to hold key positions (e.g notion of ‘white quarterback’)</td> </tr> </table> <p>One example of overcoming discrimination in the UK (sub max 1):</p> <table border="1" data-bbox="331 1002 1534 1246"> <tr> <td data-bbox="331 1002 611 1246">5.</td> <td data-bbox="611 1002 1534 1246">Accept reference to an idea or campaign that sets out to limit or overcome unfairness or discrimination eg women only sessions at leisure centres or reduced rates at leisure centres for unemployed or appointment of sports equity officers by Local Authorities or formation of Sports Equity Alliance or improved physical access for people with disabilities etc</td> </tr> </table>	1. (social discrimination)	Unfair treatment of certain groups Or unfairness / bias / intolerance / bigotry linked to age / gender / disability / ethnicity	2. (social discrimination applied to sport)	Reference to lack of opportunity, provision, esteem for certain groups within sport Or discrimination linked with lack of money or ability or time or choice or access (eg cannot afford to join a golf club) Or discrimination linked with limited equipment or facilities, coaching (eg do not get private tennis coaching) Or discrimination due to limited confidence or respect (eg do not feel confident enough to join a club)	3. (stacking)	Societal stacking – the layering of society on a discriminatory basis	4. (stacking applied to sport)	The directing of players from particular ethnic groups into certain positions on a sports team Or players who experience discrimination have traditionally had less opportunity to hold key positions (e.g notion of ‘white quarterback’)	5.	Accept reference to an idea or campaign that sets out to limit or overcome unfairness or discrimination eg women only sessions at leisure centres or reduced rates at leisure centres for unemployed or appointment of sports equity officers by Local Authorities or formation of Sports Equity Alliance or improved physical access for people with disabilities etc	5	<p>Sub max 4 for description</p> <p>Accept practical example for application to sport as part of the description</p> <p>Accept title of campaign eg Kick racism out of football</p>
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Levels Descriptors	Levels Discriminators
<p>Level 4 (18 – 20 marks) A comprehensive answer:</p> <ul style="list-style-type: none"> • detailed knowledge & excellent understanding • detailed analysis and excellent critical evaluation • well-argued, independent opinion and judgements which are well supported by relevant practical examples • very accurate use of technical and specialist vocabulary • high standard of written communication throughout. 	<p>At Level 4 responses <u>are likely</u> to include:</p> <ul style="list-style-type: none"> • detailed direct and relevant comparison of impact of cultural aspects in Australia and UK • excellent understanding of impact of cultural factors on the development of sporting excellence with a broad range of factors considered.
<p>Level 3 (13 – 17 marks) A competent answer:</p> <ul style="list-style-type: none"> • good knowledge and clear understanding • good analysis and critical evaluation • independent opinions and judgements will be present but may not always be supported by relevant practical examples • generally accurate use of technical and specialist vocabulary • written communication is generally fluent with few errors. 	<p>At Level 3 responses <u>are likely</u> to include:</p> <ul style="list-style-type: none"> • good direct and relevant comparison of Australia and UK • clear understanding of impact of cultural factors on the development of sporting excellence with a range of factors considered.
<p>Level 2 (8 – 12 marks) A limited answer:</p> <ul style="list-style-type: none"> • limited knowledge and understanding • some evidence of analysis and critical evaluation • opinion and judgement given but often unsupported by relevant practical examples • technical and specialist vocabulary used with limited success • written communication lacks fluency and contains errors. 	<p>At Level 2 responses <u>are likely</u> to include:</p> <ul style="list-style-type: none"> • some evidence of direct and relevant comparison of Australia and UK • limited understanding of impact of cultural factors on the development of sporting excellence with a limited range of factors considered.
<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 candidates <u>are likely</u> to include:</p> <ul style="list-style-type: none"> • little evidence of direct and relevant comparison of Australia and UK • basic understanding of impact of cultural factors on the development of sporting excellence with a limited number of factors considered.
<p>[0 marks] No response or no response worthy of credit.</p>	

Question	Answer			Marks	Guidance
(d)*	Indicative Content:			20	
		Australia – all points to link to development of excellence:	UK – all points to link to development of excellence:		
	Historical:				
	1. (historical)	Keen to beat England or old colonial ‘masters’ or old Motherland/‘Pommie bashing’ • as measure of ‘progress’	Keen to beat old colony • to show superiority		
	2. (British sports)	Adopted British sports in colonial period eg Rugby Union and League, cricket • Initially amateur approach	Many sports developed in Britain • Initially amateur approach		
	3. (bush culture)	Bush culture/culture of manliness/pioneering spirit • suits high level/competitive sport eg Aussie Rules Football	Tradition of sophistication/and claims of being a model of civilisation during days of ‘Empire’		
	4. (end of bush culture)	(But) – contemporary sport limits traditional image of ruggedness/modern sporting success showcases increasingly sophisticated nation eg country on show in Sydney Olympics			
	Geographical:				
	5. (climate)	Favourable climate for sport • outdoor sports all year round eg beach culture and sports	Less favourable climate for sport • outdoor sport impacted on by weather and/or climate eg disruption to matches from school to prof. level		
	6. (urban)	Urbanised society • encourages provision of facilities	Small (urbanised) society • helps facility provision eg local sports centres and community provision		
7. (natural resources)	Accessibility or availability of varied natural resources for sport • plenty of space • varied topography eg mountains, desert, beaches etc	Less variety in UK/less accessibility/less scope • limited ‘free’ space/overcrowding			

Question	Answer			Marks	Guidance
	8. (transport)	Good internal communication system stimulates competition <ul style="list-style-type: none"> driving long distances the norm/excellent internal rails and air services 	SIM		
	9. (population)	(approx) 21 million/small population <ul style="list-style-type: none"> limited 'pool' to select from strong incentive for small population to be sporting superpower 	(approx) 60 million/larger population <ul style="list-style-type: none"> larger 'pool' more to select from 		
		Australia – all points to link to development of excellence:	UK – all points to link to development of excellence:		
	Government:				
	10. (gov. support)	Government or political support for sporting excellence <ul style="list-style-type: none"> much Govt funding (funding through) ASC less issues linked to recession/country economically more stable than UK/strong economic links with China federal/state 	Government supports sporting success/ <ul style="list-style-type: none"> 'less' Gov funding than Australia National Lottery funds high performance sport 'issues' linked with recession/local authority cut backs Uk Sport etc central eg 'plug pulled' from 'free' swimming initiative		
	11. (reflects well)	Sporting success reflects well on government	Less strong link between sporting success and politics/traditionally sports has been autonomous or separate from Government intervention		
	Economic:				
	12. (economic)	(Comparatively) healthy economy <ul style="list-style-type: none"> happy to spend on high performance sport eg big investment in Sydney Olympics/hosting Ashes series or other example of being host nation	(Comparatively)less healthy economy <ul style="list-style-type: none"> impact of recession/impact of pressure on lottery funding/impact of performance related funding BUT – eg committed to funding for London 2012/hosting the ashes 		

Question	Answer		Marks	Guidance
	Social:			
	13. (Land of fair go)	Australia as 'Land of the Fair Go' <ul style="list-style-type: none"> international sporting success supports idea of opportunities for all Eg disproportionate number of aboriginal people in high level Australian Rules Football	Reference to discrimination and attempts to overcome discrimination	
	14. (equality)	Australia a multi-cultural society <ul style="list-style-type: none"> opportunities (in theory) for all to achieve excellence commitment to paralympic or disability sport 	SIM	
	15. (multi-culturalism)	Australia an egalitarian society <ul style="list-style-type: none"> international sporting success helps address equality issues or helps to overcome discrimination 	SIM	
	16. (unity)	International sporting success unites or gives focus to (small) population		
	17. (image)	Shop window effect <ul style="list-style-type: none"> sporting success gives positive image or enhances national identity/good image for 21st century sport endorses political system internationally Eg excellent of Sydney 2000	SIM – Shop window effect Eg London 2012 context/reference <ul style="list-style-type: none"> BUT – sport used less or not used to endorse political system internationally 	
	18. (obsession)	Sporting obsession <ul style="list-style-type: none"> winning a high priority pursuit of excellence fuelled by pre-occupation or obsession with sport Australian displeasure over position in Olympic medals table after Beijing 2008 	Sport valued but less of a pre-occupation in UK <ul style="list-style-type: none"> winning increasingly important 	

Section B Sports Psychology (Option B1)

Question		Answer	Marks	Guidance	
3	(a)	Features of a 'Naf' (sub max 2):	4	Mark the first two identifiable descriptions Sub max 2 for features of a Naf Accept practical examples as a description Sub max 2 for changing to need to achieve (Nach)	
		1. (innate)			Innate personality characteristics or natural trait or enduring
		2. (avoidance)			Avoidance behaviour Or seek unattainable tasks Or does not seek challenges/excitement/risks Or more anxious/stressed
		3. (non-competitive)			Is non-competitive
		4. (lack of confidence)			Low levels of confidence/self-efficacy Or has learned helplessness
		5. (gives up)			Is not persistent or gives up easily Or lacks determination.
		6. (avoids responsibility)			Does not take responsibility
		7. (dislikes feedback)			Dislikes/avoids feedback/evaluation Or does not like/avoids an audience
		8. (attribution)			Attribute success to external factors Or attribute failure to internal factors/to themselves
		Changing to need to achieve (Nach) (sub max 2):			
		9. (+ve reinforcement / confidence)			Raise confidence or praise Or positive reinforcement/reward/verbal persuasion
		10. (SMART goal setting)			Give SMART goals Or achievable targets/simple Or incremental target
11. (Process goals)	Give process or performance goals (rather than product/outcome goals)				
12. (Identify success or process goals)	Identify success Or redefine success Or make them see what they have achieved Or reflect on past success				

Question		Answer	Marks	Guidance
		13. (skill)	Improve skill/ability level or skills training	
		14. (control arousal)	Control arousal or calm them down or through stress management techniques	
		15. (retribution)	Reattribute failure to controllable factors to empower or reattribute failure to external factors to raise confidence or reattribute failure to unstable factors/changeable factors or reattribute success to internal factors	
		16. (role models)	Show role models succeed or show others of similar ability succeed to raise confidence or use vicarious experiences or seeing others succeed or be rewarded	
		17. (Avoid evaluation)	Isolate performance from others or do not have an audience or solitary skill learning	

Question	Answer	Marks	Guidance																		
(b)	<p>(Different effects of arousal in front of audience) 5 marks for 5 from:</p> <table border="1" data-bbox="365 288 1417 986"> <tr> <td data-bbox="365 288 645 357">1. (dominant response)</td> <td data-bbox="645 288 1417 357">(increase in arousal/presence of an audience) leads to likelihood of the dominant response</td> </tr> <tr> <td data-bbox="365 357 645 459">2. (general)</td> <td data-bbox="645 357 1417 459">Arousal levels/ presence of an audience can help performance or social facilitation/positive affects or hinder performance or social inhibition/negative affects</td> </tr> <tr> <td data-bbox="365 459 645 528">3. (task)</td> <td data-bbox="645 459 1417 528">If task is gross/dynamic/simple/closed/ballistic then high arousal/presence of audience will optimise performance</td> </tr> <tr> <td data-bbox="365 528 645 596">4. (task)</td> <td data-bbox="645 528 1417 596">If task is fine/complex/open then low arousal/lack of audience will optimise performance/arousal</td> </tr> <tr> <td data-bbox="365 596 645 665">5. (ability)</td> <td data-bbox="645 596 1417 665">If weaker players/novices performance then low arousal/lack of audience will optimise performance</td> </tr> <tr> <td data-bbox="365 665 645 734">6. (ability)</td> <td data-bbox="645 665 1417 734">If good performer/well learned/stronger/elite then high arousal/presence of audience will optimise performance</td> </tr> <tr> <td data-bbox="365 734 645 802">7. (personality)</td> <td data-bbox="645 734 1417 802">Extroverts prefer high arousal/ presence of an audience for optimum performance / higher confidence</td> </tr> <tr> <td data-bbox="365 802 645 871">8. (personality)</td> <td data-bbox="645 802 1417 871">Introverts prefer low arousal/lack of audience for optimum performance / lower confidence</td> </tr> <tr> <td data-bbox="365 871 645 986">9. (attention)</td> <td data-bbox="645 871 1417 986">Attention narrows (for those who are used to audiences /those with high levels of ability) or attention narrowing will optimum cue utilisation</td> </tr> </table>	1. (dominant response)	(increase in arousal/presence of an audience) leads to likelihood of the dominant response	2. (general)	Arousal levels/ presence of an audience can help performance or social facilitation/positive affects or hinder performance or social inhibition/negative affects	3. (task)	If task is gross/dynamic/simple/closed/ballistic then high arousal/presence of audience will optimise performance	4. (task)	If task is fine/complex/open then low arousal/lack of audience will optimise performance/arousal	5. (ability)	If weaker players/novices performance then low arousal/lack of audience will optimise performance	6. (ability)	If good performer/well learned/stronger/elite then high arousal/presence of audience will optimise performance	7. (personality)	Extroverts prefer high arousal/ presence of an audience for optimum performance / higher confidence	8. (personality)	Introverts prefer low arousal/lack of audience for optimum performance / lower confidence	9. (attention)	Attention narrows (for those who are used to audiences /those with high levels of ability) or attention narrowing will optimum cue utilisation	5	<p>Credit opposites eg when task is fine with high arousal then performance will deteriorate</p> <p>Do not award full 5 marks unless all three variables are covered (pts 3 – 8)</p> <p>ie sub max 4 marks if only two variables covered</p>
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Question	Answer	Marks	Guidance																						
(c)	<p>Cognitive dissonance (sub max 3):</p> <table border="1" data-bbox="367 252 1413 724"> <tr> <td data-bbox="367 252 645 341">1. (Differences)</td> <td data-bbox="645 252 1413 341">Creating disharmony or discord or disagreement or differences between the components of an attitude</td> </tr> <tr> <td data-bbox="367 341 645 414">2. (triadic model)</td> <td data-bbox="645 341 1413 414">Changing one aspect of the triadic model or influences the triadic model</td> </tr> <tr> <td data-bbox="367 414 645 488">3. (cognitive element)</td> <td data-bbox="645 414 1413 488">Changing the cognitive element or changing beliefs to change attitudes</td> </tr> <tr> <td data-bbox="367 488 645 561">4. (affective element)</td> <td data-bbox="645 488 1413 561">Changing the affective element or changing emotions/feelings to change attitudes</td> </tr> <tr> <td data-bbox="367 561 645 635">5. (behavioural element)</td> <td data-bbox="645 561 1413 635">Changing the behavioural element or changing actions to change attitudes</td> </tr> <tr> <td data-bbox="367 635 645 724">6. (drive for consonance)</td> <td data-bbox="645 635 1413 724">The changing of a component/s causes a drive to re-establish consonance or changing a component will make us try to change the other elements</td> </tr> </table> <p>Methods of changing attitudes relating to lifestyle (sub max 3):</p> <table border="1" data-bbox="367 783 1413 1398"> <tr> <td data-bbox="367 783 645 922">7. (positive reinforcement)</td> <td data-bbox="645 783 1413 922">Positive reinforcement or praise or giving reward - for following a healthy lifestyle or example of this eg a personal trainer giving praise for participating in regular exercise</td> </tr> <tr> <td data-bbox="367 922 645 1061">8. (negative reinforcement)</td> <td data-bbox="645 922 1413 1061">Negative reinforcement or taking away a negative stimulus – to ensure change in attitudes or example eg realising that they feel less tired if they exercise or eat healthily</td> </tr> <tr> <td data-bbox="367 1061 645 1166">9. (punishment)</td> <td data-bbox="645 1061 1413 1166">Punish dysfunctional or unhealthy lifestyle – to stop negative attitudes or example eg convicting someone if they are taking drugs</td> </tr> <tr> <td data-bbox="367 1166 645 1272">10. (cognitive method)</td> <td data-bbox="645 1166 1413 1272">Promoting or Educating or getting them to believe – in the value of a healthy lifestyle or testing/measuring them to show how unhealthy they are</td> </tr> <tr> <td data-bbox="367 1272 645 1398">11. (affective method)</td> <td data-bbox="645 1272 1413 1398">Getting them to enjoy activity/eating healthily to ensure a positive attitude or example of this eg varying the exercise routines or educating them about eating tasty but healthy foods</td> </tr> </table>	1. (Differences)	Creating disharmony or discord or disagreement or differences between the components of an attitude	2. (triadic model)	Changing one aspect of the triadic model or influences the triadic model	3. (cognitive element)	Changing the cognitive element or changing beliefs to change attitudes	4. (affective element)	Changing the affective element or changing emotions/feelings to change attitudes	5. (behavioural element)	Changing the behavioural element or changing actions to change attitudes	6. (drive for consonance)	The changing of a component/s causes a drive to re-establish consonance or changing a component will make us try to change the other elements	7. (positive reinforcement)	Positive reinforcement or praise or giving reward - for following a healthy lifestyle or example of this eg a personal trainer giving praise for participating in regular exercise	8. (negative reinforcement)	Negative reinforcement or taking away a negative stimulus – to ensure change in attitudes or example eg realising that they feel less tired if they exercise or eat healthily	9. (punishment)	Punish dysfunctional or unhealthy lifestyle – to stop negative attitudes or example eg convicting someone if they are taking drugs	10. (cognitive method)	Promoting or Educating or getting them to believe – in the value of a healthy lifestyle or testing/measuring them to show how unhealthy they are	11. (affective method)	Getting them to enjoy activity/eating healthily to ensure a positive attitude or example of this eg varying the exercise routines or educating them about eating tasty but healthy foods	6	<p>Sub max of 3 for explaining cognitive dissonance</p> <p>Sub max 3 for methods</p> <p>Can use practical examples to explain</p> <p>Mark first three methods only</p> <p>Must relate to BAML</p> <p>Accept practical examples as a description (but practical examples are not required)</p>
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Question		Answer	Marks	Guidance
	12. (role models)	Use role models – to show benefits of following a healthy lifestyle		
	13. (retribution)	Using retribution – to give reasons for following an unhealthy lifestyle as being controllable/internal /unstable or emphasising that lifestyle is under your control		
	14. (raise self-esteem/ 15. (confidence)	Raise self esteem or confidence – by convincing /persuading/verbally/reflecting on previous success or guiding them that they are able to look after themselves or to value themselves		
	16. (group or peer pressure)	Encourage them to join a group (of like minded people) – that follow healthy lifestyles or use vicarious experiences or show others who follow a healthy lifestyle be successful/more healthy (mentally/physically)		
	17. (goal setting)	Set goals/targets that are specific/achievable/relevant / realistic or give success by setting targets that are going to be achieved fairly easily to ensure a positive attitude		

Levels Descriptors	Levels Discriminators
<p>Level 4 (18 – 20 marks) A comprehensive answer:</p> <ul style="list-style-type: none"> • detailed knowledge & excellent understanding • detailed analysis and excellent critical evaluation • well-argued, independent opinion and judgements which are well supported by relevant practical examples • very accurate use of technical and specialist vocabulary • high standard of written communication throughout. 	<p>At Level 4 responses <u>are likely</u> to include:</p> <ul style="list-style-type: none"> • excellent use of Weiner’s model when describing all of the attributions • accurate use of appropriate technical terminology from Weiner’s model • most points developed well with good references to the practical examples given • excellent critical evaluation involves both positive and negative points and likely to have reasoned conclusions.
<p>Level 3 (13 – 17 marks) A competent answer:</p> <ul style="list-style-type: none"> • good knowledge and clear understanding • good analysis and critical evaluation • independent opinions and judgements will be present but may not always be supported by relevant practical examples • generally accurate use of technical and specialist vocabulary • written communication is generally fluent with few errors. 	<p>At Level 3 responses <u>are likely</u> to include:</p> <ul style="list-style-type: none"> • good use of Weiner’s model when describing most or all attributions • generally accurate use of technical terminology from Weiner’s model • some points developed well with some reference to the practical examples given • good critical evaluation with some positive and negative points made.
<p>Level 2 (8 – 12 marks) A limited answer:</p> <ul style="list-style-type: none"> • limited knowledge and understanding • some evidence of analysis and critical evaluation • opinion and judgement given but often unsupported by relevant practical examples • technical and specialist vocabulary used with limited success • written communication lacks fluency and contains errors. 	<p>At Level 2 responses <u>are likely</u> to include:</p> <ul style="list-style-type: none"> • limited use of Weiner’s model when describing some attributions with some inaccuracies • relevant technical vocabulary from Weiner’s model used with limited success • few points are developed with little reference to the practical examples given • limited critical evaluation with either positive or negative points made.
<p>Level 1 (0 – 7 marks) A basic answer:</p> <ul style="list-style-type: none"> • basic knowledge and little understanding • little relevant analysis or critical evaluation • little or no attempt to give opinion or judgement • little or no attempt to use technical and specialist vocabulary • errors in written communication will be intrusive. 	<p>At Level 1 responses <u>are likely</u> to include:</p> <ul style="list-style-type: none"> • little or no use of Weiner’s model with few attributions directly referred to with many inaccuracies • little or no technical vocabulary from Weiner’s model – superficial descriptions of attributions • under-developed points • response that is likely to be descriptive rather than evaluative.
<p>[0 marks] No response or no response worthy of credit.</p>	

Question	Answer	Marks	Guidance																
(d)*	<p>Indicative Content: (Describe the different types of attribution)</p> <table border="1" data-bbox="745 284 1688 528"> <tr> <td colspan="2"></td> <td colspan="2">LOCUS OF CAUSALITY</td> </tr> <tr> <td colspan="2"></td> <td>INTERNAL</td> <td>EXTERNAL</td> </tr> <tr> <td>STABILITY</td> <td>STABLE</td> <td>ABILITY</td> <td>TASK DIFFICULTY</td> </tr> <tr> <td>DIMENSION</td> <td>UNSTABLE</td> <td>EFFORT</td> <td>LUCK</td> </tr> </table> <p>1. General description of terms Description of terms used in the model (above) affect motivation or drawing of model to shown attributions.</p> <ul style="list-style-type: none"> stable factors are unchanging and unstable factors are changeable (over the short term) external factors are environmental and internal factors are dispositional/to do with individuals or the team (rather than the environment) <p>2. (statement 1) 'The pitch did not suit our skilful way of playing; the pitch was too slippy' (EXTERNAL/STABLE) Environmental/external reason/factors other than performer/s</p> <ul style="list-style-type: none"> avoiding personal/dispositional responsibility/uncontrollable task difficulty too high <p>3. Protecting self esteem</p> <ul style="list-style-type: none"> avoiding blame to feel better as the coach or for team morale protects self esteem/ego/we can't do anything about it so feel ok <p>4. Stable or unchanging attribution/could be unstable over a period of matches</p> <ul style="list-style-type: none"> we might win next time (on a different/drier pitch) <p>5. (statement 2) 'We were unlucky; we played well but it was one of those days' (EXTERNAL/UNSTABLE) External reason</p> <ul style="list-style-type: none"> takes away the blame/responsibility cannot easily be challenged sport has elements of chance 			LOCUS OF CAUSALITY				INTERNAL	EXTERNAL	STABILITY	STABLE	ABILITY	TASK DIFFICULTY	DIMENSION	UNSTABLE	EFFORT	LUCK	20	
		LOCUS OF CAUSALITY																	
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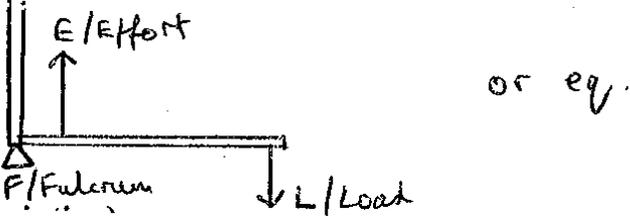
Question	Answer	Marks	Guidance
6.	Keeps motivation high <ul style="list-style-type: none"> • encourages sense that next time we might be luckier 		
7.	Unstable attribution <ul style="list-style-type: none"> • changeable 		
8. (Statement 3) 'We were not good enough; they deserved to win' (INTERNAL/STABLE)	Internal/dispositional reason <ul style="list-style-type: none"> • taking the blame • assuming responsibility 		
9.	Encouraging players to recognise that they must work harder or perform better next time <ul style="list-style-type: none"> • more training • adopt better tactics or strategies 		
10.	Stable reason if related to ability <ul style="list-style-type: none"> • ability difficult to change over short term • ability (relatively) uncontrollable 		
11.	Unstable reason if related to effort <ul style="list-style-type: none"> • effort is easily changed • effort is controllable 		
12. (Statement 4) 'Our players did not seem to be bothered; they just didn't try hard enough' (INTERNAL /UNSTABLE)	Internal/dispositional reason <ul style="list-style-type: none"> • taking the blame • assuming responsibility 		
13.	Encouraging players to recognise that they must work harder or perform better next time <ul style="list-style-type: none"> • more training • adopt better tactics or strategies 		
14.	Unstable reason <ul style="list-style-type: none"> • effort is easily changed • effort is controllable 		

Question	Answer	Marks	Guidance
	<p>Critical evaluation (E) of the effects of these attributions could include:</p> <p>15. (1) 'The pitch did not suit our skilful way of playing; the pitch was too slippery' (EXTERNAL/STABLE)</p> <p>Effect could be to keep up morale/motivation (+)</p> <ul style="list-style-type: none"> • self-serving bias – protecting self esteem (+) • may lead to tactics/different footwear etc being adopted to deal with such conditions (+) <p>16.</p> <ul style="list-style-type: none"> • but could shield other real reasons (-) • could lead to lack of improvement (-) <p>17. (2) 'We were unlucky; we played well but it was one of those days' (EXTERNAL/UNSTABLE)</p> <p>Effect could be to keep up morale/motivation (+)</p> <ul style="list-style-type: none"> • self-serving bias – protecting self esteem (+) • keep team cohesive or no-one is to blame (+) <p>18.</p> <ul style="list-style-type: none"> • but could shield other real reasons (-) • could lead to lack of improvement (-) <p>19. (3) 'We were not good enough; they deserved to win' (INTERNAL/STABLE)</p> <p>Effect could be to motivate to try harder (+)</p> <ul style="list-style-type: none"> • different training methods adopted (+) • high fitness levels worked for (+) • could lead to trying to reach mastery orientation (+) <p>20.</p> <p>Effect could be to experience learned helplessness or a sense of failure or to de-motivate (-)</p> <ul style="list-style-type: none"> • morale of team could go down (-) • future matches could be lost or performance deteriorates (-) <p>21. (4) 'Our players did not seem to be bothered; they just didn't try hard enough' (INTERNAL/UNSTABLE)</p> <p>Effect could be to motivate to try harder (+)</p> <ul style="list-style-type: none"> • different training methods adopted (+) • high fitness levels worked for (+) • could lead to trying to reach mastery orientation (+) <p>22.</p> <p>Effect could be to experience learned helplessness or a sense of failure or to de-motivate (-)</p> <ul style="list-style-type: none"> • morale of team could go down (-) • future matches could be lost or performance deteriorates (-) <p>Effect could be a deterioration of team cohesion (-)</p> <ul style="list-style-type: none"> • individuals might fall out with each other causing disruption/hostility (-) 		

Question			Answer	Marks	Guidance
		23. Conclusions	<p>That certain attributions are better than others with reasons</p> <ul style="list-style-type: none"> • internal unstable attributions usually better to motivate team members or to avoid learned helplessness 		
		24. Suggestions	<p>Examples of other attributions that could be given that might be helpful</p> <ul style="list-style-type: none"> • specific tactics/areas of play that may be the cause of losing • coach may take some responsibility • use of other observers or technology to show possible and more undisputed causes of losing the game. • other relevant attributions that would lead to greater motivation and improvement in performance 		
		25. Controllability dimension	<p>Weiner's model has been extended or third dimension - to include control as an aspect</p> <ul style="list-style-type: none"> • the degree to which individuals perceive themselves as able to influence events. • When success can be attributed to factors within your own control, motivation is likely to be increased • This reinforces concept of mastery orientation • This reinforces that lack of control can lead to learned helplessness 		

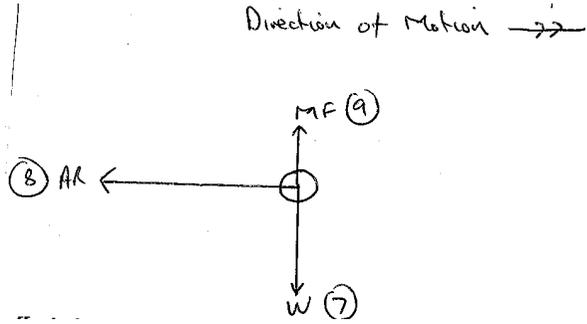
Section B Biomechanics (Option B2)

Question		Answer	Marks	Guidance	
4	(a)	4 marks for 4 from:	4	<p>Do not accept ‘total distance travelled’ ‘from a to b’</p> <p>Accept ‘how far they have travelled’</p>	
		1. (distance)			(Distance) is the length of the path / route / course taken by a body in moving from one position to another.
		2.			Distance = 150 <u>m</u>
		3. (displacement)			(Displacement) is the shortest/straight-line route/distance between two positions
		4.			Displacement = 50 <u>m</u>
	(b)	5 marks for 5 from: Maximising height using Newton	5	<p>Do not accept</p> <p>A definition of Newton’s Laws</p> <p>Accept Definitions of Newton’s Laws applied to high jumper</p>	
		1. (N1)			(Newton 1/law of inertia) High jumper will remain on the floor unless an external/unbalanced force acts on him
		2. (N1)			(N1) To leave the floor reaction/upward force must be greater than weight/downwards force/ $R > W$ /net upwards force
		3. (N2)			(Newton 2/law of acceleration/momentum) The greater the net/resultant force the greater the acceleration
		4. (N2)			(N2) The greater the acceleration the greater the height achieved
		5. (N3)			(Newton 3/law of reaction) The high jumper applies a force downwards into the floor
		6. (N3)			(N3) Therefore the ground applies an (equal) upward force on the high jumper

Question	Answer	Marks	Guidance	
<p>(c)</p>	<p>Diagram (sub max 1):</p> <p>1. (Diagram)</p> 	<p>6</p>	<p>Sub max 1 for diagram</p> <p>Sub max 2 for description</p> <p>Sub max 3 for explanation</p> <p>Do not accept 'more effort' on its own for pt 5</p>	
	<p>Description of components of third class lever (sub max 2)</p>			
	<p>2. (fulcrum)</p>			<p>Fulcrum/F is the joint/elbow</p>
	<p>3. (load)</p>			<p>Load is the weight of the lower arm/limb/weights/resistance in the hands</p>
	<p>4. (effort)</p>			<p>Effort is the force applied by the biceps (brachii)/muscle</p>
	<p>Explanation of advantages/disadvantages of third class lever (sub max 3):</p>			
	<p>5. (disadvantages)</p>			<p>It requires more effort to move an equivalent load/mechanical disadvantage/performer struggles to move heavy loads</p>
<p>6. (advantages)</p>	<p>Third Class lever can give a greater/larger range of movement/speed of load is faster than speed of effort/can produce faster/quicker movement</p>			
<p>7. (explanation)</p>	<p>Because the effort lies between fulcrum and load/closer to fulcrum than load Or the load is further away from the fulcrum than the load Or load arm is greater than effort arm</p>			

Levels Descriptors	Levels Discriminators
<p>Level 4 (18 – 20 marks) A comprehensive answer:</p> <ul style="list-style-type: none"> • detailed knowledge & excellent understanding • detailed analysis and excellent critical evaluation • well-argued, independent opinion and judgements which are well supported by relevant practical examples • very accurate use of technical and specialist vocabulary • high standard of written communication throughout. 	<p>At Level 4 responses <u>are likely</u> to include:</p> <ul style="list-style-type: none"> • accurate and clear sketch of velocity-time graph showing excellent understanding of vector (negative) nature of velocity • description of graph showing detailed knowledge • accurate and clear use of a free body diagram showing all forces acting on ball • detailed analysis of both the generation and effect of all the forces • very accurate use of technical language throughout the 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>At Level 3 responses <u>are likely</u> to include:</p> <ul style="list-style-type: none"> • clear sketch of velocity-time graph for first part of sequence • candidates at top end of this level will show understanding of the vector nature of velocity • description of the graph showing good knowledge • free body diagram is clear and shows all three forces but there may be some inaccuracies at the lower end of this level • good analysis of both the generation and effect of the forces is evident • generally accurate use of technical language.
<p>Level 2 (8 – 12 marks) A limited answer:</p> <ul style="list-style-type: none"> • limited knowledge and understanding • some evidence of analysis and critical evaluation • opinion and judgement given but often unsupported by relevant practical examples • technical and specialist vocabulary used with limited success • written communication lacks fluency and contains errors. 	<p>At Level 2 responses <u>are likely</u> to include:</p> <ul style="list-style-type: none"> • velocity-time graph attempted but likely to show inaccuracies in the understanding of changing velocities • description of the graph shows limited knowledge • free body diagram attempted but not all forces shown and with some inaccuracies • some evidence of analysis of either the generation or effect of the forces is evident • technical language used with limited success.
<p>Level 1 (0 – 7 marks) A basic answer:</p> <ul style="list-style-type: none"> • basic knowledge and little understanding • little relevant analysis or critical evaluation • little or no attempt to give opinion or judgement • little or no attempt to use technical and specialist vocabulary • errors in written communication will be intrusive. 	<p>At Level 1 responses <u>are likely</u> to include:</p> <ul style="list-style-type: none"> • little or no attempt at a velocity-time graph and basic understanding of changing velocities • a basic attempt at a free body diagram • little understanding of the effect of the forces.
<p>[0 marks] No response or no response worthy of credit.</p>	

Question	Answer	Marks	Guidance												
(d)*	<p>Indicative Content:</p> <p>Graph</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; width: 150px; text-align: center;">Sketch</div> <div style="border: 1px solid black; padding: 5px; width: 300px;"> <p style="text-align: center;">Velocity/time graph</p> </div> </div> <p>Description:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; padding: 5px;">1. (acceleration)</td> <td style="padding: 5px;">Acceleration/increase in velocity of the ball. <ul style="list-style-type: none"> • when ball is being hit by player A </td> </tr> <tr> <td style="padding: 5px;">2. (Constant velocity)</td> <td style="padding: 5px;">Constant/slight decrease in velocity/deceleration <ul style="list-style-type: none"> • when ball has left player A's racquet • ball during flight to player B </td> </tr> <tr> <td style="padding: 5px;">3. (deceleration)</td> <td style="padding: 5px;">Large deceleration/decrease in velocity <ul style="list-style-type: none"> • ball has hit player B's racquet </td> </tr> <tr> <td style="padding: 5px;">4. (change direction)</td> <td style="padding: 5px;">Change direction <ul style="list-style-type: none"> • Acceleration of ball/increase velocity of ball in opposite direction • when ball is being hit by player B </td> </tr> <tr> <td style="padding: 5px;">5. (constant velocity)</td> <td style="padding: 5px;">Constant/slight decrease in velocity in opposite direction <ul style="list-style-type: none"> • when has left B • flight to net </td> </tr> <tr> <td style="padding: 5px;">6. (ball stopping)</td> <td style="padding: 5px;">Large deceleration/decrease in velocity <ul style="list-style-type: none"> • ball hits net </td> </tr> </table>	1. (acceleration)	Acceleration/increase in velocity of the ball. <ul style="list-style-type: none"> • when ball is being hit by player A 	2. (Constant velocity)	Constant/slight decrease in velocity/deceleration <ul style="list-style-type: none"> • when ball has left player A's racquet • ball during flight to player B 	3. (deceleration)	Large deceleration/decrease in velocity <ul style="list-style-type: none"> • ball has hit player B's racquet 	4. (change direction)	Change direction <ul style="list-style-type: none"> • Acceleration of ball/increase velocity of ball in opposite direction • when ball is being hit by player B 	5. (constant velocity)	Constant/slight decrease in velocity in opposite direction <ul style="list-style-type: none"> • when has left B • flight to net 	6. (ball stopping)	Large deceleration/decrease in velocity <ul style="list-style-type: none"> • ball hits net 	20	
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Question	Answer	Marks	Guidance
	<p>Free body diagram:</p> <p>7.</p> 		
8. (weight)	Weight acting downwards from CM		
9. (air resistance)	Air resistance opposite direction of motion <ul style="list-style-type: none"> • From edge of ball or centre of mass 		
10. (magnus force)	Magnus/force acting upwards from CM perpendicular to direction of motion		
(Generation/effect of forces)			
Weight:			
11. (gravity)	(Gravitational) force that the earth exerts on a body <ul style="list-style-type: none"> • measured in newtons • $W = mg$ 		
12. (mass)	Depends on the mass of a body <ul style="list-style-type: none"> • greater mass = greater weight 		
13. (altitude)	Depends on distance from centre of earth/ altitude <ul style="list-style-type: none"> • further/higher = less W 		
14. (flight path)	Causes ball to have parabolic/symmetrical flight path <ul style="list-style-type: none"> • $g = \text{constant } 10\text{ms}^{-2}$ 		
15. (effect of size of mass)	Heavier ball means slower flight <ul style="list-style-type: none"> • more force required to keep same acceleration • acceleration indirectly proportional to mass 		

Question	Answer	Marks	Guidance
	<p>Air resistance:</p> <p>16. (definition) Force acting in opposite direction to motion of body travelling through air</p> <p>17. (velocity) Depends on velocity of ball</p> <ul style="list-style-type: none"> • faster = greater AR <p>18. (shape) Depends on shape/frontal x-sectional area</p> <ul style="list-style-type: none"> • more streamline = less AR • greater frontal X-sectional area = more AR <p>19. (surface) Depends on surface of ball</p> <ul style="list-style-type: none"> • rougher/fluffier = greater AR <p>20. (density) Depends on density of air/altitude</p> <ul style="list-style-type: none"> • denser/lower = greater AR <p>21. (effect of AR 1) Causes ball to decelerate</p> <ul style="list-style-type: none"> • greater AR = greater deceleration <p>22. (effect of AR 2) Causes asymmetrical/non parabolic flight path</p> <ul style="list-style-type: none"> • shortens flight path <p>Magnus effect:</p> <p>23. (spin) Caused by spin during flight</p> <ul style="list-style-type: none"> • amount determined by off centre/eccentric force/torque at beginning of flight <p>24. (backspin) Backspin causes air to travel further over top of ball</p> <ul style="list-style-type: none"> • air travels faster over top • low pressure on top <p>25. (pressure gradient) Air moves from high to low pressure/gradient</p> <ul style="list-style-type: none"> • creates lift force on ball <p>26. (flight path) Creates asymmetric/non parabolic flight path</p> <ul style="list-style-type: none"> • lengthens flight path <p>27. (more spin) More spin means more distance</p> <ul style="list-style-type: none"> • means more magnus force • but less speed 		<p>Accept opposite points for Magnus effect</p>

Section B Exercise and Sport Physiology (Option B3)

Question	Answer	Marks	Guidance																																		
5 (a)	<p>5 marks for:</p> <p>Body composition (sub max 1):</p> <table border="1" data-bbox="369 383 1411 486"> <tr> <td data-bbox="369 383 571 486">1.</td> <td data-bbox="571 383 1411 486">Fat mass and lean body mass OR % of body weight that is fat (adipose tissue) and weight of the rest of the body (bone, muscle, organs)</td> </tr> </table> <p>Assessing body composition (sub max 4):</p> <table border="1" data-bbox="369 550 1411 1324"> <tr><td data-bbox="369 550 571 590">2.</td><td data-bbox="571 550 1411 590">Hydrostatic weighing</td></tr> <tr><td data-bbox="369 590 571 630">3.</td><td data-bbox="571 590 1411 630">Obtain subject's scale weight (out of water)</td></tr> <tr><td data-bbox="369 630 571 670">4.</td><td data-bbox="571 630 1411 670">Totally immersed in a tank of water</td></tr> <tr><td data-bbox="369 670 571 710">5..</td><td data-bbox="571 670 1411 710">Find their underwater weight (must remain motionless)</td></tr> <tr><td data-bbox="369 710 571 758">6</td><td data-bbox="571 710 1411 758">Calculate the difference between scale weight and underwater weight</td></tr> <tr><td data-bbox="369 758 571 837">7.</td><td data-bbox="571 758 1411 837">Greater the difference between the dry and wet weights, the more fat the person has</td></tr> <tr><td data-bbox="369 837 571 909">8.</td><td data-bbox="571 837 1411 909">Density of water/trapped air in lungs may be taken into account</td></tr> <tr><td data-bbox="369 909 571 949">9.</td><td data-bbox="571 909 1411 949">Bioelectrical Impedance Spectroscopy/BIS</td></tr> <tr><td data-bbox="369 949 571 989">10.</td><td data-bbox="571 949 1411 989">Use body fat scales</td></tr> <tr><td data-bbox="369 989 571 1029">11.</td><td data-bbox="571 989 1411 1029">(Low, safe) electrical current is sent through the body</td></tr> <tr><td data-bbox="369 1029 571 1069">12.</td><td data-bbox="571 1029 1411 1069">Passes freely through muscle</td></tr> <tr><td data-bbox="369 1069 571 1117">13.</td><td data-bbox="571 1069 1411 1117">Encounters resistance (when it passes through fat/adipose tissue this is called bioelectrical impedance)</td></tr> <tr><td data-bbox="369 1117 571 1189">14.</td><td data-bbox="571 1117 1411 1189">When set against height and weight, % body fat can be calculated</td></tr> <tr><td data-bbox="369 1189 571 1228">15.</td><td data-bbox="571 1189 1411 1228">Skinfold Measures</td></tr> <tr><td data-bbox="369 1228 571 1268">16.</td><td data-bbox="571 1228 1411 1268">Skin fold callipers are used (not pinchers/grabbers)</td></tr> <tr><td data-bbox="369 1268 571 1324">17.</td><td data-bbox="571 1268 1411 1324">These measure (in millimetres) the (subcutaneous) fat below the skin</td></tr> </table>	1.	Fat mass and lean body mass OR % of body weight that is fat (adipose tissue) and weight of the rest of the body (bone, muscle, organs)	2.	Hydrostatic weighing	3.	Obtain subject's scale weight (out of water)	4.	Totally immersed in a tank of water	5..	Find their underwater weight (must remain motionless)	6	Calculate the difference between scale weight and underwater weight	7.	Greater the difference between the dry and wet weights, the more fat the person has	8.	Density of water/trapped air in lungs may be taken into account	9.	Bioelectrical Impedance Spectroscopy/BIS	10.	Use body fat scales	11.	(Low, safe) electrical current is sent through the body	12.	Passes freely through muscle	13.	Encounters resistance (when it passes through fat/adipose tissue this is called bioelectrical impedance)	14.	When set against height and weight, % body fat can be calculated	15.	Skinfold Measures	16.	Skin fold callipers are used (not pinchers/grabbers)	17.	These measure (in millimetres) the (subcutaneous) fat below the skin	5	<p>Sub max 1 for body composition</p> <p>Only mark first method given</p> <p>Sub max 4 for one of the body composition techniques</p>
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(b)	<p>4 marks for 4 from: Adaptation - benefits</p> <table border="1"> <tr> <td data-bbox="367 858 1415 898">Adaptation</td> </tr> <tr> <td data-bbox="367 898 1415 938">1. Increased elasticity/increased length (of muscles and connective tissue)</td> </tr> <tr> <td data-bbox="367 938 1415 1002">2. Increased resting elasticity</td> </tr> <tr> <td data-bbox="367 1002 1415 1082">3. Greater range of movement at a joint</td> </tr> <tr> <td data-bbox="367 1082 1415 1153">4. (Greater range of movement (ROM)) before the stretch reflex is initiated/stretch reflex inhibited</td> </tr> </table> <p>Benefit to athlete Increased distance/speed/efficiency/generate force/stretch further OR Decreased risk of injury OR Improved posture/or other general improvement in health OR Improved performance of motor skill/technique OR reduced resistance in antagonist</p>	Adaptation	1. Increased elasticity/increased length (of muscles and connective tissue)	2. Increased resting elasticity	3. Greater range of movement at a joint	4. (Greater range of movement (ROM)) before the stretch reflex is initiated/stretch reflex inhibited	4	<p>Need both adaptation and benefit for mark – any combination Accept repeat benefits but adaptations must be different to score further marks</p> <p>Do not accept: ‘greater flexibility’</p>																	
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1. Increased elasticity/increased length (of muscles and connective tissue)																									
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(c)	<p>6 marks for 6 from: Use of periodisation to plan a health and fitness programme Periodisation (general): (sub max 4 marks)</p> <table border="1" data-bbox="367 316 1411 834"> <tr> <td data-bbox="367 316 638 384">1.</td> <td data-bbox="638 316 1411 384">Periodisation is the organised division of training into specific blocks</td> </tr> <tr> <td data-bbox="367 384 638 491">2.</td> <td data-bbox="638 384 1411 491"><u>Macro cycle</u> - Long term training plan/often 6 months-4 years in length Or Mega cycle – over 4 years+</td> </tr> <tr> <td data-bbox="367 491 638 560">3.</td> <td data-bbox="638 491 1411 560"><u>Meso cycle</u> - Intermediate/medium block of training/typically 1-5 months</td> </tr> <tr> <td data-bbox="367 560 638 628">4.</td> <td data-bbox="638 560 1411 628"><u>Micro cycle</u> - Short term training plan/typically lasting up to 1-3 weeks</td> </tr> <tr> <td data-bbox="367 628 638 697">5.</td> <td data-bbox="638 628 1411 697">Or the organised division may be into pre season and competition/ peak and off / post season</td> </tr> <tr> <td data-bbox="367 697 638 734">6.</td> <td data-bbox="638 697 1411 734">Ensures peak performance at correct time</td> </tr> <tr> <td data-bbox="367 734 638 834">7.</td> <td data-bbox="638 734 1411 834">Double periodisation allows performer to peak twice (at specific times)/Undulating periodisation allows peak performance over a longer period of time</td> </tr> </table> <p>Periodisation (specific to training principles):</p> <table border="1" data-bbox="367 903 1411 1222"> <tr> <td data-bbox="367 903 638 940">8. (specificity)</td> <td data-bbox="638 903 1411 940">Focus on specific needs</td> </tr> <tr> <td data-bbox="367 940 638 1008">9. (variation)</td> <td data-bbox="638 940 1411 1008">Maintains motivation/prevents boredom/avoids exercise plateaus</td> </tr> <tr> <td data-bbox="367 1008 638 1077">10. (moderation) (reversibility)</td> <td data-bbox="638 1008 1411 1077">Prevents over training/injury allows for recovery/ensures fitness gains aren't lost</td> </tr> <tr> <td data-bbox="367 1077 638 1145">11. (progression)</td> <td data-bbox="638 1077 1411 1145">can step up training on the programme when needed/taper when necessary</td> </tr> <tr> <td data-bbox="367 1145 638 1222">12. (overload)</td> <td data-bbox="638 1145 1411 1222">working in blocks allows alteration of intensity/duration/frequency of exercise</td> </tr> </table>	1.	Periodisation is the organised division of training into specific blocks	2.	<u>Macro cycle</u> - Long term training plan/often 6 months-4 years in length Or Mega cycle – over 4 years+	3.	<u>Meso cycle</u> - Intermediate/medium block of training/typically 1-5 months	4.	<u>Micro cycle</u> - Short term training plan/typically lasting up to 1-3 weeks	5.	Or the organised division may be into pre season and competition/ peak and off / post season	6.	Ensures peak performance at correct time	7.	Double periodisation allows performer to peak twice (at specific times)/Undulating periodisation allows peak performance over a longer period of time	8. (specificity)	Focus on specific needs	9. (variation)	Maintains motivation/prevents boredom/avoids exercise plateaus	10. (moderation) (reversibility)	Prevents over training/injury allows for recovery/ensures fitness gains aren't lost	11. (progression)	can step up training on the programme when needed/taper when necessary	12. (overload)	working in blocks allows alteration of intensity/duration/frequency of exercise	6	<p>Examples, where used, should relate to a personal health & fitness programme</p> <p>Sub max of four marks for general points</p>
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Levels Descriptors	Levels Discriminators
<p>Level 4 (18 – 20 marks) A comprehensive answer:</p> <ul style="list-style-type: none"> • detailed knowledge & excellent understanding • detailed analysis and excellent critical evaluation • well-argued, independent opinion and judgements which are well supported by relevant practical examples • very accurate use of technical and specialist vocabulary • high standard of written communication throughout. 	<p>At Level 4 responses <u>are likely</u> to include:</p> <ul style="list-style-type: none"> • detailed knowledge of the energy systems • excellent understanding of all three energy systems and their use in relation to intensity and duration of activity • excellent understanding of the relationship between the three energy systems – energy continuum, thresholds • excellent evaluation of the use of energy systems • excellent application of practical activities to the relevant energy system.
<p>Level 3 (13 – 17 marks) A competent answer:</p> <ul style="list-style-type: none"> • good knowledge and clear understanding • good analysis and critical evaluation • independent opinions and judgements will be present but may not always be supported by relevant practical examples • generally accurate use of technical and specialist vocabulary • written communication is generally fluent with few errors. 	<p>At Level 3 responses <u>are likely</u> to include:</p> <ul style="list-style-type: none"> • good knowledge of the energy systems • clear understanding of all three energy systems and their use in relation to intensity and duration of activity • clear understanding of the relationship between the three energy systems – energy continuum, thresholds • good evaluation of the use of energy systems • good application of practical activities to the relevant energy system.
<p>Level 2 (8 – 12 marks) A limited answer:</p> <ul style="list-style-type: none"> • limited knowledge and understanding • some evidence of analysis and critical evaluation • opinion and judgement given but often unsupported by relevant practical examples • technical and specialist vocabulary used with limited success • written communication lacks fluency and contains errors. 	<p>At Level 2 responses <u>are likely</u> to include:</p> <ul style="list-style-type: none"> • limited knowledge of the energy systems • limited understanding of the energy systems and their use in relation to intensity and duration of activity • limited understanding of the relationship between the energy systems – energy continuum, thresholds • some evidence of evaluation of the use of energy systems • limited application of practical activities to the relevant energy system.
<p>Level 1 (0 – 7 marks) A basic answer:</p> <ul style="list-style-type: none"> • basic knowledge and little understanding • little relevant analysis or critical evaluation • little or no attempt to give opinion or judgement • little or no attempt to use technical and specialist vocabulary • errors in written communication will be intrusive. 	<p>At Level 1 responses <u>are likely</u> to include:</p> <ul style="list-style-type: none"> • basic knowledge of the energy systems • little understanding of energy systems • little relevant evaluation; response likely to be descriptive.
<p>[0 marks] No response or no response worthy of credit.</p>	

Question	Answer		Marks	Guidance	
(d)*	Indicative Content: (Critically evaluate the use of energy systems to resynthesize ATP)		20		
	1.	(ATP)			<ul style="list-style-type: none"> • energy currency of body • stores last up to 2 seconds • ATPase • structure of ATP
	2.	(ATP resynthesis)			<ul style="list-style-type: none"> • reversible reaction • exothermic/endothermic reactions
	3.	Energy Continuum (accept graph)			<ul style="list-style-type: none"> • systems do not work in isolation/they interact to resynthesize ATP • energy system thresholds/the point at which one system is taken over by another as the predominant system
	4.	Exercise intensity and duration of the activity being undertaken will affect which energy system is predominant			<ul style="list-style-type: none"> • high intensity/short duration – predominant systems are ATP/PC and LA • low to medium intensity/long duration – predominant system will be aerobic
	5.	Fitness level of the performer will affect which energy system is used and when			<ul style="list-style-type: none"> • thresholds will change depending upon training done • oxygen supply will vary • fuel available will vary • enzyme activation levels will vary
	6. ATP/PC system	ATP can be resynthesised via ATP/PC system/alactic system/PC system			<ul style="list-style-type: none"> • sufficient detail about this system eg involves coupled reactions PC is broken down into P + C + energy This is an exothermic reaction Energy released + ADP + P -----ATP Site= muscle cell sarcoplasm Enzyme = creatine kinase
	7.	Identify use with a high intensity and short duration activity			<ul style="list-style-type: none"> • suitable example • up to 10 seconds

Question		Answer		Marks	Guidance
	8. E	Advantages of this system identified	<ul style="list-style-type: none"> no fatiguing by products are produced allows for the quick re synthesis of ATP/doesn't need oxygen or few reactions PC can be quickly re synthesised (so recovery is quick)/50% recovery in 30 seconds/100% recovery in 180 seconds PC is readily available in the muscle 		
	9. E	Disadvantages of this system identified	<ul style="list-style-type: none"> only small amounts of fuel stored in muscle cell (PC) low energy yield/only 1 ATP re synthesised can only provide energy for short period of time/2-10 seconds 		
	10. Lactic Acid system	ATP can be resynthesised via Lactic Acid system/lactacid system/anaerobic glycolysis	<ul style="list-style-type: none"> sufficient detail about this system eg Glucose is (partially) broken down by the enzyme phosphofructokinase (PFK) Into pyruvic acid/pyruvate This is further broken down into lactic acid by the enzyme lactate dehydrogenase (LDH) Site= muscle cell sarcoplasm Glucose is stored as glycogen Glycogen is broken down by the enzyme glycogen phosphorylase (GPP) into glucose 		
	11.	Identify use with a high intensity and short duration activity	<ul style="list-style-type: none"> suitable example 10 seconds-180 seconds 		
	12. E	Advantages of this system identified	<ul style="list-style-type: none"> large potential fuel store of glycogen available (stored in muscles and liver) requires few reactions can work anaerobically/in the absence of oxygen can provide energy quickly/faster/quicker (than the aerobic energy system) 		

Question		Answer		Marks	Guidance
	13. E	Disadvantages of this system identified	<ul style="list-style-type: none"> produces the by-product Lactic acid/Reduces pH/inhibits enzyme action/Causes pain/stimulates pain receptors/causes fatigue (relatively) low yield of ATP (in comparison to aerobic system) Long recovery 		
	14. Aerobic system / oxidative	ATP can be resynthesised via Aerobic system/oxidative system	<ul style="list-style-type: none"> sufficient detail about this system eg has 3 stages/stage 1 = aerobic glycolysis/stage 2 = Krebs cycle/stage 3 = electron transport chain (ETC) Stage 1 site = muscle cell sarcoplasm Glucose is broken down into pyruvic acid This combines with coenzyme A to form Acetyl CoA Stage 2 site = matrix of the mitochondria Carbon Dioxide is produced Hydrogen atoms are removed (oxidised) Stage 3 site = cristae of the mitochondria Hydrogen atoms combine with NAD & FAD Carried along the ETC Hydrogen electron splits from the hydrogen atom Combines with oxygen to form water 		
	15.	Identify use with a low/medium intensity and long duration activity	<ul style="list-style-type: none"> suitable example 180 seconds + 		
	16. E	Advantages of this system identified	<ul style="list-style-type: none"> large energy yield of ATP/34-38 ATP's in total/2 in anaerobic glycolysis, 2 in Krebs cycle/34 in the electron transport chain no fatiguing by products are produced/carbon dioxide & water easily removed able to work for long periods of time fats can also be used / provide more energy fat can also be used as a fuel 		

Question			Answer	Marks	Guidance
		17. E	Disadvantages of this system identified <ul style="list-style-type: none"> • slower rate of ATP re synthesis/due to delay in getting enough oxygen at the start of exercise • more complex series of reaction/anaerobic glycolysis & Krebs (citric acid) cycle & electron transport chain • requires more oxygen/15% more to break down free fatty acids (FFE's)/fats 		

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