

Physical Education

Advanced Subsidiary GCE

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

Mark Scheme for January 2013

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

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

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

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

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Annotations

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

1. 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 – Anatomy and Physiology

| Question | | | Answer | Marks | Guidance | | | | | | | | | | | |
|--------------------|------------------------|--------|--|-------|--|--|--------|---------------|----------------|----------|--------------------|--|----|------------------------|----|---------------|
| 1 | (a) | (i) | 4 marks for 4 from: 1. ball and socket 2. (medial) deltoid 3. latissimus dorsi / pectoralis major 4. concentric | 4 | <table border="1"> <thead> <tr> <th>Accept</th> <th>Do not accept</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Synovial</td> </tr> <tr> <td>2. trapezius = BOD</td> <td></td> </tr> <tr> <td>3.</td> <td>Pectorals or pecs = TV</td> </tr> <tr> <td>4.</td> <td>Isotonic = TV</td> </tr> </tbody> </table> | | Accept | Do not accept | 1. | Synovial | 2. trapezius = BOD | | 3. | Pectorals or pecs = TV | 4. | Isotonic = TV |
| | | Accept | Do not accept | | | | | | | | | | | | | |
| 1. | Synovial | | | | | | | | | | | | | | | |
| 2. trapezius = BOD | | | | | | | | | | | | | | | | |
| 3. | Pectorals or pecs = TV | | | | | | | | | | | | | | | |
| 4. | Isotonic = TV | | | | | | | | | | | | | | | |
| | | (ii) | 1 mark for 1 from: fast twitch/ Type 2 / fast glycolytic /FG / Type 2b / fast oxidative glycolytic/ FOG / Type 2a | 1 | <table border="1"> <thead> <tr> <th>Accept</th> <th>Do not accept</th> </tr> </thead> <tbody> <tr> <td>type 2c</td> <td></td> </tr> </tbody> </table> | | Accept | Do not accept | type 2c | | | | | | | |
| Accept | Do not accept | | | | | | | | | | | | | | | |
| type 2c | | | | | | | | | | | | | | | | |

| Question | | Answer | Marks | Guidance | | | | | | | | | | | | |
|---|--|---|-------|---|--------|---------------|----|--|--|--|----------------|--|----|----------------|---|--|
| | (b) | (i) | 2 | Mark first 2 attempts only | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | <p>2 marks for 2 from:</p> <ol style="list-style-type: none"> (number or strength of) ligaments depth or shape or type of joint / area of articulating surface / presence of meniscus or semi-lunar cartilage or discs of (white fibrous) cartilage size or number or strength or tone of muscles (crossing joint) strength or tension of tendons injury to connective tissue / amount of weight supported by joint (shoulder compared to hip) | | <table border="1"> <thead> <tr> <th>Accept</th> <th>Do not accept</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td></td> </tr> <tr> <td>2.</td> <td>Discs of articular cartilage</td> </tr> <tr> <td>3. muscle mass</td> <td></td> </tr> <tr> <td>4.</td> <td>tendons on own</td> </tr> <tr> <td>5. example of any relevant injury to connective tissue eg muscle or tendon or ligament or cartilage or meniscus tears / tendonitis / cartilage wear and tear (leading to OA)</td> <td>injury or joint trauma on own / age or temperature or gender on own / body weight or obesity / flexibility / physical activity / OA on own</td> </tr> </tbody> </table> | Accept | Do not accept | 1. | | 2. | Discs of articular cartilage | 3. muscle mass | | 4. | tendons on own | 5. example of any relevant injury to connective tissue eg muscle or tendon or ligament or cartilage or meniscus tears / tendonitis / cartilage wear and tear (leading to OA) | injury or joint trauma on own / age or temperature or gender on own / body weight or obesity / flexibility / physical activity / OA on own |
| Accept | Do not accept | | | | | | | | | | | | | | | |
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| 2. | Discs of articular cartilage | | | | | | | | | | | | | | | |
| 3. muscle mass | | | | | | | | | | | | | | | | |
| 4. | tendons on own | | | | | | | | | | | | | | | |
| 5. example of any relevant injury to connective tissue eg muscle or tendon or ligament or cartilage or meniscus tears / tendonitis / cartilage wear and tear (leading to OA) | injury or joint trauma on own / age or temperature or gender on own / body weight or obesity / flexibility / physical activity / OA on own | | | | | | | | | | | | | | | |
| | | (ii) | 3 | Mark first 3 attempts only | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | <p>3 marks for 3 from:</p> <ol style="list-style-type: none"> ligaments become stronger or longer or more elastic muscle size or strength or tone increases / muscle hypertrophy increase in number of muscle fibres tendons become stronger increased thickness of (articular) cartilage | | <table border="1"> <thead> <tr> <th>Accept</th> <th>Do not accept</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td></td> </tr> <tr> <td>2. muscle mass increases / more muscle</td> <td>increased muscle elasticity / more muscles</td> </tr> <tr> <td>3.</td> <td></td> </tr> <tr> <td>4.</td> <td></td> </tr> <tr> <td>5. increased cartilage</td> <td>less risk of or prevents OA on own</td> </tr> </tbody> </table> | Accept | Do not accept | 1. | | 2. muscle mass increases / more muscle | increased muscle elasticity / more muscles | 3. | | 4. | | 5. increased cartilage | less risk of or prevents OA on own |
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| Question | Answer | Marks | Guidance | | | | | | | | | | | | | | | | | | | | |
|--|---|-------|---|--------|---------------|----|--|----|---|----|--|--|---------------------------|----|--|----|---|----|--|-----------------------|---------------------------------|----|-----------------|
| (c) | <p>5 marks for 5 from: Sub max 4 for contraction phase Must hit point 7, 8 or 9 for max. (Contraction phase)</p> <ol style="list-style-type: none"> 1. (SA node) sinoatrial or SA node or SAN receives or initiates or sends an impulse <i>(and only if point 1 awarded or SA node identified...)</i> 2. (atria contract) (...impulse spreads across atria) causing atrial systole or contraction of atria / atrial depolarisation 3. (blood to ventricles) this causes the remaining blood (in the atria) to be pushed (actively) into the ventricles (during ventricular diastole) 4. (AV node) ...impulse reaches atrio ventricular or AV node or 5. (Purkinje) ...impulse distributed or continues down the bundle(s) of His / impulse distributed throughout or to the Pukinje or Pukyne fibres <i>(and only if point 4 or 5 awarded or BofH or Purkinje fibres identified...)</i> 6. (ventricles contract) ... causing ventricular systole or contraction of ventricles / ventricular depolarisation / blood pushed or ejected from ventricles <p>(Relaxation phase)</p> <ol style="list-style-type: none"> 7. (no impulse) repolarisation occurs / there is no impulse 8. (atria fill) atria fill with blood (during atrial diastole) 9. (atria pressure) (pressure builds in atria) blood travels (passively) into the ventricles | 5 | <p>Points 1, 4 & 5 must be in correct order</p> <table border="1" data-bbox="1265 303 2072 1252"> <thead> <tr> <th data-bbox="1265 303 1668 343">Accept</th> <th data-bbox="1668 303 2072 343">Do not accept</th> </tr> </thead> <tbody> <tr> <td data-bbox="1265 343 1668 438">1.</td> <td data-bbox="1668 343 2072 438">Pace maker for SA node / SA nerve / heart is myogenic = TV</td> </tr> <tr> <td data-bbox="1265 438 1668 542">2.</td> <td data-bbox="1668 438 2072 542">Systole on own / heart contraction = TV</td> </tr> <tr> <td data-bbox="1265 542 1668 646">3.</td> <td data-bbox="1668 542 2072 646"></td> </tr> <tr> <td data-bbox="1265 646 1668 750">4. AV node sends a message or information</td> <td data-bbox="1668 646 2072 750">AV nerve / AV node on own</td> </tr> <tr> <td data-bbox="1265 750 1668 853">5.</td> <td data-bbox="1668 750 2072 853"></td> </tr> <tr> <td data-bbox="1265 853 1668 957">6.</td> <td data-bbox="1668 853 2072 957">Systole on own / heart contraction = TV</td> </tr> <tr> <td data-bbox="1265 957 1668 1061">7.</td> <td data-bbox="1668 957 2072 1061"></td> </tr> <tr> <td data-bbox="1265 1061 1668 1165">8. blood enters atria</td> <td data-bbox="1668 1061 2072 1165">Diastole on own / Resting stage</td> </tr> <tr> <td data-bbox="1265 1165 1668 1252">9.</td> <td data-bbox="1668 1165 2072 1252">Diastole on own</td> </tr> </tbody> </table> | Accept | Do not accept | 1. | Pace maker for SA node / SA nerve / heart is myogenic = TV | 2. | Systole on own / heart contraction = TV | 3. | | 4. AV node sends a message or information | AV nerve / AV node on own | 5. | | 6. | Systole on own / heart contraction = TV | 7. | | 8. blood enters atria | Diastole on own / Resting stage | 9. | Diastole on own |
| Accept | Do not accept | | | | | | | | | | | | | | | | | | | | | | |
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| Question | | Answer | Marks | Guidance | | | |
|----------|-----|--|-------|---|---------------------------------|---|---|
| | (d) | (i) | 2 | 2 marks for 2 from: | | | |
| | | | | | | | |
| | | 1. (combines) with or in haemoglobin / as oxyhaemoglobin or HbO ₂ | | 1. | Carried in red blood cells = TV | | |
| | | 2. (dissolved) in plasma | | 2. | | | |
| | | (ii) | 3 | 3 marks for 3 from: | | | |
| | | | | | | | |
| | | 1. | | oxygen diffuses or moves from the alveoli to the blood / oxygen diffuses down the diffusion or pressure or concentration gradient / oxygen travels from high partial pressure or concentration to low partial pressure or concentration | 1. | lungs for alveoli / (pulmonary) capillaries for blood / pressure for partial pressure | |
| | | 2. | | there is a high partial pressure or concentration of oxygen or ppO ₂ in the alveoli | 2. | lungs for alveoli / pressure for partial pressure | 'higher partial pressure in alveoli during exercise compared to rest' |
| | | 3. | | (during exercise) muscles use more oxygen | 3. | more oxygen needed = BOD | |
| | | 4. | | (so...) there is a low(er) partial pressure or concentration of oxygen or ppO ₂ in the blood | 4. | (pulmonary) capillaries for blood / pressure for partial pressure | |
| | | 5. | | there is a large(r) or steep(er) or increased diffusion or pressure or concentration gradient of oxygen | 5. | greater ppO ₂ difference | |
| | | 6. | | more oxygen diffuses or moves (from the alveoli) to the blood / increased or faster rate of diffusion of oxygen (from the alveoli) to the blood | 6. | (pulmonary) capillaries for blood | |

| (e)*Levels of Response Question parts: Part 1-Newton's Laws (pg 11), Part 2-Types of Motion (pg 12), Part 3-Application of Force (pg 13) | |
|--|---|
| Generic Descriptors | Discriminators |
| <p>Level 3 (8–10 marks) A comprehensive answer:</p> <ul style="list-style-type: none"> • detailed knowledge and understanding • effective analysis/critical evaluation and/or discussion/explanation/development • clear and consistent practical application of knowledge • accurate use of technical and specialist vocabulary • high standard of written communication. | <p>At Level 3 responses are likely to include:</p> <ul style="list-style-type: none"> • accurate definitions of three of Newton's Laws <ul style="list-style-type: none"> • ... with detailed explanation linked to tennis serve • understanding of both: the three types of motion and the application of force <ul style="list-style-type: none"> • ... with effective application to tennis serve • at the bottom of this level: comprehensive answer covering 2 of 3 question parts |
| <p>Level 2 (5–7 marks) A competent answer:</p> <ul style="list-style-type: none"> • satisfactory knowledge and understanding • analysis/critical evaluation and/or discussion/explanation/development attempted with some success • some success in practical application of knowledge • technical and specialist vocabulary used with some accuracy • written communication generally fluent with few errors. | <p>At Level 2 responses are likely to include:</p> <ul style="list-style-type: none"> • satisfactory definitions of Newton's Laws <ul style="list-style-type: none"> • ... with satisfactory application to tennis serve • satisfactory understanding of one other part of question either the three types of motion or the application of force <ul style="list-style-type: none"> • ... with satisfactory application to tennis serve • at the bottom of this level: comprehensive answer covering 1 of 3 question parts |
| <p>Level 1 (1–4 marks) A limited answer:</p> <ul style="list-style-type: none"> • basic knowledge and understanding • little or no attempt to analyse/critically evaluate and/or discuss/explain/develop • little or no attempt at practical application of knowledge; • technical and specialist vocabulary used with limited success • written communication lacks fluency and there will be errors, some of which may be intrusive. | <p>At Level 1 responses are likely to include:</p> <ul style="list-style-type: none"> • Newton's Laws defined with limited success <ul style="list-style-type: none"> • ...with limited application to tennis serve • understanding of types of motion and/or application of force attempted with limited success <ul style="list-style-type: none"> • ...with limited application to tennis serve |
| (0 marks) No response or no response worthy of credit. | |

| Question | Answer | Marks | Guidance |
|----------|--|-------|---|
| (e)* | <p>Indicative content: Candidate responses are likely to include: (relevant responses not listed should be acknowledged) Numbered points = knowledge/understanding Bullet points = likely to be development of knowledge</p> <p><u>Newton's Laws of Motion - Definitions</u></p> <ol style="list-style-type: none"> 1. Newton 1/ Law of Inertia 2. a body will remain in a state of rest or uniform motion unless an (external) force acts upon it / a body doesn't move unless a force is applied to it / a moving body continues to move with the same velocity or in the same direction at the same speed unless a force is applied to it e.g accept any suitable example Newton 1 other than tennis serve 3. Newton 2 /Law of Acceleration 4. the acceleration or rate of change of momentum or velocity of a body is proportional to the (size of) the force ... / the larger the force the greater the acceleration of the body <ul style="list-style-type: none"> • ... and takes place in the direction in which the force acts e.g accept any suitable example Newton 2 other than tennis serve 5. Newton 3 /Law of Reaction 6. for every action or force there is an equal and opposite reaction e.g accept any suitable example Newton 3 other than tennis serve <p><u>Newton's Laws of Motion – Explanation applied to tennis serve</u> (Newton 1 to tennis serve)</p> <ol style="list-style-type: none"> 7. (ball) the tennis ball remains in the server's hand until s/he applies a force to the ball to toss it 8. (ball) the tennis ball will continue to travel vertically up or down (from the toss) until the force of the racket head changes its direction 9. (player) the player needs to apply a force to the ground to allow them to stretch up or jump to hit the ball <p>(Newton 2 to tennis serve)</p> <ol style="list-style-type: none"> 10. (ball) the harder the player hits the ball the faster it will travel <ul style="list-style-type: none"> • in the direction it has been hit 11. (player) the greater the force applied to the ground the faster or further the player will jump into the air <p>(Newton 3 to tennis serve)</p> <ol style="list-style-type: none"> 12. (ball) the racket strings apply a force to the ball and the ball applies an equal and opposite force to the strings or vice versa 13. (ball) when bouncing the ball before the serve ball exerts a downwards force on the ground and ground exerts an equal and opposite force on the ball 14. (player) to jump to hit the ball, the player applies a (downward or action) force on the ground | 10 | <p><u>Newton's Laws - Definitions</u></p> <p>Can get credit for description of law without name or number</p> <p>If name or number of law identified, it must be linked with correct description</p> <p>N2 - Rate of change of speed = BOD N2 - Speed or velocity of ball (without mentioning change or increase) = TV</p> <p>N3 – 'action reaction 'on own = BOD pt 5</p> <p><u>Newton's Laws - Explanation applied to tennis serve</u></p> <p>Less detailed explanations can be credited (i.e. N3 – bouncing ball before serve) but answer may warrant lower final mark according to discriminators</p> |

| Question | Answer | Marks | Guidance |
|----------|---|-------|---|
| | <p>that applies an opposite or upward or reaction force on the player</p> <p><u>Three types of motion - Description</u></p> <p>15. Linear Motion</p> <p>16. motion in a (straight or curved) line</p> <p>17. all parts move the same distance at the same time in the same direction / all parts move at the same speed in the same direction / all parts move at the same velocity eg accept any suitable example of linear motion other than tennis serve / downhill skier / diver during flight / gliding under water / shot putt during flight</p> <p>18. Angular Motion</p> <p>19. when a body or part of a body moves in a circle or part of a circle about a point or pivot or axis of rotation eg accept any suitable example of angular motion other than tennis serve / arm action in swimming / leg action in running / lower arm in biceps curl / giant circle on high bar</p> <p>20. General Motion</p> <p>21. (combination of) linear and angular motion eg accept any suitable example of general motion other than tennis serve / swimming / running / long jump / bowling in cricket</p> <p><u>(Three types of motion – applied to tennis serve)</u></p> <p>(Linear motion to tennis serve)</p> <ul style="list-style-type: none"> • ball when tossed in the air if no spin • ball after being hit by racket if no spin • racket during certain movements of the serve <p>(Angular motion to tennis serve)</p> <ul style="list-style-type: none"> • action of the arm in the ball toss (about the shoulder joint) • action of the arm in whole service action (about the shoulder joint) • action of the lower arm in extending to hit the ball (about the elbow joint) <p>(General motion to tennis serve)</p> <ul style="list-style-type: none"> • complete action of tennis serve / follow through of tennis serve • ball when tossed in the air | | <p><u>Three types of motion - Description</u></p> <p>Can get credit for description or example of type of motion without name</p> <p>Look out for candidate who combines types of motion with application of force: Linear motion with pt22 Angular motion with pt23</p> <p><u>Three types of motion – applied to tennis serve</u></p> <p>Application of types of motion to tennis serve – not necessarily required by question – hence bullets</p> |

| Question | Answer | Marks | Guidance |
|----------|--|-----------|---|
| | <ul style="list-style-type: none"> • ball after being hit by racket with top spin or slice applied <p><u>Explanation of application of force applied to tennis serve</u></p> <p>22. if force applied through ball's centre of mass linear motion produced</p> <ul style="list-style-type: none"> • (called a) direct force • ball will travel further • ball will go lower over net / the trajectory will be lower <p>23. if force applied outside ball's centre of mass angular motion produced</p> <ul style="list-style-type: none"> • (called an) eccentric or off centre force e.g. top spin or slice applied • to clear net or to get ball in service court or to ensure ball stays in or causes ball to dip <p>24. force applied by racket will cause a change of shape</p> <ul style="list-style-type: none"> • (compression of) ball when hit by racket • (indentation of) strings of racket when hitting ball <p>25. force applied by hand will cause ball to move in ball toss</p> <p>26. force applied by racket will cause ball to change direction</p> <ul style="list-style-type: none"> • from upward or downward motion in ball toss towards the opponent or net <p>27. force applied by racket will cause ball to accelerate</p> | | <p>ONLY award pts 25, 26, 27 if NOT covered in Newton's 1st Law pts 7-9</p> |
| | Total | 30 | |

Section B – Acquiring Movement Skills

| Question | | Answer | Marks | Guidance | | | |
|---|---|---|-------|---|----------------------|----------------------|--|
| 2 | (a) | <p>Sub max 3 for theory/description</p> <p>1. (feedback) feedback not used / no time for feedback / no reference to feedback</p> <p>2. (ballistic) for rapid or ballistic or dynamic actions</p> <p>3. (change) action cannot be changed during performance</p> <p>4. (conscious control) little or no conscious thought or control / movement performed subconsciously or automatically / few attention demands</p> <p>5. (Level 1) (open loop control sometimes referred to as) Level 1 control</p> <p>6. (Memory) motor programme or plan or movement stored in or triggered from LTM / motor programmes or subroutines are learned well or overlearned / memory trace formed / memory trace starts action or transfers information to muscles</p> <p>7. (decision) whole movement can be carried out by making <u>one</u> decision</p> <p>1 mark for suitable practical example such as</p> <p>8</p> <ul style="list-style-type: none"> • Golf drive / discus throw / shot putt / • when performing a volley at net in tennis there is not enough time to act on feedback / • when blocking at net in volleyball the movement is done immediately and at speed / • a goalkeeper might save a ball without actively thinking about it / • when skipping movements that are learned seem to be automatic / • fielder in cricket stores the movement of catching in the LTM / • slip fielder in cricket may catch the ball having made only one decision | 4 | Accept | | Do not accept | |
| | | | | 1. There is no feedback / doesn't need or receive fback = BOD | gets feedback at end | | |
| | | | | 2. quick = BOD | | | |
| | | | | 3. must wait for next attempt to make adjustments | | | |
| | | | | 4. | | | |
| | | | | 5. | | | |
| | | | | 6. involves LTM = BOD | | | |
| | | | | 7. | | | |
| 8. the following if understanding of OLC shown in description: | gymnast on beam or skier (making adjustments) | | | | | | |
| • volley in tennis | | | | | | | |
| • block in volleyball | | | | | | | |
| • football/hockey goal keeper making save | | | | | | | |
| • tennis serve | | | | | | | |
| • slip catch in cricket | | | | | | | |
| • kicking or catching or throwing a ball | | | | | | | |

| Question | Answer | Marks | Guidance | | | | | | | | | | | |
|--|--|-------|--|--|--------|---------------|--|----------------------------|--|-----------------------------|--|--|--|--|
| (b) | <p>Description <u>and</u> SUITABLE practical example needed for each mark 4 marks for 4 from:</p> <p>(part) 1. Practise by splitting or breaking down skill into sub-routines or sections eg practice the tennis serve by doing the toss up first / triple jump or other suitable eg</p> <p>(whole) 1. Practise by doing the total or complete or entire movement / not breaking skill into subroutines or parts / eg tennis serve / penalty kick in football or other suitable eg</p> <p>(progressive part) 2. Practise in stages that are linked or chained / eg gymnastics or trampoline routine / triple jump / gymnast learning a roll then a jump, then roll and jump together / athlete practises the hop, then step, then hop and step etc / or other suitable eg</p> <p>(whole-part-whole) 3. Practise the complete skill, then split it into sub-routines and then practice complete skill again / eg Practice the tennis serve completely to start then concentrate on the toss up of the ball and then integrate this back into a practice of the complete skill / for teaching front crawl / or other suitable eg</p> | 4 | <p>Look for understanding of the concepts. Judge whether candidate understands the type of practice being described. Repeats of question words/practice types within description might be acceptable: However, DNA ... <i>'part is practising in parts / whole is doing the whole thing / in WPW you do the whole skill, then parts, then the whole again'</i>.</p> <table border="1" data-bbox="1263 478 2051 1232"> <thead> <tr> <th data-bbox="1263 478 1655 547">Accept</th> <th data-bbox="1655 478 2051 547">Do not accept</th> </tr> </thead> <tbody> <tr> <td data-bbox="1263 547 1655 651">1. splitting or breaking skill down into parts</td> <td data-bbox="1655 547 2051 651">'Part' as only description</td> </tr> <tr> <td data-bbox="1263 651 1655 754">2. do the whole skill in one go</td> <td data-bbox="1655 651 2051 754">'Whole' as only description</td> </tr> <tr> <td data-bbox="1263 754 1655 994">3. practise A then B then AB then C then ABC</td> <td data-bbox="1655 754 2051 994">'Progress through parts' as only description</td> </tr> <tr> <td data-bbox="1263 994 1655 1232">4. do the whole skill, then concentrate on the part that needs work, then practise the whole skill again</td> <td data-bbox="1655 994 2051 1232">'Whole part whole' as only description / combination of whole and part method = TV</td> </tr> </tbody> </table> | | Accept | Do not accept | 1. splitting or breaking skill down into parts | 'Part' as only description | 2. do the whole skill in one go | 'Whole' as only description | 3. practise A then B then AB then C then ABC | 'Progress through parts' as only description | 4. do the whole skill, then concentrate on the part that needs work, then practise the whole skill again | 'Whole part whole' as only description / combination of whole and part method = TV |
| Accept | Do not accept | | | | | | | | | | | | | |
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| 2. do the whole skill in one go | 'Whole' as only description | | | | | | | | | | | | | |
| 3. practise A then B then AB then C then ABC | 'Progress through parts' as only description | | | | | | | | | | | | | |
| 4. do the whole skill, then concentrate on the part that needs work, then practise the whole skill again | 'Whole part whole' as only description / combination of whole and part method = TV | | | | | | | | | | | | | |

| Question | Answer | Marks | Guidance | |
|----------|--|-------|--|------------------------|
| (c) | <p>Description must include the identification of phase (cognitive, associative, autonomous)</p> <p>Sub max 2 from <u>cognitive</u> phase:</p> <ol style="list-style-type: none"> 1. Leads to a mental picture (being formed)/mental rehearsal/understanding what needs to be done 2. Needs (conscious) thought or concentration on technique or subroutines / 'thinking' stage 3. Unable to use intrinsic feedback/only extrinsic feedback effective/reliant on verbal or visual cues/feedback needed / relies on guidance or FB 4. Movement (often) lacks fluency or rhythm or co-ordination / movement jerky 5. trial and error a feature/ (many) mistakes <p>Sub max 2 from <u>associative</u> phase:</p> <ol style="list-style-type: none"> 6. Matching or associating mental model with actual performance 7. Motor programmes begin to be formed / fundamentals or basics of skills learned 8. Practice or rehearsal occurs 9. Following can be used: more detailed feedback / knowledge of results (KR) or knowledge of performance (KP)/kinaesthesia or kinaesthetic or intrinsic feedback 10. More trial & error / learn from or fewer or eliminate mistakes/more consistent or effective / correct errors 11. Increased fluency or rhythm or efficiency /movement less jerky/better timing / more co-ordinated 12. Some never leave or move beyond this stage / (usually) longer than cognitive | 6 | Accept | Do not accept |
| | | | 1. | Demonstration |
| | | | 2. | |
| | | | 3. Positive feedback or positive reinforcement important | |
| | | | 4. | |
| | | | 5. | |
| | | | 6. | |
| | | | 7. | |
| | | | 8. | |
| | | | 9. feedback still required | |
| | | | 10. | |
| | | | 11. | Start to groove skills |
| | | | 12. | Longest phase |

| Question | | Answer | Marks | Guidance | |
|----------|--|--|-------|--|---|
| | | <p>Sub max 2 from <u>autonomous</u> phase:</p> <p>13. Accurate or well grooved or consistent or habitual or over learned /motor programmes formed (stored in LTM)</p> <p>14. Fluent or rhythmic or efficient</p> <p>15. Little thought or conscious control (needed)/ automatic / spare attentional capacity /can focus on tactics or strategy/skills can be adapted</p> <p>16. Able to use intrinsic or kinaesthetic feedback (effectively)/less need for external feedback</p> <p>17. May return to associative phase / need to keep practising (to stay in this phase)</p> | | | |
| | | | | 13. Few errors / almost perfect =BOD | |
| | | | | 14. | |
| | | | | 15. Don't have to think about it = BOD | |
| | | | | 16. Can correct themselves | Little or no FB 'able to use FB' on own = TV |
| | | | | 17. | |

| Question | Answer | Marks | Guidance | | | | | | | | | | | | | | | |
|--|--|-------|--|---|----------------------|----|--|----|---|---|--|---|--|---|--|--|--|--|
| (d) | <p>1. Positive transfer – Where one skill or movement helps (the learning or performance of) another / where one skill encourages similar S-R bond between two skills /transfer of SR bond from one skill to another.</p> <p>2. Negative transfer – Where one skill or movement hinders (the learning or performance of) another / where one skill hinders stimulus response compatibility</p> <p>3. Proactive transfer – Where a (previously) learned skill affects (the learning or performance of) a new or current or future skill</p> <p>4. Retroactive transfer – Where the (current) learning of a (new) skill affects (performance of) a previously learned or past skill</p> <p>5. Bilateral transfer – transfer from limb to limb (eg arm to arm/leg to leg)</p> | 6 | No accurate ID of type = No marks | | | | | | | | | | | | | | | |
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| | Accept Description marks if merged with practical example | | Do not accept | | | | | | | | | | | | | | | |
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| | 2. | | One skill negatively develops new skill / one skill doesn't help another | | | | | | | | | | | | | | | |
| | 3. Proactive as positive or negative as long as its effect on future or current learning included | | | | | | | | | | | | | | | | | |
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| 6. A practical example that shows that training experiences can be stored and used in 'real game' situations | | | | | | | | | | | | | | | | | | |
| <p>6. One way transfer positively affects dev of schema</p> <ul style="list-style-type: none"> • (training to performance) ideas or information or experiences (from training) to be used in 'real game' situations • (storage) storage of useful or learned information (as schema) • (varied prac) varied practice gives experiences that can be used in 'real game' situations / schema are updated or enhanced or modified during varied practice | | | | | | | | | | | | | | | | | | |

| (e)* Levels of Response | |
|--|--|
| Generic Descriptors | Discriminators |
| <p>Level 3 (8–10 marks) A comprehensive answer:</p> <ul style="list-style-type: none"> • detailed knowledge and understanding • effective analysis/critical evaluation and/or discussion/explanation/development • clear and consistent practical application of knowledge • accurate use of technical and specialist vocabulary • high standard of written communication. | <p>At Level 3 responses <u>are likely to include:</u></p> <ul style="list-style-type: none"> • effective discussion on operant conditioning • effective discussion of at least one type of reinforcement • good knowledge and understanding of the S-R bond • discussion on both skill learning and adopting BAHLS • at top of level, reference to at least one of Thorndike's Laws |
| <p>Level 2 (5–7 marks) A competent answer:</p> <ul style="list-style-type: none"> • satisfactory knowledge and understanding • analysis/critical evaluation and/or discussion/explanation/development attempted with some success • some success in practical application of knowledge • technical and specialist vocabulary used with some accuracy • written communication generally fluent with few errors. | <p>At Level 2 responses <u>are likely to include:</u></p> <ul style="list-style-type: none"> • satisfactory discussion on operant conditioning • at least one type of reinforcement discussed with some success • satisfactory knowledge and understanding of the S-R bond • at top of this level, satisfactory discussion on both skill learning and adopting BAHLS / or comprehensive discussion of learning movement skills OR BAHLS |
| <p>Level 1 (1–4 marks) A limited answer:</p> <ul style="list-style-type: none"> • basic knowledge and understanding • little or no attempt to analyse/critically evaluate and/or discuss/explain/develop • little or no attempt at practical application of knowledge; • technical and specialist vocabulary used with limited success • written communication lacks fluency and there will be errors, some of which may be intrusive. | <p>At Level 1 responses <u>are likely to include:</u></p> <ul style="list-style-type: none"> • basic discussion on operant conditioning • little or no reference to different types of reinforcement • basic knowledge and understanding of the S-R bond • reference to just movement skills or just BAHLS |
| <p>(0 marks) No response or no response worthy of credit.</p> | |

| Question | Answer | Marks | Guidance |
|----------|---|-------|--|
| (e)* | <p>Indicative content: Candidate responses are likely to include: Numbered points = knowledge/understanding Bullet points = likely development of KU Operant conditioning applied to learning movement skills and adopting BAHLS:</p> <ol style="list-style-type: none"> 1. operant conditioning is a method of learning by association or connection / operant conditioning is an associationist or connectionist theory 2. Reference work of psychologist Skinner / Skinner's rats <ul style="list-style-type: none"> • development of experiment 3. Stimulus-Response (S-R) bonds are formed or strengthened 4. by shaping or guiding or modifying behaviour or the response 5. (shaping occurs during) Trial and Error (learning) <ul style="list-style-type: none"> • having a go / experimenting. eg try out activities or trying out different techniques for serving in tennis eg school offers varied activity programme or varied menu <ul style="list-style-type: none"> • give easy targets / allow success 6. Manipulate or change the environment eg limit unhealthy choices from school menu eg play a passing game in football within the confines of grids/ 3-touch hockey or football / move player nearer target 7. (use) Positive reinforcement <ul style="list-style-type: none"> • give a stimulus or satisfier •after successful or desired response • ...to strengthen SR bond / to reinforce or ensure repetition of (desired) behaviour/ develop schema eg badge for eating healthily or exercising or swimming a width or having fun following a healthy diet 8. ...(use) praise or reward or positive feedback (when good skill or healthy behaviour shown) <ul style="list-style-type: none"> • (rewards can be) tangible eg reaching target weight may attract money reward or badge or certificate <ul style="list-style-type: none"> • (rewards can be) tangible eg accept suitable examples | 10 | relevant responses not listed should be acknowledged |

| Question | Answer | Marks | Guidance |
|----------|--|-------|---|
| | <p>9. (use) Negative reinforcement</p> <ul style="list-style-type: none"> • give disapproval or negative feedback when skill or behaviour is undesired or wrong • (then) take away negative feedback when correct response occurs... • ...to strengthen desired SR bond / to condition correct behaviour or response <p>eg parent stops criticising child once they start doing exercise eg take away negative feedback when badminton serve finally performed correctly eg stop feeling tired after eating healthily and so recognise benefits of a balanced diet</p> <p>10. (use) Punishment</p> <ul style="list-style-type: none"> • give an unpleasant stimulus or negative feedback • to eliminate undesired behaviour / to break an (undesired) S-R bond <p>eg stop pocket money for child who does no exercise eg tell youngster off or withdraw privileges for not following a BAHL eg drop from team for performing poor skills</p> <p>11. (behaviour can be modified by) education or medical advice eg doctor tells you to exercise eg teaching the importance of close ball skills in football</p> <p>12. (behaviour more likely to change) if reinforced or encouraged by 'significant other' or role model or parent eg watching your parents follow an active lifestyle and wanting to copy them eg watching an expert hockey player may improve your hitting technique</p> <p>13. (reinforcement more likely) when benefits felt or seen eg an exercise programme makes you fitter or more energised or improves your body shape eg a new serving technique in volleyball leads to better outcomes</p> | | <p>Accept -annoyer or negative or unpleasant or noxious stimulus Look for key point of 'annoyer being withdrawn'</p> |

| Question | Answer | Marks | Guidance |
|----------|---|-------|--|
| | <p>Application of Thorndike's Laws (relating to reinforcement)</p> <p>14. Thorndike's laws</p> <ul style="list-style-type: none"> • ensure that the right responses learned or bonds strengthened • indicate factors that affect how well operant conditioning or learning takes place <p>15. Law of Effect</p> <ul style="list-style-type: none"> • the outcome or effect of your behaviour influences what you do next • desired or correct behaviour that is reinforced (with satisfier) strengthens the S-R bond / reinforcement strengthens the SR bond • undesired or incorrect behaviour that receives annoyance weakens the S-R bond <p>eg you get stronger after weight training so you continue weight training eg you feel better after exercising or eating healthily so you continue</p> <p>16. Law of Exercise</p> <ul style="list-style-type: none"> • practice strengthens the SR bond / practising the correct responses helps response to be learned or brings about correct behaviour or response <p>eg you keep practising weight training technique you will learn it more effectively eg you keep trying exercising you are more likely to continue</p> <p>17. Law of Readiness</p> <ul style="list-style-type: none"> • the learner has to be physically and mentally mature enough to be able to make the appropriate response or perform the skill / learner must be physically and mentally mature enough for the S-R bond to be strengthened <p>eg If you are old enough you are able to participate in pyramid weight training eg you must be mature enough to be able to use Swiss exercise balls effectively</p> <p>Evaluation of effectiveness of operant conditioning</p> <p>Positive</p> <ul style="list-style-type: none"> • Reasonably quick and effective • Good for simple movement tasks or responses that require quick thinking • Good for the young who respond well to positive reinforcement <p>Negative</p> <ul style="list-style-type: none"> • Leads to prescriptive or automatic responses / can't adapt to different situations • Too much positive reinforcement can lead to complacency or arrogance • Little understanding needed so may not be real learning / learning may lack depth | | <p>Only credit Thorndike DEVS / EGs once Thorndike OR Law identified</p> |

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

| Question | | Answer | Marks | Guidance | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|----------|---|--|-------|--|--------|---------------|--|---|----|--|----|--|----|-------------------------------------|----|---------------------------|----|--------------------------------|----|----------------|----|--------------|----|------------------|----|---|----|--------------------------------|----|-------------------------------|--|
| 3 | (a) | <p>5 marks for 5 from:</p> <ol style="list-style-type: none"> (ability) level of ability or disability / what you are able to do (society/attitudes/discrimination) societal views/ respect or regard from others / discrimination or unfair treatment / stereotyping or typecasting re what you can do / positive or negative attitudes (confidence) self confidence / self belief / self esteem /embarrassment / don't feel welcome / 'social stigma' (facilities/ramps) presence of absence of specialist or adapted facilities or equipment / presence or absence of wheelchair access or ramps or other adapted features (coaches) presence of absence of specialist or suitably qualified coaches (clubs) presence of absence of specialist clubs or teams or classes or competitions / special times / not enough volunteers / limited choices of activities available (transport) whether or not you can drive or have a car or transport or can get to venue (Paralympics/role models/media) limited coverage or advertising / people don't know what is available / few role models / ref positive impact of Paralympic Games re exposure of role models or increased participation (inclusion/encouragement) whether school has inclusion policy / support or encouragement (from school or friends or family) / friends don't, so you don't / not enough others to join in with | 5 | <table border="1"> <thead> <tr> <th>Accept</th> <th>Do not accept</th> </tr> </thead> <tbody> <tr> <td></td> <td><u>list</u> of identified words e.g. Opportunity, Provision, Esteem</td> </tr> <tr> <td>1.</td> <td></td> </tr> <tr> <td>2.</td> <td></td> </tr> <tr> <td>3.</td> <td>Esteem on own if within explanation</td> </tr> <tr> <td>4.</td> <td>'disabled friendly' = BOD</td> </tr> <tr> <td>5.</td> <td>Facilities or equipment on own</td> </tr> <tr> <td>6.</td> <td>Coaches on own</td> </tr> <tr> <td>7.</td> <td>Clubs on own</td> </tr> <tr> <td>8.</td> <td>Transport on own</td> </tr> <tr> <td>8.</td> <td>Opposites....more coverage / more role models</td> </tr> <tr> <td>9.</td> <td>Lack of or limited sponsorship</td> </tr> <tr> <td>9.</td> <td>Oppositeslack of support</td> </tr> </tbody> </table> | Accept | Do not accept | | <u>list</u> of identified words e.g. Opportunity, Provision, Esteem | 1. | | 2. | | 3. | Esteem on own if within explanation | 4. | 'disabled friendly' = BOD | 5. | Facilities or equipment on own | 6. | Coaches on own | 7. | Clubs on own | 8. | Transport on own | 8. | Opposites....more coverage / more role models | 9. | Lack of or limited sponsorship | 9. | Oppositeslack of support | |
| Accept | Do not accept | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <u>list</u> of identified words e.g. Opportunity, Provision, Esteem | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. | Esteem on own if within explanation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. | 'disabled friendly' = BOD | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5. | Facilities or equipment on own | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6. | Coaches on own | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7. | Clubs on own | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8. | Transport on own | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8. | Opposites....more coverage / more role models | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Question | Answer | Marks | Guidance | | |
|----------|---|-------|---|--|---------------|
| (b) | <p>5 marks for 5 from: UK Sport helps by (sub max 3) 1. (strategy) developing strategy / giving strategic help 2. (lottery) managing or distributing lottery funding 3. (WCP) (investing in) World Class (pathway) Programme 4. (drugs) promoting ethical behaviour or drugs free sport / running anti-doping programme / 100% ME 5. (major events) attracting major events / 'getting' London 2012 6. (admin.) (helping) increase efficiency of organisation or administration of sport 7. (liaison) supporting or working with NGBs or Home Country Councils (HCCs) or National Institutes or top coaches / world class coaching strategy 8. (TASS) Talented Athlete Scholarship System/TASS 9. (SG) Sporting Giants scheme 10. (PLA) giving Performance Lifestyle Advice (PLA) / helping performers develop an appropriate (high performance) lifestyle</p> <p>BOA helps by (sub max 3) 11. (selection) select Team GB (with NGBs) 12. (management) preparing or managing or leading Team GB / arranges Britain's involvement in OGs 13. (liaison) working with other named organisations eg UK Sport or IOC 14. (bids) attracting Olympics to Britain / working on Olympic bids 15. (Team GB) providing workshops (for Team GB) / looking after (welfare of) Team GB /athlete medical scheme / Olympic Passport scheme 16. (camps) providing (pre-Games) training camps 17. (sponsors) (help) appointing sponsors or partners 18. (PLA) promoting or supporting Performance Lifestyle Advice (PLA) (given by Institutes)</p> | 5 | Accept | | Do not accept |
| | 1. | | | | |
| | 2. | | Gives funding on own | | |
| | 3. Podium – development – talent (all 3) | | 'world class' as description eg of coaching | | |
| | 4. | | | | |
| | 5. | | | | |
| | 6. | | | | |
| | 7. Named institutes eg EIS | | Educates coaches | | |
| | 8. | | | | |
| | 9. | | | | |
| | 10. | | | | |
| | 11. | | | | |
| | 12. | | Organise the Olympics in the UK/ enter Team GB in Olympics | | |
| | 13. | | | | |
| | 14. | | | | |
| | 15. | | | | |
| | 16. | | | | |
| | 17. | | They provide sponsorship | | |
| 18. | | | | | |

| Question | Answer | Marks | Guidance | |
|----------|--|-------|--|--|
| (c) | <p>5 marks for 5 from:</p> <ol style="list-style-type: none"> 1. (frontier) sports reflect frontier spirit 2. (AAI) sports adopted, adapted invented / new sports for a (relatively) new or young society / dominated by 'big four' sports 3. (Lombardian) Lombardian / win at all costs / linked with win ethic / very competitive 4. (American Dream) vehicle for achieving American Dream or going from 'Rags to Riches' / individuals can become wealthy or successful or achieve high or celebrity status through sport 5. (golden triangle) sport part of golden triangle / sport linked with sponsorship and media / sport belongs to media / sport a media product / sport dominates media / media influences rules or timings / high levels of media coverage 6. (capitalism/commercialism) reflects capitalism / high levels of commercialism or advertising or sponsorship / linked with big business / teams run as franchises / performers as 'billboards' / professional sport dominates 7. (entertainment/spectatorism) entertaining / exciting / action packed /spectacular/ limited mass participation / limited system of local sports clubs /'watch more than play' / high scoring / no draws 8. (school/uni) high status of high school or university sport / large crowds at school or uni 'games' / sports scholarships to universities / university sport feeds pro. sport 9. (draft) (significance of) draft system / top uni or college athletes drafted into Pro sport | 5 | <p style="text-align: center;">Accept</p> | <p style="text-align: center;">Do not accept Prompt words on own unless also in main MS</p> |
| | | | 1. | |
| | | | 2. | |
| | | | 3. Violent/aggressive = BOD | |
| | | | 4. | theory on 'American Dream' without reference to sport |
| | | | 5. | 'media' on own 'sports televised' on own |
| | | | 6. Sport in USA is 'money driven' | Sport in USA is commercial = TV |
| | | | 7. | |
| | | | 8. | |
| | | | 9. | |

| Question | Answer | Marks | Guidance | |
|----------|---|-------|---|---|
| (d) | <p>5 marks for 5 from:</p> <ol style="list-style-type: none"> 1. (facilities/space) money for or due to specialist facilities or space for expansion / lot of space for pitches 2. (coaching) due to specialist or professional coaches / coaching by academic staff or by assistant teachers / Oxbridge 'blues' on staff 3. (support/character development) due to support of or encouragement by (head) teachers or housemasters / belief that sports and games were valuable or developed character / to instil values 4. (time) (plenty of) time for play or practice / compulsory or regular or daily participation / games on sports afternoons 5. (inter-house) via house system / via inter house games 6. (inter-school) via inter-school matches or fixtures or competitions / (annual athletics) sports days 7. (rules/NGBs) by codification or developing rules / by structuring games / (helping) foundation of NGBs 8. (role models) via role models or high status performers (who inspired younger boys) / Sixth formers ran teams 9. Spread via ex-pupils who: promoted games back at home or at university / spread games around world or to British Empire or colonies / <p>Spread via ex-pupils who became: teachers / industrialists / politicians / army officers / parents / vicars / missionaries / influential community members</p> | 5 | Accept | Do not accept |
| | | | 1. | Space or facilities on own |
| | | | 2. | Coaches or coaching on own / more coaches |
| | | | 3. Belief that games developed teamwork or loyalty or other named value/s / belief that they increased (social) control | |
| | | | 4. | Time on own /boarding on own |
| | | | 5. | |
| | | | 6. | |
| | | | 7. | |
| | | | 8. Games or teams organised by the boys themselves | |
| | | | 9. | Ex-pupils on own |

| (e)* Levels of Response | |
|--|--|
| Generic Descriptors | Discriminators |
| <p>Level 3 (8–10 marks) A comprehensive answer:</p> <ul style="list-style-type: none"> • detailed knowledge and understanding • effective analysis/critical evaluation and/or discussion/explanation/development • clear and consistent practical application of knowledge • accurate use of technical and specialist vocabulary • high standard of written communication. | <p>At Level 3 responses <u>are likely</u> to include:</p> <ul style="list-style-type: none"> • detailed understanding of impact of the media on sport • ...with attempt at balance between positive and negative • discussion of the impact of the media on BAHLs... • at top of this level both positive and negative (BAHL) |
| <p>Level 2 (5–7 marks) A competent answer:</p> <ul style="list-style-type: none"> • satisfactory knowledge and understanding • analysis/critical evaluation and/or discussion/explanation/development attempted with some success • some success in practical application of knowledge • technical and specialist vocabulary used with some accuracy • written communication generally fluent with few errors. | <p>At Level 2 responses <u>are likely</u> to include:</p> <ul style="list-style-type: none"> • satisfactory understanding of impact of the media on sport • both positive and negative aspects • attempt at showing impact of the media on BAHLs • a detailed and comprehensive answer covering only sport OR only BAHL |
| <p>Level 1 (1–4 marks) A limited answer:</p> <ul style="list-style-type: none"> • basic knowledge and understanding • little or no attempt to analyse/critically evaluate and/or discuss/explain/develop • little or no attempt at practical application of knowledge; • technical and specialist vocabulary used with limited success • written communication lacks fluency and there will be errors, some of which may be intrusive. | <p>At Level 1 responses <u>are likely</u> to include:</p> <ul style="list-style-type: none"> • basic understanding of the impact of the media on sport • imbalance between positive and negative • limited or no reference to BAHLs |
| <p>(0 marks) No response or no response worthy of credit.</p> | |

| Question | Answer | Marks | Guidance |
|----------|---|-------|----------|
| (e)* | <p>Indicative content: Candidate responses are likely to include: credit other relevant points</p> <p>Background</p> <p>1. Types of media include TV, radio, newspapers, internet (one tick total)</p> <p>Positive impact of media - on sport/sports performers</p> <p>2. Media informs eg accept suitable example/s of information role</p> <p>3. Media educates eg accept suitable example/s of education role</p> <ul style="list-style-type: none"> • in depth analysis <p>4. Media entertains eg accept suitable example/s of entertainment role</p> <p>5. Media advertises eg accept suitable example/s of advertising role</p> <p>6. (feel good/NB) can inspire 'feel good factor' or nation building or patriotism eg London 2012 coverage / pictures in newspapers</p> <p>7. (minority sports) media promotes or increases awareness of (minority) sports eg handball or beach volleyball or other suitable examples</p> <p>8. (role models) (positive) role models created / copying (good) behaviour of (positive) role models eg copying sportsmanship eg accept named example/s of positive role models</p> <p>9. (wealth/fame) ealth or fame or celebrity status achieved / sport stars created</p> <ul style="list-style-type: none"> • Opportunities both on and off 'field of play' <p>eg appearances on TV quiz shows or other suitable example/s.</p> | 10 | |

| Question | Answer | Marks | Guidance |
|----------|--|-------|----------|
| | <p>(Positive impact of media - on sport/sports performers - continued)</p> <p>10. (careers) media careers</p> <ul style="list-style-type: none"> • broadcasters / commentators / camera technology etc <p>eg Clare Balding / Tom Daley</p> <p>11. (funding) media brings money to or generates money for sport / attracts sponsorship</p> <p>eg money to LTA from BBC (Wimbledon) / TV rights</p> <ul style="list-style-type: none"> • money can be used to increase participation or upgrade facilities / accept other ways that money can be spent positively <p>12. (entertainment) media makes or has made sport (more): entertaining / popular / exciting / better to watch</p> <p>eg half time at Super Bowl / mascots / Hawk-Eye or other examples of entertainment, excitement etc</p> <p>13. (fairness) media makes sport or results fairer</p> <ul style="list-style-type: none"> • via video playback / TMO / goal line technology <p>14. (control) media influences or controls or changes (some) aspects of sport (in positive way)</p> <ul style="list-style-type: none"> • to speed up action/make game more 'media friendly'/increase scores <p>eg rules or scheduling or format or timings or structure / eg Twenty20</p> <p>15. (Sky/cable) reference to (impact or influence of) Sky or cable or digital TV</p> <p>eg 24 hr coverage / huge variety of sports</p> <p>16. (myths/stereotypes) myths or stereotypes broken</p> <p>eg women can't play rugby / 'white men can't jump' / tackling racism</p> | | |

| Question | Answer | Marks | Guidance |
|----------|--|-------|----------|
| | <p>Negative impact of media - on sport/sports performers</p> <p>17. (overkill) (some would argue there's) Too much sport on TV</p> <p>18. (winning) too much emphasis on winning / Lombardianism / loss of 'traditional' sport</p> <ul style="list-style-type: none"> • increased likelihood of corruption / violence / drug abuse <p>eg match fixing or other suitable example / eg Lance Armstrong</p> <p>19. (pressure) too much pressure on performers</p> <ul style="list-style-type: none"> • too much wealth when too young <p>eg accept examples</p> <p>20. (role models) copying or being influenced by bad behaviour of (neg) role models</p> <p>eg bad language / lifestyle choices</p> <p>21. (press/myths) irresponsible press coverage / myths and stereotypes reinforced</p> <ul style="list-style-type: none"> • coverage poorly managed / disproportionately in favour of one sport / comments out of context • prejudices encouraged / fuelling of hooliganism or negativity towards opponents <p>eg England v Germany football</p> <p>22. (intrusion) media intrusion or media demands</p> <p>eg requirement to give press interviews immediately after a match</p> <ul style="list-style-type: none"> • loss of privacy • performers required to perform more than is safe <p>eg too soon after surgery</p> <ul style="list-style-type: none"> • focus on trivial/sensational/negative aspects <p>23. (pay per view) Pay per view means not everyone can see all events</p> <p>eg accept suitable example.</p> <p>24. (control) media influences or controls or changes (some) aspects of sport (in negative way)</p> <ul style="list-style-type: none"> • media can end up controlling sport. <p>eg rules or scheduling or format or timings or structure</p> <ul style="list-style-type: none"> • events scheduled at bad times for athletes <p>eg marathons in heat of day</p> <p>25. (minority sports) minority sports (still) get limited coverage</p> <ul style="list-style-type: none"> • because they have less 'money-making' potential for sport or advertisers <p>26. (disruption) intrusive lights or cameras / delays for Television Match Officials (TMOs) may put performers off or disrupt game</p> | | |

| Question | Answer | Marks | Guidance |
|----------|--|-------|----------|
| | <p>Positive impact of media - on BAHLS</p> <p>27. Programmes or documentaries or education or articles (which can lead to)</p> <p>28. ...increased participation / people inspired to 'have a go' or to follow a BAHL / more exercise or physical activity / lifelong involvement</p> <ul style="list-style-type: none"> • lower cost or burden on NHS <p>29. ...improve health / greater awareness of health or health issues</p> <p>eg Change4Life</p> <p>eg Embarrassing Bodies</p> <ul style="list-style-type: none"> • dangers of smoking / avoiding drugs or alcohol or smoking • adverts for exercise DVDs <p>eg Davina McCall</p> <p>30. improved diet or body weight / awareness of diet plans</p> <p>eg Weight Watchers</p> <p>31. Role Models who are or 'get healthy' or 'lose weight'</p> <p>eg Gregg Wallace (Masterchef)</p> <p>Negative impact of media - on BAHLS</p> <p>32. People watch rather than take part / reduced participation / more 'armchair spectators' or 'couch potatoes'/ more sedentary lifestyles</p> <ul style="list-style-type: none"> • ...so less healthy / (potentially) more disease • Increased costs to NHS <p>eg CHD or obesity or other suitable example</p> <ul style="list-style-type: none"> • Negative influence of advertising / unhealthy sponsors <p>eg junk food / eg Coca Cola / Macdonald's in Olympic Park</p> <ul style="list-style-type: none"> • Negative behaviour in films <p>eg drug taking or alcohol abuse or smoking</p> <ul style="list-style-type: none"> • Negative impact of social networking or social media <p>eg reinforcement or encouragement of potentially negative behaviour</p> | | |

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