

Physical Education

Advanced Subsidiary GCE

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

Mark Scheme for June 2012

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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	Meaning
✓	Correct response
×	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

Section A Anatomy and Physiology

Question			Answer	Marks	Guidance														
1	(a)	(i)	1. (cholesterol)	cholesterol or fatty deposits or fat or lipids build up on the arterial walls	3	<table border="1"> <thead> <tr> <th>Accept</th> <th>Do not accept</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>HDL cholesterol blood vessels = TV / 'build up of fatty deposits on own'</td> </tr> <tr> <td>2.</td> <td>blood vessels = TV</td> </tr> <tr> <td>3. smaller or thinner or eq't when linked to lumen / artery or lumen partially blocked / ischemia</td> <td>blood vessels = TV smaller or thinner or eq't when linked to artery on own = TV</td> </tr> <tr> <td>4. increased likelihood of thrombosis or embolism</td> <td></td> </tr> <tr> <td>5. heart failure = BOD</td> <td></td> </tr> </tbody> </table>	Accept	Do not accept	1.	HDL cholesterol blood vessels = TV / 'build up of fatty deposits on own'	2.	blood vessels = TV	3. smaller or thinner or eq't when linked to lumen / artery or lumen partially blocked / ischemia	blood vessels = TV smaller or thinner or eq't when linked to artery on own = TV	4. increased likelihood of thrombosis or embolism		5. heart failure = BOD		
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2. (plaque)	(fatty) plaque forms in the arterial walls (of the heart) / atheroma forms																		
3. (lumen)	narrowing of (the lumen in) the (coronary) arteries / restricted flow of blood or oxygen to heart muscle																		
4. (blood clots)	increased likelihood of blood clots																		
5. (leading to...)	high blood pressure / hypertension / heart attack / myocardial infarction / angina / arteriosclerosis																		
		(ii)	<table border="1"> <tbody> <tr> <td>1.</td> <td>arteriosclerosis</td> </tr> <tr> <td>2.</td> <td>heart attack / myocardial infarction</td> </tr> <tr> <td>3.</td> <td>angina</td> </tr> </tbody> </table>	1.	arteriosclerosis	2.	heart attack / myocardial infarction	3.	angina	2	<p>Mark first two only</p> <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></td> </tr> <tr> <td>3.</td> <td></td> </tr> </tbody> </table>	Accept	Do not accept	1.		2.		3.	
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	(b)	<p>Upward (sub max 2)</p> <p>1. it is the agonist or prime mover</p> <p>2. it causes extension or movement (of the elbow joint)</p> <p>3. This is a concentric contraction / it shortens</p> <p>Downward (sub max 2)</p> <p>4. it is (still) the agonist or prime mover</p> <p>5. it controls flexion or movement (of the elbow joint)</p> <p>6. This is an eccentric contraction / it lengthens under tension</p>	4	<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></td> </tr> <tr> <td>3. 'concentric movement' for contraction=BOD</td> <td>it is the concentric muscle = TV</td> </tr> <tr> <td>4. it is the working muscle</td> <td></td> </tr> <tr> <td>5. it is acting as a brake / acting against gravity</td> <td></td> </tr> <tr> <td>6. 'eccentric movement' for contraction=BOD</td> <td>it lengthens on own / it is the eccentric muscle = TV</td> </tr> </tbody> </table>	Accept	Do not accept	1.		2.		3. 'concentric movement' for contraction=BOD	it is the concentric muscle = TV	4. it is the working muscle		5. it is acting as a brake / acting against gravity		6. 'eccentric movement' for contraction=BOD	it lengthens on own / it is the eccentric muscle = TV	
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	(c) (i)	<ol style="list-style-type: none"> 1. Slow contraction speed / contract slowly 2. Slow relaxation speed / relax slowly 3. Low force or strength of contraction 4. Resistant to fatigue / lasts a long time / lasts longer than fast twitch 5. High aerobic capacity or energy production 6. Low anaerobic capacity or energy production 	3	Mark first three only <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">Accept</th> <th style="width: 50%; text-align: center;">Do not accept</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td></td> </tr> <tr> <td>2.</td> <td></td> </tr> <tr> <td>3. ...power... = BOD</td> <td></td> </tr> <tr> <td>4.</td> <td></td> </tr> <tr> <td>5. use more or the most of high levels of oxygen</td> <td>use oxygen on own = TV</td> </tr> <tr> <td>6.</td> <td></td> </tr> </tbody> </table>		Accept	Do not accept	1.		2.		3. ...power... = BOD		4.		5. use more or the most of high levels of oxygen	use oxygen on own = TV	6.	
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	(ii)		3		
		1. (slow oxidative) (high/higher proportion of) slow twitch or type 1 or SO muscle fibres most likely to perform successfully in or choose aerobic or endurance or low intensity, long duration activities		Accept 1. any suitable example of endurance activity eg marathon running	Do not accept cycling or running or swimming on own = TV Opposites eg high % SO would not be good at explosive events
		2. (fast oxidative glycolytic) (high/higher proportion of) type 2a or FOG muscle fibres most likely to perform successfully in or choose speed endurance activities or team games		2. any suitable example of speed endurance activities eg 400m, 800m, 1500m	Type 2a– DNA fast twitch on own
		3. (fast glycolytic) (high/higher proportion of) fast twitch or type 2b or FG muscle fibres most likely to perform successfully in or choose anaerobic or explosive or high intensity, short duration activities		3. any suitable example of explosive activity eg throwing event, 100m sprint	
		4. (mix) (more even) mix of muscle fibre types may perform successfully in both aerobic and anaerobic activity / they may be good at team games (with varying intensities of activity)		4. type 1, 2a and 2b (for mix) / any suitable example of aerobic and anaerobic activity eg ‘can do both sprinting and long distance runs’	cycling or running or swimming on own = TV Opposites eg high % SO would not be good at explosive events

Question	Answer	Marks	Guidance																					
(d)	<p>Sub max 4 for points 1 – 6</p>	5	Must hit point 7 and / or point 8 for max																					
			1. (stretch of atrial wall)	(an increased venous return causes) stretch of atrial wall or excitation of SA node which increases heart rate	<table border="1"> <thead> <tr> <th data-bbox="1245 268 1664 320">Accept</th> <th data-bbox="1664 268 2069 320">Do not accept</th> </tr> </thead> <tbody> <tr> <td data-bbox="1245 320 1664 440">1.</td> <td data-bbox="1664 320 2069 440"></td> </tr> <tr> <td data-bbox="1245 440 1664 611">2. Increased EDV / decreased ESV</td> <td data-bbox="1664 440 2069 611"></td> </tr> <tr> <td data-bbox="1245 611 1664 782">3. more blood pumped out (of heart) per beat or during systole / SV is directly proportional to VR</td> <td data-bbox="1664 611 2069 782"></td> </tr> <tr> <td data-bbox="1245 782 1664 884">4.</td> <td data-bbox="1664 782 2069 884"></td> </tr> <tr> <td data-bbox="1245 884 1664 986">5. more blood flow to (working) muscles</td> <td data-bbox="1664 884 2069 986">to or through or around the body = TV</td> </tr> <tr> <td data-bbox="1245 986 1664 1125">6.</td> <td data-bbox="1664 986 2069 1125"></td> </tr> <tr> <td data-bbox="1245 1125 1664 1264">7.</td> <td data-bbox="1664 1125 2069 1264"></td> </tr> <tr> <td data-bbox="1245 1264 1664 1402">8.</td> <td data-bbox="1664 1264 2069 1402"></td> </tr> </tbody> </table>	Accept	Do not accept	1.		2. Increased EDV / decreased ESV		3. more blood pumped out (of heart) per beat or during systole / SV is directly proportional to VR		4.		5. more blood flow to (working) muscles	to or through or around the body = TV	6.		7.		8.		
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2. (myocardium / heart wall)	(an increased venous return causes) greater stretch of myocardium or heart or ventricle walls/more forceful contraction of myocardium or heart or ventricle walls																							
3. (stroke volume)	(which causes) increased stroke volume / stroke volume is dependent on venous return																							
4. (relationship)	cardiac output = stroke volume x heart rate / $Q = SV \times HR$																							
5. (cardiac output)	(so, increased stroke volume will) increase cardiac output																							
6. (blood and oxygen)	more or faster blood or oxygen pumped to the (working) muscles																							
Increased performance ...																								
7. (increased performance -aerobic respiration)	can work for longer / increases the time or intensity for exercise or respiration / more aerobic respiration takes place																							
8. (increased performance – delayed fatigue)	delays fatigue or OBLA / reduced build up or faster removal of lactic acid or carbon dioxide (for any given exercise intensity)																							

Question	Answer	Guidance
(e)*	<p>Level 3 (8 – 10 marks) A comprehensive answer:</p> <ul style="list-style-type: none"> • detailed knowledge & 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 knowledge and understanding, and effective analysis, of the effects of smoking on the health of an endurance athlete • possible reference to both the respiratory and CV systems • detailed knowledge and understanding, and effective analysis of the effects of smoking on the performance of an endurance athlete; • satisfactory balance between both aspects of the question.
	<p>Level 2 (5 – 7 marks) A competent answer:</p> <ul style="list-style-type: none"> • satisfactory knowledge & 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 knowledge and understanding of the effects of smoking on the health of an endurance athlete. • satisfactory knowledge and understanding of the effects of smoking on the performance of an endurance athlete. • an attempt at balance between both aspects of the question.
	<p>Level 1 (1 – 4 marks) A limited answer:</p> <ul style="list-style-type: none"> • basic knowledge & 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 knowledge and understanding of the effects of smoking on health of an endurance athlete • basic knowledge and understanding of the effects of smoking on the performance of an endurance athlete. • limited or no success at addressing/balancing both aspects of the question.
	<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: (relevant responses not listed should be acknowledged)</p> <p>Numbered points = knowledge / understanding Bullet points = likely to be development of knowledge</p> <p>Health Effects</p> <p>Respiratory (smoking can cause ...)</p> <ol style="list-style-type: none"> 1. decreased elasticity of respiratory structures / damage to or irritation of respiratory structures 2. narrowing or constriction of airways or respiratory pathways 3. mucus pooling 4. tar in lungs 5. coughing / shortness of breath / laboured breathing / breathlessness / wheezing 6. increased likelihood of asthma attack or developing asthma 7. (Frequent) lung infections <p>(examples of respiratory structures affected by smoking)</p> <p>eg cilia</p> <ul style="list-style-type: none"> • can die or stop functioning / get coated in tar • unable to clear mucus (so it gets into lungs) <p>eg alveoli</p> <ul style="list-style-type: none"> • leading to emphysema • (which is) irreversible or permanent damage to alveoli <p>eg bronchioles</p> <ul style="list-style-type: none"> • increasing likelihood of (chronic) bronchitis • (which is) excess mucus in airways / phlegm <p>Cardiovascular (smoking can cause ...)</p> <ol style="list-style-type: none"> 8. coronary heart disease or CHD / smoking is a CHD risk factor <p>eg atherosclerosis</p> <ul style="list-style-type: none"> • build of plaque or cholesterol on walls of arteries <p>eg arteriosclerosis</p> <ul style="list-style-type: none"> • hardening or loss of elasticity of arterial walls <p>eg angina</p> <ul style="list-style-type: none"> • partial blockage of coronary arteries <p>eg heart attack or myocardial infarction</p> <ul style="list-style-type: none"> • complete blockage of coronary artery <ol style="list-style-type: none"> 9. high blood pressure or hypertension <ul style="list-style-type: none"> • values of 140/90mmHg or above 	10	

Question	Answer	Marks	Guidance
	<p>10. (Other smoking related diseases or conditions): cancers eg mouth or throat or lung or tracheal pneumonia / laryngitis / pharyngitis / COPD or Chronic Obstructive Pulmonary Disease blood clots or deep vein thrombosis or DVT stroke or cerebral thrombosis or aneurism osteoporosis or decreased bone density kidney or renal failure or thrombosis nicotine addiction</p> <p>Performance Effects</p> <p>11. reduction in performance of endurance athlete / endurance athletes find it harder to compete</p> <p>(lungs)</p> <p>12. decreased lung volume or capacity / decreased volume of air or oxygen reaching alveoli eg tidal volume or TV / minute ventilation or VE / inspiratory reserve volume or IRV / expiratory reserve volume or ERV / vital capacity</p> <p>13. reduction in surface area for gaseous exchange or diffusion</p> <p>(carbon monoxide)</p> <p>14. cigarette smoke contains carbon monoxide or CO</p> <ul style="list-style-type: none"> • haemoglobin has a higher affinity for carbon monoxide than oxygen • haemoglobin combines with carbon monoxide instead of oxygen (during external respiration) • reduced saturation or association of oxygen with haemoglobin (at lungs) <p>(oxygen delivery)</p> <p>15. reduced ppO₂ in blood</p> <ul style="list-style-type: none"> • increased levels of carboxyhaemoglobin or carbon monoxide in blood • decreased levels of oxyhaemoglobin or oxygen in blood <p>16. less oxygen delivered to working muscles</p> <p>(gaseous exchange)</p> <p>17. decreased diffusion or concentration gradient of oxygen</p> <p>18. less efficient gaseous exchange / lower diffusion rates</p> <p>19. increased diffusion distance for gaseous exchange (due to tar build up)</p>		

Question	Answer	Marks	Guidance
	<p>(performance effects – cont.) (overall effect)</p> <p>20. reduction in efficiency of cardiovascular or respiratory system</p> <ul style="list-style-type: none"> • increased breath frequency • increased heart rate <p>21. decreased VO₂ max or aerobic capacity or endurance capability</p> <ul style="list-style-type: none"> • less oxygen available for aerobic respiration / increased anaerobic respiration • less oxygen available to break down glycogen or fats • up to 10% reduction in VO₂ max • reversal of aerobic adaptations <p>22. Early fatigue</p> <ul style="list-style-type: none"> • early OBLA or onset of blood lactate accumulation or lactate or anaerobic threshold or LT • more lactic acid produced (for any given exercise intensity) <p>23. Slower recovery rates</p> <ul style="list-style-type: none"> • removal of lactic acid or EPOC takes longer 		

Section B Acquiring Movement Skills

Question		Answer	Marks	Guidance													
2	(a)	<p>Characteristics (submax 2)</p> <p>1. innate / genetic / natural / born with them</p> <p>2. enduring / stable / underlying / a potential (for different types of movement)</p> <p>3. specific (to groups of movements, rather than general) or can combine with other (specific) abilities / can underpin skills or skill learning / the foundations or building blocks or basis of skill(s)</p> <p>Practical example of gross motor abilities (submax 1)</p> <p>4. practical example showing significant contribution of a gross motor ability (may not be named, but must be obvious) / speed / power / flexibility / endurance / (different types of) strength / stamina / flexibility / (gross body) equilibrium / (gross body) balance</p> <p>Practical example of psychomotor abilities (submax 1)</p> <p>5. practical example showing significant contribution of a psychomotor ability ((may not be named, but must be obvious) / decision making / reaction time / hand-eye co-ordination / spatial awareness / co-ordination / aiming / perception / control / precision / response orientation / rate control / (manual or finger) dexterity / arm-hand steadiness / wrist or finger or arm speed</p>	4	<table border="1"> <thead> <tr> <th>Accept</th> <th>Do not accept</th> </tr> </thead> <tbody> <tr> <td>1. not learned=BOD</td> <td></td> </tr> <tr> <td>2.</td> <td></td> </tr> <tr> <td>3.</td> <td></td> </tr> <tr> <td>4. identification of ability for mark</td> <td>named skill on own eg a rugby tackle</td> </tr> <tr> <td>5. identification of ability for mark / processing information or thinking=BOD</td> <td>named skill on own eg a pass in football</td> </tr> </tbody> </table>	Accept	Do not accept	1. not learned=BOD		2.		3.		4. identification of ability for mark	named skill on own eg a rugby tackle	5. identification of ability for mark / processing information or thinking=BOD	named skill on own eg a pass in football	
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(b)	<p>Knowledge of:</p> <table border="1" data-bbox="376 284 1120 1273"> <tr> <td data-bbox="376 284 645 619">1. (initial conditions)</td> <td data-bbox="645 284 1120 619">(awareness of) environment / (awareness of) own position in environment / (knowledge of) where performer is in relation to self or others / (awareness of) own body or limb position / previous experience / whether performer has been in same or similar situation before</td> </tr> <tr> <td data-bbox="376 619 645 826">2. (response specifications)</td> <td data-bbox="645 619 1120 826">action or skill requirements / knowing what to do / knowing what speed or power or height etc to employ / what performer needs to do / how they should respond /</td> </tr> <tr> <td data-bbox="376 826 645 962">3. (sensory consequences)</td> <td data-bbox="645 826 1120 962">what movement feels or felt like / kinaesthesia / intrinsic feedback / proprioception / knowledge of performance</td> </tr> <tr> <td data-bbox="376 962 645 1273">4. (response outcomes)</td> <td data-bbox="645 962 1120 1273">movement outcomes / (end) result / (knowledge of) how successful or unsuccessful performance was / knowledge of results / comparison with actual or intended outcome(s) / extrinsic feedback</td> </tr> </table>	1. (initial conditions)	(awareness of) environment / (awareness of) own position in environment / (knowledge of) where performer is in relation to self or others / (awareness of) own body or limb position / previous experience / whether performer has been in same or similar situation before	2. (response specifications)	action or skill requirements / knowing what to do / knowing what speed or power or height etc to employ / what performer needs to do / how they should respond /	3. (sensory consequences)	what movement feels or felt like / kinaesthesia / intrinsic feedback / proprioception / knowledge of performance	4. (response outcomes)	movement outcomes / (end) result / (knowledge of) how successful or unsuccessful performance was / knowledge of results / comparison with actual or intended outcome(s) / extrinsic feedback	4	<table border="1" data-bbox="1265 247 2056 1273"> <thead> <tr> <th data-bbox="1265 247 1653 284">Accept</th> <th data-bbox="1653 247 2056 284">Do not accept</th> </tr> </thead> <tbody> <tr> <td data-bbox="1265 284 1653 624"> 1. surroundings or situation or display for environment / all the information in front of the performer = BOD / 'have I been in this situation before?' </td> <td data-bbox="1653 284 2056 624"> 'where am I?' on own = TV / the playing (or other) conditions = TV </td> </tr> <tr> <td data-bbox="1265 624 1653 826"> 2. 'what do I need to do?' deciding or selecting or choosing what to do=BOD </td> <td data-bbox="1653 624 2056 826"> Responding on own=TV / performers knows when to pass etc </td> </tr> <tr> <td data-bbox="1265 826 1653 962"> 3. 'what does the movement feel like?' </td> <td data-bbox="1653 826 2056 962"> feedback on own using your senses = TV </td> </tr> <tr> <td data-bbox="1265 962 1653 1273"> 4. how far or how fast / if the performer succeeded or failed = BOD 'how successful was I?' examples of success such as 'seeing if ball was in' </td> <td data-bbox="1653 962 2056 1273"> feedback on own / the response on own = TV / the outcome on own = TV </td> </tr> </tbody> </table>		Accept	Do not accept	1. surroundings or situation or display for environment / all the information in front of the performer = BOD / 'have I been in this situation before?'	'where am I?' on own = TV / the playing (or other) conditions = TV	2. 'what do I need to do?' deciding or selecting or choosing what to do=BOD	Responding on own=TV / performers knows when to pass etc	3. 'what does the movement feel like?'	feedback on own using your senses = TV	4. how far or how fast / if the performer succeeded or failed = BOD 'how successful was I?' examples of success such as 'seeing if ball was in'	feedback on own / the response on own = TV / the outcome on own = TV
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(c)	1. (Short Term Sensory Store/ STSS)	STSS is where: info enters (from senses or display) / selective attention happens / important information filtered in / irrelevant info filtered out / capacity limitless / duration < 1 second	6	<p style="text-align: center;">Accept</p> <ul style="list-style-type: none"> • 1,3, 5 – only when ID of store <u>and</u> linked info given / • diagrams if with info • abbreviations for stores eg STM 	<p style="text-align: center;">Do not accept</p> <ul style="list-style-type: none"> • 1,3, 5 – unless ID of store <u>and</u> linked info given / • diagrams with named stores on own
	2. (eg for STSS)	concentrating on the ball when hitting or catching / blocking out crowd noise / position of team mates or opponents etc / other suitable eg showing contrib. of STSS			
	3. (Short Term Memory / STM)	STM is where: information is perceived or understood or judged or interpreted / incoming information compared to learned information / initiates movement / retrieves information (from LTM) / information organised or chunked or encoded / rehearsal helps transition to LTM / capacity 5-9 items / 7+ or – 2 / duration < 30 seconds / duration increased if info rehearsed		1. sensory memory or sensory store = BOD for STSS	information passed from here to STM = TV / short term memory store for STSS
	4. (eg for STM)	judging the speed of the ball / grouping info relating to skill or situation / other suitable eg showing contribution of STM		2.	large capacity =TV
	5. (Long Term Memory / LTM)	LTM is where: information or motor programmes or patterns of movement or schema are stored / information decoded / information sent back (to STM) / (current) performance associated with previous performances (to recognise strengths and weaknesses) / capacity limitless / duration permanent		3. < 1 minute = BOD	'workspace' or 'working memory' on own = TV information passed from here to LTM =TV
	6. (eg for LTM)	having or remembering technique of netball shooting / storage of named MP or sporting technique / other suitable example showing contribution of LTM		4.	
			5.	large capacity =TV	
			6.		

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(d)	(i)	Selecting practice methods	2	Mark <u>first two</u> attempts only																						
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	<p>(ii)</p> <p>1. (massed practice when...) coaching or teaching simple or discrete or closed skills / coaching or teaching autonomous learners or motivated or fit performers or those with good concentration / coaching or teaching skills of short duration or low energy output / replicating fatigue / increasing fitness</p> <p>2. (distributed practice when...) coaching or teaching continuous or complex or dangerous skills / coaching or teaching cognitive learners or less motivated or less fit performers or those with poor concentration / coaching or teaching tiring skills or those with high energy output / allowing for recovery or feedback or coaching or mental practice / avoiding boredom</p> <p>3. (fixed practice when...) coaching or teaching closed or discrete or ballistic or dynamic skills</p> <p>4. (varied practice when...) coaching or teaching open or perceptual or decision making skills / motivating learners or building interest or preventing boredom / when giving different experiences / developing schema or helping transfer of learning / replicating game situations</p> <p>5. (massed or distributed or fixed or varied practice when...) grooving or overlearning or forming habits / developing motor programmes or SR bond or schema or kinaesthesia</p>	4	<p>Accept</p> <ul style="list-style-type: none"> descriptions or characteristics of types of skill throughout <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p>	<p>Do not accept</p> <ul style="list-style-type: none"> examples of skills without having classified them eg DNA 'throwing javelin' on own (without ref to it being closed skill) <p>Description of mass practice</p> <p>Description of distributed practice</p> <p>Description of fixed practice / for skills in fixed environments</p> <p>Description of varied practice / for skills in varied environments</p>

Question	Answer	Guidance
(e)*	<p>Level 3 (8 – 10 marks) A comprehensive answer:</p> <ul style="list-style-type: none"> • detailed knowledge & 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 knowledge of most aspects of Bandura’s model • detailed discussion of factors that affect successful modelling • practical examples relating to BAHL attempted
	<p>Level 2 (5 – 7 marks) A competent answer:</p> <ul style="list-style-type: none"> • satisfactory knowledge & 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 knowledge of Bandura’s model • satisfactory discussion of factors that affect successful modelling • practical examples relating to BAHL possibly attempted
	<p>Level 1 (1 – 4 marks) A limited answer:</p> <ul style="list-style-type: none"> • basic knowledge & 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 knowledge of Bandura’s model • basic discussion of factors that affect successful modelling • little or no attempt to use the practical examples relating to BAHL
	<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: (relevant responses not listed should be acknowledged) Numbered points = knowledge / understanding Bullet points = likely to be development of knowledge</p> <p>Description of Model</p> <p>1. Demonstration / watching the model</p> <p>Factors for successful modelling relating to demonstration</p> <ul style="list-style-type: none"> • Influence of demo being skilful or accurate or successful eg correct demonstration of exercising correctly is better than an incorrect demo that could lead to injury or disaffection eg Influence of demo being by parent or guardian or someone with influence eg regular exercise technique shown by a highly qualified personal trainer • if demonstration is by a role model or significant other eg watching or seeing a role model or significant other who does not smoke / or whose alcohol intake is moderate eg regular participation in sport or physical activity by popular people encourages observer to follow active lifestyle <p>2. Attention / performer cues in to or focuses on or concentrates on aspects of display or demonstration eg coach demands attention while advising on a balanced diet</p> <p>Factors for successful modelling relating to attention</p> <ul style="list-style-type: none"> • effective selective attention / attentional narrowing • better attention if model a significant other • impact of using verbal guidance / highlighting key aspect of demonstration • possible effects of distractions / other or non-healthy behaviour distracting eg others encouraging use of drink or drugs etc 	10	<p>accept movement skill examples within and throughout (first part of qu) ie descriptions of Bandura's model</p> <p>word ' model' synonymous with 'demonstration' throughout</p>

Question	Answer	Marks	Guidance
	<p>3. Retention / observer needs to remember the demo or movements or behaviours watched</p> <p>Factors for successful modelling relating to retention</p> <ul style="list-style-type: none"> • Use of verbal guidance • use of repetition or practice <p>eg repeating information about importance of not smoking / need for moderation in alcohol consumption repeated so learner remembers key information</p> <p>eg accept any suitable example such as - a balanced diet being explained in an enjoyable or memorable way</p> <ul style="list-style-type: none"> • use of mental rehearsal or imagery (by model) can help (observer retain demonstration) <p>eg imagining how regular exercise can help health</p> <ul style="list-style-type: none"> • use of symbolic coding or catch phrases <p>eg 'change for life' / 'five a day'</p> <p>4. Motor reproduction</p> <p>Factors for successful modelling relating to motor reproduction</p> <ul style="list-style-type: none"> • observer must be physically or mentally able to perform the skill or copy the model or follow healthy lifestyle behaviour • Thorndike's Law of Readiness <p>eg observers must understand the benefits of not smoking or of a balanced diet</p> <ul style="list-style-type: none"> • if strengths and weaknesses of observer known to model <p>eg if personal trainer knows current level of observer</p> <ul style="list-style-type: none"> • use of suitable or effective feedback or guidance <p>eg accept suitable example of effective feedback or guidance</p>		<p>Reproduction on own=BOD</p>

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	<p>5. Motivation / observer must have drive or want to copy model</p> <p>Factors for successful modelling relating to motivation</p> <p>eg smoker or heavy drinker must have mental willpower to stop smoking/moderate alcohol consumption</p> <ul style="list-style-type: none"> • use of praise or positive reinforcement or rewards <p>eg praise someone for not smoking or for moderating alcohol consumption or for exercising / badge(s) for eating healthily or exercising</p> <p>6. Matching performance</p> <ul style="list-style-type: none"> • developing an S-R bond /associate a certain behaviour with a particular stimulus <p>eg you associate going to a gym with performing a programme of exercise or working hard</p> <p>Other factors that can affect successful modelling</p> <p>7. If observer can identify with or relate to the model</p> <ul style="list-style-type: none"> • same sex / age / race / ability <p>eg male observer more likely to want to copy active lifestyle of male demonstrator</p> <p>8. if behaviour of model is socially acceptable or follows social norms</p> <p>eg healthy eating / not smoking</p> <p>9. if behaviour of model relevant</p> <ul style="list-style-type: none"> • if observer can see how copying (the behaviour or skill) will positively affect them or their lifestyle <p>eg observer wants to follow an active lifestyle to make friends</p> <p>10. make model enjoyable or present model in unique way</p> <p>11. reference to bobo dolls experiment</p> <ul style="list-style-type: none"> • outline of experiment and results 		

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

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			9.	amateurs / not paid / hobby/ intrinsic / voluntary / pre-occupation / (often) non-serious / taking part more important than winning / for enjoyment or fun / social / for health or relaxation or stress relief or other suitable motive / participate with whoever you want or with friends	profession(al) / paid / occupation / extrinsic / obligation / your job / serious / winning or outcome (more) important / prizes / no or limited choice re who you play against / played with or v team mates or opposition		9.			
			10.	equipment basic or (can be) inexpensive / equipment not (necessarily) high tech or expensive or proper / basic clothing	high tech or expensive or proper equipment / specialist clothing		10.	little equipment		

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		Reasons replaced by more professional approach			
		Submax 4			
		6. (better system needed)	because a more reliable or effective or serious or consistent system needed	6.	
		7. (winning/competition)	increased seriousness or win ethic or Lombardian ethic / sport has become more competitive /more time needed (to practise) / to do well in international competitions or gain medals or increase excellence	7. to be the best	
		8. (contender)	to be a realistic contender on world stage / to keep up with other nations	8.	to produce more professionals
		9. (golden triangle)	impact or influence of sponsors or media or golden triangle / sport now 'big business' or an industry (no longer a pastime)	9.	money involved=TV people paid to perform=TV more spectators / demand for excitement
		10. (participation / B AHL)	to increase participation / to increase B A H L s	10.	

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(d)	<p>Reasons for commercialisation</p> <p>Submax 4</p> <table border="1" data-bbox="376 352 1113 1206"> <tr> <td data-bbox="376 352 622 456">1. (amateurism)</td> <td data-bbox="622 352 1113 456">amateurism no longer working / to get rid of '<i>shamateurism</i>'</td> </tr> <tr> <td data-bbox="376 456 622 695">2. (inequality)</td> <td data-bbox="622 456 1113 695">some countries or competitors better funded than others / inequality or unfairness / UK lagged behind other countries / UK athletes needed paid work (alongside training)</td> </tr> <tr> <td data-bbox="376 695 622 1031">3. (financial difficulty / Montreal / reluctance)</td> <td data-bbox="622 695 1113 1031">Olympic Games in financial difficulty / financial pressure for hosts (pre '84) / Montreal Games (1976)a (financial) disaster / Montreal went into debt / countries (increasingly) reluctant to host</td> </tr> <tr> <td data-bbox="376 1031 622 1134">4. (IOC)</td> <td data-bbox="622 1031 1113 1134">(after Montreal) IOC accepted need for commercialism</td> </tr> <tr> <td data-bbox="376 1134 622 1206">5. (Uberroth)</td> <td data-bbox="622 1134 1113 1206">(impact or work of Peter) Uberroth</td> </tr> </table>	1. (amateurism)	amateurism no longer working / to get rid of ' <i>shamateurism</i> '	2. (inequality)	some countries or competitors better funded than others / inequality or unfairness / UK lagged behind other countries / UK athletes needed paid work (alongside training)	3. (financial difficulty / Montreal / reluctance)	Olympic Games in financial difficulty / financial pressure for hosts (pre '84) / Montreal Games (1976)a (financial) disaster / Montreal went into debt / countries (increasingly) reluctant to host	4. (IOC)	(after Montreal) IOC accepted need for commercialism	5. (Uberroth)	(impact or work of Peter) Uberroth	5	<table border="1" data-bbox="1283 252 1989 1214"> <thead> <tr> <th data-bbox="1283 252 1653 360">Accept</th> <th data-bbox="1653 252 1989 360">Do not accept</th> </tr> </thead> <tbody> <tr> <td data-bbox="1283 360 1653 459">1.</td> <td data-bbox="1653 360 1989 459"> <ul style="list-style-type: none"> to pay for kit or transport </td> </tr> <tr> <td data-bbox="1283 459 1653 699">2. examples of inequality such as: <ul style="list-style-type: none"> USA's scholarship system Eastern bloc' state funding </td> <td data-bbox="1653 459 1989 699"></td> </tr> <tr> <td data-bbox="1283 699 1653 1038">3. Canada for Montreal = BOD</td> <td data-bbox="1653 699 1989 1038"></td> </tr> <tr> <td data-bbox="1283 1038 1653 1142">4.</td> <td data-bbox="1653 1038 1989 1142"></td> </tr> <tr> <td data-bbox="1283 1142 1653 1214">5.</td> <td data-bbox="1653 1142 1989 1214"></td> </tr> </tbody> </table>		Accept	Do not accept	1.	<ul style="list-style-type: none"> to pay for kit or transport 	2. examples of inequality such as: <ul style="list-style-type: none"> USA's scholarship system Eastern bloc' state funding 		3. Canada for Montreal = BOD		4.		5.	
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(e)*	<p>Level 3 (8 – 10 marks) A comprehensive answer:</p> <ul style="list-style-type: none"> • detailed knowledge & 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 knowledge and understanding of all three aspects of the question • discussion with effective development of points relating to each aspect of the question • good balance between three aspects
	<p>Level 2 (5 – 7 marks) A competent answer:</p> <ul style="list-style-type: none"> • satisfactory knowledge & 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 knowledge and understanding of all three aspects of the question • discussion with development of points relating to each aspect of the question attempted with some success • satisfactory balance between three aspects
	<p>Level 1 (1 – 4 marks) A limited answer:</p> <ul style="list-style-type: none"> • basic knowledge & 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 knowledge and understanding of at least two aspects of the question • little or no attempt at discussion / development • an attempt at balance between the three aspects
	<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 DEV of knowledge Reasons for:</p> <ol style="list-style-type: none"> 1. To improve performance <ul style="list-style-type: none"> • to get to or to stay at 'the top' • to meet demand of modern (high performance) sport 2. Desire to win / 'win at all costs' or Lombardian attitude / fear of losing or not winning <ul style="list-style-type: none"> • for glory or fame or money or medals • a lot at stake / could lose money / to keep sponsorship • to be entertaining eg American football's 'big hits' 3. Physiological or physical reasons <ul style="list-style-type: none"> • to train harder / to build muscle or change or improve appearance or body shape or weight eg anabolic steroids/Human Growth Hormone (HGH) Rh EPO/ diuretics • to mask or overcome injury / 'race' between drug users and anti-doping agencies 4. Psychological or mental reasons <ul style="list-style-type: none"> • the importance of 'mind readiness' or reaction time etc eg Beta blockers eg to steady nerves or increase arousal or motivation or confidence or aggression etc 5. Pressure eg from coach or peers or pressure to win <ul style="list-style-type: none"> • increasing or amount of pressure in contemporary HP sport 6. Due to belief that others are taking drugs or that drug use is widespread / due to desire to keep up with others (who may be taking drugs) 7. (poor) role modelling 8. think will get away with it <ul style="list-style-type: none"> • (perceived) weaknesses in or disregard for testing procedures 9. Lack of education or understanding about dangers /don't realise certain products banned eg cough medicine / nasal spray 	10	<p>relevant responses not listed should be acknowledged Reasons – Do not accept:</p> <ul style="list-style-type: none"> • DNA - to get sponsorship or get funding or get media attention • DNA - pressure from media or sponsors

Question	Answer	Marks	Guidance
	<p>Consequences of taking drugs / why performers should not take PEDs:</p> <p>10. Enhanced performance</p> <ul style="list-style-type: none"> • medals/prizes <p>11. Fame / fortune</p> <p>eg...of performer who have (allegedly) become rich famous as a result of drug taking</p> <p>12. Banned / disqualified / fined / stripped of medals or other punishment</p> <ul style="list-style-type: none"> • loss of sponsorship <p>13. Poor role modelling / bad example / others copy</p> <p>eg ... of performer who has (allegedly) been 'busted' or been a poor RM</p> <p>14. Physiological damage / danger to body or health / addiction</p> <p>eg liver disorders / heart disease / sexual or gynaecological problems</p> <ul style="list-style-type: none"> • lower life expectancy / death <p>eg ref Florence Griffith-Joyner (Flo-Jo) WR for 100m and 200m (set 1988).</p> <p>15. Psychological damage / damage to mind or to mental well-being</p> <p>eg mood swings/behaviour problems/increased aggression/depression etc</p> <p>16. Cheating / unfair (advantage) / laws or ethics or norms of sport broken</p> <ul style="list-style-type: none"> • some drugs against law of land <p>eg cocaine</p> <ul style="list-style-type: none"> • Olympic Oath includes promise not to take drugs <p>17. False or unfair or meaningless results or records</p> <ul style="list-style-type: none"> • difficult for future clean athletes to break records achieved by drug takers <p>18. Scandal or bad name or publicity for sport or performers or nation / status of sport or performers of nation lowered / sport spoiled or ruined / interest in sport lowered</p> <p>eg China's swim team of 1990s</p> <p>eg BALCO affair (2003) – exposed for having supplied high-profile performers with undetectable steroids and HGH</p> <ul style="list-style-type: none"> • ruined career <p>19. Other athletes 'forced' to take drugs</p> <ul style="list-style-type: none"> • only way to 'stay good enough' <p>eg ... of performer or event where drug taking considered to be common</p> <p>20. False accusations of clean athletes</p> <ul style="list-style-type: none"> • ruined or affected careers or reputations of wrongly accused athletes <p>eg Diane Modahl / Greg Rusedski</p>		

Question	Answer	Marks	Guidance
	<p>Solutions to:</p> <p>21. Stricter punishments or bans or fines or consequences eg Olympic or life bans / return of medals or prize money/ harsher fines</p> <p>22. Testing</p> <ul style="list-style-type: none"> • stricter or better or random or out of season • more money or research into testing • reference to work of World anti-doping agency (WADA) <p>eg standardise (worldwide) doping policy (especially by NGBs)</p> <ul style="list-style-type: none"> • reference 100% ME • BUT – problems for athletes when they must be constantly available <p>23. Educate</p> <ul style="list-style-type: none"> • coaches or performers into dangers or responsibilities or banned substances eg as guardians or role models • at schools or clubs <p>24. Role models or Sports Ambassadors to publicise or encourage drugs free sport eg of performer as role model</p> <p>25. More research into dangers eg into possible dangers of gene doping</p> <p>26. Legalise performance enhancing drugs</p> <ul style="list-style-type: none"> • have two competitions (drugs Olympics and non-drugs Olympics) – one with testing and the other with no testing <p>27. Discussion on possible results of legalising drugs - with ideas such as:</p> <ul style="list-style-type: none"> • potential of cheating at the ‘drugs free’ event • not all countries would be able to afford the drugs, etc. 		

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