

Physical Education

Advanced Subsidiary GCE

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

Mark Scheme for January 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/Unable to read/Decipher |
| 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. (joint) Hinge | 1 | | | | | | | | | | | | | | | | | | | | | | | |
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| Question | Answer | Marks | Guidance | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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Thorax or chest or chest cavity or rib cage | Partial pressure or pp | 12. | Partial pressure or pp | 13. | Oxygen / gas |
| 1. (muscles contract) | Diaphragm <u>and</u> <u>external</u> intercostal muscles contract | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. (rib cage) | Rib cage or ribs move up <u>and</u> out | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. (thoracic cavity volume) | Increasing the volume of the thoracic cavity or lungs | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 5. (pressure gradient) | (air) pressure in the lungs is lower than atmospheric pressure | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6. (movement of air) | Air rushes in | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7. (passive) | Expiration is <u>passive</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8. (muscles relax) | Diaphragm <u>and</u> <u>external</u> intercostal muscles relax | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 13. (air movt) | Air rushes out | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Accept | Do not accept | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. diaphragm flattens or lowers | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 4. Thorax or chest or chest cavity or rib cage | Partial pressure or pp | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 6. | Oxygen/gas | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Accept | Do not accept | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 8. diaphragm returns to dome shape | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Question | | Answer | Marks | Guidance | |
|----------|-----|-------------------------------------|-------|---|--|
| | (c) | (i) | 2 | | |
| | | | | Accept | Do not accept |
| | | 1. (disease) | | 1. | OA is a (degenerative) bone disease |
| | | 2. (articular or hyaline cartilage) | | 2. worn down / cartilage at the end of (long) bones | Weakens cartilage Cartilage on own Cartilage in joints |
| | | 3. (replacement) | | 3. | |
| | | 4. (causes...) | | 4. reduced RoM stiff=BOD | |
| | | 5. (bone spurs) | | 5. | |
| | | 6. (weight bearing joints) | | 6. Ankles / Wrists / Spine / Shoulder | Joints on own |

| Question | Answer | Marks | Guidance | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|-------------|--|----------------|--|----------------------------|---|-------------------------|--|--------------|--|----------------|---------------------------------|---------------------|---|----------------------|---|----------------------|--|-------------------------|----------------------|---|---|--|--------|---------------|---|--|----|--|----|--|----|--|----|--|--------|---------------|----|---|----|--|----|--|----|--|-----|--|
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| 1. (injury) | An injury to a joint or joint trauma or damage to growth plate can cause (onset of) OA | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. (lifestyle) | Lack of physical activity or increased body weight can cause (onset of) OA | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. (forces through joints) | Activity with large forces travelling through the joints or high impact or contact sport can cause OA | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. (repetitive actions) | Repetitive actions or skills or overuse can cause OA | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5. (enzymes) | Exercise causes enzymes to be released which break down cartilage. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6. (cartilage) | increase thickness of cartilage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7. (synovial fluid) | (thicker cartilage) secretes more synovial fluid that nourishes joint | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8. (joint stability) | increase joint stability / strengthen ligaments | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9. (muscle strength) | strengthens (surrounding) muscles or increases muscle tone | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10. (weight management) | or lower body weight | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Accept | Do not accept | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Examples of joint injuries such as dislocation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Accept | Do not accept | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6. | Physical activity prevents / reduces OA on own Strengthens cartilage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Question | | Answer | | Marks | Guidance | | | | | | | | | | | |
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| Question | | Answer | Guidance |
|----------|------|---|--|
| | (e)* | <p>Levels Descriptors</p> <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>Levels Discriminators</p> <p>At Level 3 responses <u>are likely</u> to include:</p> <ul style="list-style-type: none"> • detailed knowledge and understanding of the effects of a warm up on performance • effects of warm up on both skeletal muscle tissue and on the vascular system • detailed knowledge and understanding of the effects of a cool down on recovery • effects of cool down on both the skeletal muscle tissue and on the vascular system |
| | | <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 a warm up on performance • effects of warm up on both or either skeletal muscle tissue and on the vascular system • satisfactory knowledge and understanding of the effects of a cool down on recovery • effects of cool down on both or either skeletal muscle tissue and on the vascular system |
| | | <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 the effects of a warm up on performance • understanding of the effects of a warm up on performance likely to be limited • basic knowledge of the effects of a cool down on recovery • Understanding of the effects of a cool down on recovery likely to be limited |
| | | [0 marks] No response or no response worthy of credit. | |

| Question | Answer | Marks | Guidance |
|----------|---|-------|----------|
| | <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>Warm up</p> <p>General</p> <ol style="list-style-type: none"> 1. Improves performance / delays OBLA or onset of blood lactate accumulation/performer can work at a higher intensity for longer before fatigue 2. Usually performed in 3 stages: 3. light jog / cardiovascular exercise / sub-maximal exercise <ul style="list-style-type: none"> • to increase heart rate or stroke volume or cardiac output or breathing rate or tidal volume or minute ventilation 4. mobility exercises or (dynamic) stretching <ul style="list-style-type: none"> • increased range of movement (around joint) • increased secretion of synovial fluid or lubrication of joint / better shock absorption 5. sport specific skills or techniques <ul style="list-style-type: none"> • to activate neuromuscular system or muscle memory 6. lasts between 5 and 40 minutes <ul style="list-style-type: none"> • depending on intensity of exercise to follow • <p>other detail:</p> <ul style="list-style-type: none"> • early sweating leads to better temperature regulation during activity • balance of hormones designed to regulate energy production • allows carbohydrates or fatty acids or fats or fuels for exercise to be available earlier • is of significant benefit to asthmatics • less risk of injury to ligaments due to increased elasticity or extensibility <p>Skeletal muscle tissue</p> <ol style="list-style-type: none"> 7. less risk of injury / injury prevention 8. increased (muscle or core body) temperature <ul style="list-style-type: none"> • decreased muscle viscosity / reduction in viscous resistance • increased elasticity or extensibility of muscle fibres (flexibility of muscle fibres/stretched = TV) • increased flexibility / range of movement (around the joint) 9. increased efficiency or economy of muscular contractions or movement | 10 | |

| Question | Answer | Marks | Guidance |
|----------|---|-------|----------|
| | <ul style="list-style-type: none"> • greater speed of conduction of nerve impulses to muscles • greater speed of muscular contraction or relaxation (particularly in fast twitch or FG or FOG or 2a or 2b) • increased motor unit recruitment in muscle cell • greater force of muscular contraction (particularly in fast twitch or FG or FOG or 2a or 2b) • improves performance in power based activities <p>Vascular system</p> <p>10. increased blood flow (due to....)</p> <p>11. ... vascular shunt mechanism</p> <ul style="list-style-type: none"> • vasomotor (control) centre or VCC redistributes blood from organs to the working muscles • vasoconstriction of arterioles or pre-capillary sphincters decrease blood flow to organs • vasodilation of arterioles or pre-capillary sphincters increase blood flow to working muscles <p>12. ... reduced blood viscosity</p> <p>13. ... increased venous return</p> <ul style="list-style-type: none"> • (skeletal) muscle pump squeezes veins forcing blood back towards the heart • (pocket) valves in veins ensure one way blood flow • respiratory pump pulls blood up towards the heart (due to pressure changes in the thoracic cavity from breathing) • venomotor tone or smooth muscle in veins contracts (to increase pressure within the blood vessel) • Starlings' law of the heart / increased venous return increases stroke volume <p>14. (all leads to) increased oxygen delivery to working muscles</p> <p>15. Increased dissociation of oxygen from haemoglobin to muscles or myoglobin (due to...)</p> <ul style="list-style-type: none"> • Increased blood or muscle temperature • Increased blood acidity / decreased blood pH / increased lactic acid in blood / the Bohr shift • Increased ppCO₂ in muscles that gives a steeper diffusion gradient (between muscles and blood or during internal respiration) • Decreased ppO₂ in muscles that gives a steeper diffusion gradient (between muscles and blood or during internal respiration) <p>16. Increased enzyme activity</p> <ul style="list-style-type: none"> • Increased efficiency of energy systems | | |

| Question | Answer | Marks | Guidance |
|----------|--|-------|----------|
| | <p>Cool down</p> <p>General</p> <p>17. Aids or speeds up recovery process or EPOC / allows performer to train or compete sooner (after previous bout of activity) / repays oxygen deficit or debt</p> <p>18. Usually performed in 2 stages:</p> <p>19. Light jog or similar cardiovascular exercise / active cool down or recovery</p> <ul style="list-style-type: none"> • 5 – 10 minutes / 30 – 40% of VO₂ max / gradually decreasing intensity <p>20. (Static) stretching</p> <ul style="list-style-type: none"> • short static stretches of 6-10 seconds each • realigns muscle fibres / relaxes muscle / returns muscle to resting length <p>21. Cold water therapy or ice baths or contrast water therapy</p> <ul style="list-style-type: none"> • improves removal of lactic acid after therapy completed • improves recovery of nervous system / stimulates the central nervous system • reduces swelling / minimises effects of DOMS or delayed onset of muscle soreness / improves recovery from micro-tear damage of muscle fibres • can have a negative effect ... <p>Other detail</p> <ul style="list-style-type: none"> • compression wear (e.g. compression socks, tights, clothes) have been found to decrease muscle soreness or swelling or lactate levels or increase blood flow and venous return • massage or sleep or nutrition can speed up recovery process <p>Both</p> <p>22. Increased speed of removal of lactic acid or CO₂ or waste products (from blood or muscles)</p> <ul style="list-style-type: none"> • keeps capillaries dilated • flushes oxygenated blood through the muscles <p>Skeletal muscle tissue</p> <p>23. Decreased risk of Delayed Onset of Muscle Soreness or DOMS</p> <ul style="list-style-type: none"> • (which is) intracellular pressure or swelling causes pain • experienced 24-72 hours after exercise • due to microscopic tears in the muscle fibres | | |

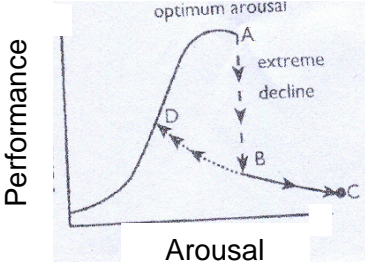
| Question | Answer | Marks | Guidance |
|----------|--|-------|----------|
| | <p>Vascular system</p> <p>24. Keeps metabolic activity elevated / gradually decreases metabolic activity</p> <ul style="list-style-type: none"> • heart rate or respiratory rate or stroke volume gradually decrease or remain elevated • increased enzyme activity involved in buffering or breakdown of lactic acid / increased enzyme activity for efficient breakdown of glycogen in aerobic system or glycolysis <p>25. Maintains blood flow or stroke volume or cardiac output or blood pressure or venous return</p> <ul style="list-style-type: none"> • (skeletal) muscle pump or respiratory pump remain active • (which) prevents blood pooling • vascular shunt mechanism remains active | | |

Section B Acquiring Movement Skills

| Question | | Answer | | Marks | Guidance | | | | | | | |
|---|---|-------------------------|---|-------|---|--|--------|---------------|---|---------------------------------|---|---|
| 2 | (a) | | | 4 | One mark for description via practical example One mark for explanation | | | | | | | |
| | | Open | | | <table border="1"> <thead> <tr> <th>Accept</th> <th>Do not accept</th> </tr> </thead> <tbody> <tr> <td>1. Must be a situation that has <u>significant</u> environmental influences /sailing = BOD netball / football <u>game</u> = BOD</td> <td>The name of a sport eg football</td> </tr> <tr> <td>2. Depending on or relies on environment = BOD Conditions for environment Many factors to consider = BOD Affected by external factors=BOD</td> <td>Crowd/playing surface Stimuli affect the skill =TV</td> </tr> </tbody> </table> | | Accept | Do not accept | 1. Must be a situation that has <u>significant</u> environmental influences /sailing = BOD netball / football <u>game</u> = BOD | The name of a sport eg football | 2. Depending on or relies on environment = BOD Conditions for environment Many factors to consider = BOD Affected by external factors=BOD | Crowd/playing surface Stimuli affect the skill =TV |
| Accept | Do not accept | | | | | | | | | | | |
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| 2. Depending on or relies on environment = BOD Conditions for environment Many factors to consider = BOD Affected by external factors=BOD | Crowd/playing surface Stimuli affect the skill =TV | | | | | | | | | | | |
| | | 1. (Open eg) | Passing or receiving a ball in any game / receiving a serve in tennis / rugby tackle / saving a goal in football or hockey | | | | | | | | | |
| | | 2. (Open explanation) | this skill is affected by the environment / environment unstable or changing or unpredictable / predominantly perceptual / needs perception or judgement or interpretation or decision making / a lot of information to process / patterns of movement different each time skill is performed / externally paced / the speed or timing of the skill is dictated or controlled by others / more complex / affected by the weather or by the wind | | | | | | | | | |
| | | Closed | | | 1 mark for description via practical example 1 mark for explanation | | | | | | | |
| | | 3. (Closed eg) | shot put / hammer or javelin throw / triple jump / golf shot / penalty in hockey or football / basketball free throw / gymnastics vault or routine or move | | <table border="1"> <thead> <tr> <th>Accept</th> <th>Do not accept</th> </tr> </thead> <tbody> <tr> <td>3. Must be a situation that has few significant environmental influences</td> <td>The name of a sport eg golf</td> </tr> <tr> <td>4.</td> <td>No stimuli affect the skill = TV</td> </tr> </tbody> </table> | | Accept | Do not accept | 3. Must be a situation that has few significant environmental influences | The name of a sport eg golf | 4. | No stimuli affect the skill = TV |
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| 4. | No stimuli affect the skill = TV | | | | | | | | | | | |
| | | 4. (Closed explanation) | this skill is not affected (much) by the environment / environment is stable or unchanging or predictable / predominantly habitual / limited information to process / patterns of movement similar each time skill performed / internally or self paced / the skill is simple / the performer controls the speed of the skill / fewer stimuli / fewer responses | | | | | | | | | |

| Question | | Answer | Marks | Guidance | | | |
|----------|-----|--------|-------|----------------------------------|---|---|--|
| 2 | (b) | (i) | 3 | Descriptions | | | |
| | | | | 1. (FB) | intrinsic or internal or kinaesthetic or proprioceptive feedback available during performance / feedback monitors performance | Accept | Do not accept |
| | | | | 2. (memory and perceptual trace) | Two areas of stored information / memory trace and perceptual trace / memory trace initiates movement/ (then)perceptual trace is point of reference or record of past experience / memory trace might be incorrect / perceptual trace might be inaccurate | | ‘Involves (internal) feedback’ on own / ‘Feedback during performance’ on own |
| | | | | 3. (comparison) | (Feedback or perceptual trace allows) comparison between perceptual and memory trace / (feedback or perceptual trace) compares what is happening with what is stored | | There is a memory trace on own / There is a perceptual trace on own |
| | | | | 4. (correction/ learning) | ...(if it doesn't match/if incorrect) movements adjusted or corrected (during performance) / improvement or progress or learning occurs (during performance) | 3. Compares current action with one already learned (and stored in LTM) | |
| | | | | 5. (reinforcement) | ...(if it matches) correct movements are reinforced | 4. motor programmes are formed or updated | |
| | | | | 6. (level 2) | Level 2 (motor control is FB) via muscles / L2 adjusts quickly or subconsciously/ L2 is internal / L2 has a shorter loop | 5. | |
| | | | | 7. (level 3) | Level 3 (motor control is FB) via brain / L3 adjusts more slowly or consciously /L3 can be external / L3 results in jerky movements (as skill adjusted) / L3 has a longer loop | 6. | Level 2 on own |
| | | | 7. | Level 3 on own | | | |
| | | | 1 | | | | |

| Question | | | Answer | Marks | Guidance | |
|----------|-----|------|---|-------|---|---|
| 2 | (b) | (ii) | Practical example: mark first attempt 1. Gymnast on beam or skier or trampolinist etc making adjustments or to keep balance / high diver making adjustments | 1 | | |
| | | | | | Accept 1. Any description where the performer acts on feedback during performance | Do not accept A practical example when there is little or no time for feedback eg a 'reflex' save in hockey |

| Question | Answer | Marks | Guidance | | | | | | | | | | | | | | | | | | | |
|--|---|----------|---|--------|---------------|---|--|----|---|----|--|----|--|----|--|----|--|--|---|----|--|--|
| <p>2 (c)</p> | <p>Graph</p>  <p>6 marks from 6:</p> <ol style="list-style-type: none"> 1. If arousal increases so does performance up to a certain (optimal) level.../ If graph:... arousal and performance axes labelled correctly and curve drawn to A and optimum level identified 2. ... if arousal or (cognitive) anxiety or stress or worry or apprehension continues to increase or is (too) high... 3. ...there is a sudden or extreme or acute decrease in performance or learning / If graph:...line A-B drawn with arrow/s and labelled 'extreme decline' and explanation /annotation re decrease in performance 4. Cognitive anxiety or stress or apprehension or worry interacts with somatic anxiety or stress on body systems / high cognitive arousal coincides with high somatic anxiety 5. ...and body control or coordination are lost 6. This has effect of: not being able to concentrate / losing cognitive control / getting distracted / losing perceptual awareness / difficulty making decisions 7. If arousal or (cognitive) anxiety lowered or emotions controlled, performance can improve again or upward curve can be rejoined / If graph: line B-D drawn with arrow/s and explanation /annotation re control of anxiety | <p>6</p> | <table border="1"> <thead> <tr> <th data-bbox="1442 352 1749 384">Accept</th> <th data-bbox="1749 352 2063 384">Do not accept</th> </tr> </thead> <tbody> <tr> <td data-bbox="1442 384 1749 523"> Graph information without letters ABCD Arousal/anxiety as synonymous </td> <td data-bbox="1749 384 2063 523"></td> </tr> <tr> <td data-bbox="1442 523 1749 655">1.</td> <td data-bbox="1749 523 2063 655">'If arousal increases so does performance' on own</td> </tr> <tr> <td data-bbox="1442 655 1749 724">2.</td> <td data-bbox="1749 655 2063 724"></td> </tr> <tr> <td data-bbox="1442 724 1749 863">3.</td> <td data-bbox="1749 724 2063 863">Leads to disastrous performance Sudden drop on own = TV</td> </tr> <tr> <td data-bbox="1442 863 1749 970">4.</td> <td data-bbox="1749 863 2063 970"></td> </tr> <tr> <td data-bbox="1442 970 1749 1007">5.</td> <td data-bbox="1749 970 2063 1007"></td> </tr> <tr> <td data-bbox="1442 1007 1749 1278">6. All following = BOD: Start to miss cues / attentional field narrows / start making mistakes / a disastrous performance/ choke / panic</td> <td data-bbox="1749 1007 2063 1278">Forget what to do / a catastrophe happens = REP</td> </tr> <tr> <td data-bbox="1442 1278 1749 1406">7.</td> <td data-bbox="1749 1278 2063 1406"></td> </tr> </tbody> </table> | Accept | Do not accept | Graph information without letters ABCD Arousal/anxiety as synonymous | | 1. | 'If arousal increases so does performance' on own | 2. | | 3. | Leads to disastrous performance Sudden drop on own = TV | 4. | | 5. | | 6. All following = BOD: Start to miss cues / attentional field narrows / start making mistakes / a disastrous performance/ choke / panic | Forget what to do / a catastrophe happens = REP | 7. | | |
| Accept | Do not accept | | | | | | | | | | | | | | | | | | | | | |
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| 1. | 'If arousal increases so does performance' on own | | | | | | | | | | | | | | | | | | | | | |
| 2. | | | | | | | | | | | | | | | | | | | | | | |
| 3. | Leads to disastrous performance Sudden drop on own = TV | | | | | | | | | | | | | | | | | | | | | |
| 4. | | | | | | | | | | | | | | | | | | | | | | |
| 5. | | | | | | | | | | | | | | | | | | | | | | |
| 6. All following = BOD: Start to miss cues / attentional field narrows / start making mistakes / a disastrous performance/ choke / panic | Forget what to do / a catastrophe happens = REP | | | | | | | | | | | | | | | | | | | | | |
| 7. | | | | | | | | | | | | | | | | | | | | | | |

| Question | | | Answer | Marks | Guidance | |
|----------|--|--|--|-------|----------|--|
| | | | 8. If arousal or cognitive anxiety continues to increase then performance will continue to decrease / If graph: line B-C drawn with arrow/s and explanation /annotation re continued decrease if anxiety continues | | 8. | |

| Question | | | Answer | Marks | Guidance | | | | | |
|---|---|---|---|--------|---|---|---|---------------|---|--------------------------|
| 2 | (d) | (i) | Visual guidance – sub max 2 | 4 | <table border="1"> <thead> <tr> <th>Accept</th> <th>Do not accept</th> </tr> </thead> <tbody> <tr> <td>Any practical example that describes using demonstrations / pictures / charts / video / DVD / court or pitch markings / markers / cones / guidance lines / boxes to learn movement skills or improve a BAHL</td> <td>Sports (look for skills)</td> </tr> </tbody> </table> | | Accept | Do not accept | Any practical example that describes using demonstrations / pictures / charts / video / DVD / court or pitch markings / markers / cones / guidance lines / boxes to learn movement skills or improve a BAHL | Sports (look for skills) |
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| | | | 1. | | Watching or giving a demonstration of a lay up shot | | | | | |
| 2. (eg) | Watching or showing a DVD about how to pass a rugby ball Using cones to show learners where to aim their tennis serve Showing a rugby player how to pass the ball Using guidance lines in football | | | | | | | | | |
| Mechanical guidance – sub max 2 Sub max 1 if no Practical Example | | | | | | | | | | |
| 3. | using a bowling machine to help batting in cricket | <table border="1"> <thead> <tr> <th>Accept</th> <th>Do not accept</th> </tr> </thead> <tbody> <tr> <td>Any practical example that describes using equipment or apparatus or aids or machines or technology to: learn movement skills or develop kinaesthetic awareness or increase safety or increase confidence</td> <td>Use of cameras or videos / manual guidance / physical support / unless skill or practical sporting example included Objects = TV</td> </tr> </tbody> </table> | | Accept | Do not accept | Any practical example that describes using equipment or apparatus or aids or machines or technology to: learn movement skills or develop kinaesthetic awareness or increase safety or increase confidence | Use of cameras or videos / manual guidance / physical support / unless skill or practical sporting example included Objects = TV | | | |
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| 4. (eg) | using trampoline harness to help learn somersault using equipment such as armbands to increase confidence in a beginner swimmer using armbands in swimming using tackle pads in rugby | | | | | | | | | |

| Question | | | Answer | Marks | Guidance | | | | | | | | | | | | | | | | | | | | |
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| Question | | Answer | Guidance |
|----------|------|---|---|
| 2 | (e)* | <p>Levels Descriptors</p> <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 <p>high standard of written communication.</p> | <p>Levels Discriminators</p> <p>At Level 3 responses are likely to include:</p> <ul style="list-style-type: none"> • detailed understanding of at least two types of reinforcement • discussion and reference to both movement skills and healthy lifestyle behaviour • understanding of S-R bond; reference to learning or conditioning by linking or associating stimulus and response |
| | | <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 are likely to include:</p> <ul style="list-style-type: none"> • satisfactory understanding of at least one type of reinforcement • discussion and reference to both movement skills and/or healthy lifestyle behaviour • satisfactory knowledge of S-R bond |
| | | <p>Level 1 (0–4 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 are likely to include:</p> <ul style="list-style-type: none"> • basic understanding of at least one type of reinforcement • reference to both movement skills and/or healthy lifestyle behaviour • little if any reference to S-R bond |
| | | [0 marks] No response or no response worthy of credit. | |

| Question | Answer | Marks | Guidance |
|----------|--|-------|----------|
| 2 (e) | <p>Indicative content: Candidate responses are likely to include: (relevant responses not listed should be acknowledged)</p> <p>Numbered points = knowledge / understanding</p> <p>Bullet points = likely to be development of knowledge</p> <p>General</p> <p>1. Reinforcement (is a process that) ensures that the correct or desired response is repeated / reinforcement increases the probability of (desired) response or behaviour occurring again</p> <ul style="list-style-type: none"> • it strengthens the S-R bond eg from coach or teacher or parent or teammate <p>Positive</p> <p>2. Positive reinforcement</p> <ul style="list-style-type: none"> • Give a stimulus or satisfier ... eg praise or rewards or positive feedback or encouragement • ...after a successful or desired response • ... to strengthen the S-R bond / ...to ensure repetition of (desired) behaviour... • it raises confidence or self esteem or makes you feel good about yourself • it motivates or encourages • good for cognitive learners or beginners or children / give soon after the desired response <p>3. Give rewards</p> <ul style="list-style-type: none"> • ...that are tangible eg reaching target weight may attract money reward / badge / certificate other suitable example of a tangible reward •or intangible eg applause or praise (credit when given as example of an intangible reward) <p>4. Show results or benefits of following a healthy lifestyle eg feel better / more energy / make more friends</p> <p>5. Educate or persuade by showing benefits or positive outcomes eg feel better / more energy / make more friends</p> <ul style="list-style-type: none"> • using role models to..... • train with set goals, and then give results of goals being reached eg in exercise adherence <p>6. Links with or supports (Thorndike's) Law of Effect</p> <ul style="list-style-type: none"> • it strengthens the S-R bond between exercise and being healthy | 10 | |

| Question | Answer | Marks | Guidance |
|----------|--|-------|---|
| | <ul style="list-style-type: none"> • associate good outcomes with desired behaviour eg if you serve correctly in tennis and it wins a point, you are more likely to serve in that way again <p>7. Enjoyment of the activity increases the chance that the person will do the activity again eg enjoyable activities or variety in diet</p> <p>8. BUT – don't give too much praise/ or reward or it can lose its effect / care should be taken that the wrong behaviour isn't inadvertently encouraged</p> <p>Negative</p> <p>9. Negative reinforcement</p> <ul style="list-style-type: none"> • aims to weaken undesired S-R bond • (and) aims to strengthen the correct or desired S-R bond •(in order to) condition the (desired) behaviour or response • can be useful for autonomous learners or advanced performers • can motivate or encourage <p>10. Give disapproval or an annoyer or a negative or unpleasant or noxious stimulus or negative feedback</p> <ul style="list-style-type: none"> • When skill or behaviour undesired or wrong eg criticism <p>11.(then) remove or withdraw it when the correct or (desired) response occurs / stop negative feedback or punishment / withdrawal of punishment eg 'telling off' stopped if active or healthy behaviour or lifestyle shown / parent stops criticising child for not doing any physical activity</p> <p>12. Take away praise or reward eg remove privileges if inactive or unhealthy behaviours are shown</p> <p>13. BUT – not good for cognitive learners / can sap confidence or motivation / participants may not understand why stimulus or praise has been withdrawn (so they do not link it to following BAML)</p> <p>Punishment</p> <p>14. Punishment</p> <ul style="list-style-type: none"> • used to eliminate undesired behaviour <p>15. give an unpleasant or noxious stimulus or negative feedback</p> <ul style="list-style-type: none"> • ...to (help to) break or weaken an (undesired) S-R bond or to stop an (undesired) behaviour or response. • can stop us learning incorrect movements or unhealthy behaviour eg tell them off or embarrass them or make them feel uncomfortable if not active, or if healthy | | <p>Look for key points of:</p> <ul style="list-style-type: none"> • annoyer • being withdrawn |

| Question | Answer | Marks | Guidance |
|----------|---|-------|----------|
| | <p>behaviour or lifestyle not shown eg send them off / award penalty again them / fine or ban them</p> <p>16. Breaks or helps to break or block an (undesired) S-R bond</p> <p>17. Compare them with others who are unhealthy / dysfunctional eg accept any suitable example of comparisons or 'showing them up'</p> <p>18. BUT - can lead to frustration or anger or resentment BUT - can stop someone starting or continuing a healthy lifestyle</p> <p>Other types of reinforcement</p> <p>19. Complete or continuous reinforcement</p> <ul style="list-style-type: none"> • Rewards given after each successful response <p>20. Partial reinforcement</p> <ul style="list-style-type: none"> • Reward given after a number of successful responses <p>Factors to consider</p> <p>21. What type of reinforcement to use / when to use the different types / when/how soon after response to give / ratio of positive to negative / the phase of learning of the performer (cognitive, associative, autonomous)</p> | | |

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

| Question | | | Answer | Marks | Guidance | | | | | | | | | | | | | | | | |
|--|---|---|---|---------------|--|-----------------------|---|---|--|-------------------------------|----|--|-----------------------------|-------|---|---|--|---|---|---|--|
| 3 | (a) | (i) | 1. (Relationship or link between) sport and sponsorship and <u>media</u> | 1 | Accept | Do not accept | | | | | | | | | | | | | | | |
| | | | | | 1. Sporting events' for sport 'Sponsors' for sponsorship / triangle if labelled correctly | 'performer' for sport | | | | | | | | | | | | | | | |
| | | (ii) | <table border="1"> <thead> <tr> <th>Role</th> <th>and</th> <th>Example</th> </tr> </thead> <tbody> <tr> <td>1. Inform /information/ make people aware of / tell / report on</td> <td></td> <td>tell about fixtures / results /stats / league positions / news / fixtures / analysis / behaviour / role modelling / campaigns / skills / tactics / rules / documentaries</td> </tr> <tr> <td>2. Educate/ Education / teach</td> <td></td> <td>explain or teach about fixtures / results /stats / league positions / news / fixtures / analysis / behaviour / BAHLS / role modelling / campaigns / skills / tactics / rules / breaking down stereotypes / documentaries</td> </tr> <tr> <td>3. Entertain/ entertainment</td> <td></td> <td>programmes / documentaries / shows / matches / events / big games / Super Bowl / interviews</td> </tr> <tr> <td>4. Advertise/ advertising/ promote/ promotion / publicity / publicise</td> <td></td> <td>on perimeter fencing / sponsors / products / events / role models / leagues / minority sports</td> </tr> </tbody> </table> | Role | and | Example | 1. Inform /information/ make people aware of / tell / report on | | tell about fixtures / results /stats / league positions / news / fixtures / analysis / behaviour / role modelling / campaigns / skills / tactics / rules / documentaries | 2. Educate/ Education / teach | | explain or teach about fixtures / results /stats / league positions / news / fixtures / analysis / behaviour / BAHLS / role modelling / campaigns / skills / tactics / rules / breaking down stereotypes / documentaries | 3. Entertain/ entertainment | | programmes / documentaries / shows / matches / events / big games / Super Bowl / interviews | 4. Advertise/ advertising/ promote/ promotion / publicity / publicise | | on perimeter fencing / sponsors / products / events / role models / leagues / minority sports | 3 | Mark first three definite attempts TV may not = an attempt Identification <u>and</u> example needed for <u>each</u> mark | |
| Role | and | Example | | | | | | | | | | | | | | | | | | | |
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| Question | | Answer | | Marks | Guidance | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 1. (decisions) | angry or frustrated with decisions or match officials / bad officiating | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. (result) | angry or frustrated with score or result or performance / not much time left | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. (emotion / hype) | emotional intensity / cauldron effect/ tension in stadium / over arousal or pre-match hype or psyche-up | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. (rivalry/ derby) | rivalry / local derby / team loyalty/ grudges | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5. (importance/ money/ position/ pressure) | importance of game or result or winning / money at stake / position in league or cup or competition / pressure to win | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6. (abuse / provocation/ retaliation) | provocation by or abuse or sledging or gamesmanship or deviance from opponents or team mates or (hostile) crowd / retaliation /violence among crowd | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7. (punishment/ copying) | lack of punishment or deterrent/ think they can get away with it /copying a role model | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8. (religion / racism) | religious reasons (e.g. Celtic v Rangers) / racism | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9. (nature of game) | nature of game / body contact or checking / to prove masculinity | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10. (weapons / de-humanise) | (equipment such as) sticks or clubs that can be used as weapons / kit or equipment that 'de-humanises' or protects | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 11. (drugs) | increased aggression or arousal from drug or steroid use | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Question | | | Answer | Marks | Guidance | | | | | |
|--|--|-----|--|-------|--|--------|---------------|--|--|--|
| 3 | (c) | (i) | 1. (Gloucestershire) cheese rolling or cheese chasing / Highland or Lakeland Games / mob football / Ashbourne or Shrovetide football / Hallaton bottle game / Lewes fire festival / Cornish Hurling / tar barrel rolling | 1 | <table border="1"> <thead> <tr> <th>Accept</th> <th>Do not accept</th> </tr> </thead> <tbody> <tr> <td>1. other suitable examples of a surviving ethnic sport in UK</td> <td>Hurling / Gaelic football / street football / Morris or Irish or Maypole dancing</td> </tr> </tbody> </table> | Accept | Do not accept | 1. other suitable examples of a surviving ethnic sport in UK | Hurling / Gaelic football / street football / Morris or Irish or Maypole dancing | |
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| Question | | Answer | | Marks | Guidance | |
|----------|-----|--|--|-------|---|--|
| 3 | (d) | | | 6 | | |
| | | 1. (status/ image / promotion /publicity) | Nation Building involves increasing prestige or status or image of a country/ NB promotes a country/ NB gives a country publicity or puts them 'on map' or world stage | | Accept | Do not accept |
| | | 2. (hosting) | (NB for) host city or country | | 1. Makes country look good or better | Gives country a better chance of hosting another Games |
| | | 3. (shop window) | Shop window effect/world sees (best of) a nation/showcasing of nation (by media / tourism) | | 2. | |
| | | 4. (appease /pride /unity) | appeasement or morale or (national) pride or patriotism or medals for host nation or supporters/unites or brings country together | | 3. examples when in context e.g. 'London 2012 will be televised around the globe' | |
| | | 5. (example of hosting benefits) | economic (e.g. due to tourism)/more jobs/legacy of facilities or housing or improved infrastructure or transport system | | 4. feel good factor / hope | |
| | | 6. (political tool – popularity / stability) | OGs can be used as a political tool/sport and politics linked/sporting success reflects political success or country's power/OGs or sport can increase popularity or stability of government | | 5. Other examples of benefits of hosting / redevelopment | Increase participation or BAHs on own |
| | | 7. ('new' China) | Beijing OGs a 'coming out party' for China/ chance to: show its economic status/show itself as a world power/show political reform or changing system/show that Communism works | | 6. | |
| | | 8. (cover up) | Beijing OGs an opportunity for China to cover up (Human Rights) problems | | 7. | |
| | | | | | 8. | |

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| Question | Answer | Guidance |
|----------|---|--|
| 3 (e)* | <p>Levels Descriptors</p> <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>Levels Discriminators</p> <p>At Level 3 responses are likely to include:</p> <ul style="list-style-type: none"> • detailed understanding and coverage of why PA valuable and necessary • explanations of types of activity to promote a BAHL / recommendations for BAHL / reasons for sedentary lifestyles • detailed understanding of barriers to young people's participation • likely structure to second part of question around opportunity, provision and esteem • satisfactory balance between both parts of 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 are likely to include:</p> <ul style="list-style-type: none"> • satisfactory understanding and coverage of why PA valuable and necessary • reference to types of activity to promote a BAHL / recommendations for BAHL / sedentary lifestyles • satisfactory understanding of barriers to young people's participation • possibly structure to second part of question around opportunity, provision and esteem • attempt at balance between both parts of question • if only one part of question addressed L2 6 marks max |
| | <p>Level 1 (0–4 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 are likely to include:</p> <ul style="list-style-type: none"> • basic understanding of why PA valuable and necessary • basic understanding of barriers to young people's participation • description rather than explanation • limited or no success at addressing/balancing both parts of the question • lack of structure |
| | <p>[0 marks] No response or no response worthy of credit.</p> | |

| Question | Answer | Marks | Guidance |
|----------|---|-------|----------|
| 3 | <p>Indicative content: Candidate responses likely to include: (other relevant responses must be acknowledged)</p> <p>Numbered points = knowledge / understanding Bullet points = likely to be development of knowledge</p> <p>Physical Activity valuable/necessary because it promotes:</p> <ol style="list-style-type: none"> 1. Physical benefits <ul style="list-style-type: none"> • fitness / health / healthy body weight / greater life expectancy or other suitable physical factors • inactivity dangerous (to health) eg PA protects against CHD or osteoporosis or other conditions 2. Personal benefits or development <ul style="list-style-type: none"> • enjoyment / self awareness / esteem / confidence // ‘feel good’ factor / leadership or other suitable personal benefits 3. Social benefits <ul style="list-style-type: none"> • friendships / teamwork / communication / meeting people or other suitable social factors eg by joining clubs <ul style="list-style-type: none"> • Less anti-social behaviour in society 4. Emotional benefits / mental wellbeing <ul style="list-style-type: none"> • stress relief or other suitable emotional factors <p>And because of:</p> <ol style="list-style-type: none"> 5. Increased or widespread obesity or CHD <ul style="list-style-type: none"> • due to widespread junk or fast food consumption / increasingly unhealthy diets eg McDonald’s or other suitable example of junk or fast food 6. Stressful lives eg due to recession or long working hours or unemployment or other suitable example 7. The desire for or need for Balanced Active Healthy Lifestyles – (BAHLs) <ul style="list-style-type: none"> • Quality of life / wellness • components of a BAHL: physical well-being, physical exercise, being (physically) fit / injury or illness prevention / sufficient rest or sleep / a nutritious or balanced diet / not smoking / not taking drugs / moderate alcohol / personal hygiene / mental well-being / control of stress / stress relief / mental well-being / ‘free’ time 8. More sedentary or inactive lifestyles / low or decreasing levels of physical activity <ul style="list-style-type: none"> • 7/10 people have sedentary lifestyle (according to some data) • (many people do) less than 1x30 mins physical activity per week | 10 | |

| Question | Answer | Marks | Guidance |
|----------|---|-------|----------|
| | <p>More sedentary lifestyles because:</p> <p>9. Desk job / less manual labour</p> <ul style="list-style-type: none"> • exercise a choice not necessity <p>10. Longer working hours / concentration on careers</p> <ul style="list-style-type: none"> • impact of credit crunch/economic situation • scared of losing jobs <p>11. Gadgets</p> <p>eg sit on mowers or other suitable example</p> <p>12. Widespread car use</p> <p>eg children don't walk to school</p> <p>13. Technology</p> <ul style="list-style-type: none"> • computer use / computer games <p>eg shopping on line</p> <p>14. More TV / people watch sport rather than participate</p> <p>Types of physical activity to promote a BAHL</p> <p>15. Physical or outdoor recreation</p> <p>16. Physical or outdoor education</p> <p>17. Sport / life time sport / life-long physical activity</p> <ul style="list-style-type: none"> • activities that can be pursued into middle and older age <p>eg table tennis, badminton</p> <p>Recommendations for a BAHL</p> <p>18. (adults) 30 mins 5 times a week</p> <p>19. Moderate or sub max or aerobic level</p> <p>eg jogging / cycling</p> <p>20. Children/young people 60 mins a day / 5 or 6 or 7 x 60 mins per week</p> <p>eg 5 x 60 / Welsh initiative</p> <p>21. Children – (at least) twice a week higher impact activities should be done</p> <p>eg skipping /jumping etc</p> <p>Explanation of possible barriers to participation by young people</p> <p>22. Being in a minority group</p> <ul style="list-style-type: none"> • discrimination or unfair treatment or stereotyping or myths <p>eg women / disabled /ethnic minority /Religious</p> | | |

| Question | Answer | Marks | Guidance |
|----------|---|-------|----------|
| | <ul style="list-style-type: none"> • Asian women and swimming restrictions eg appropriate clothing 23. Opportunity – (limited or no) 24. Don't like exercise / choose not to / negative attitude to PA or to exercise / don't enjoy it <ul style="list-style-type: none"> • don't like getting hot and sweaty • do other things eg socialise / play computer games or other suitable example 25. No time / other commitments eg studying or part time job or other suitable example 26. Lack of role models <ul style="list-style-type: none"> • friends or family don't participate or encourage or support • peer pressure (not to participate) 27. Bad (school) experience/ limited range of activities offered at school 28. No or not enough money / too expensive / socio-economic status <ul style="list-style-type: none"> • limited or withdrawal of Government funding eg withdrawal of free swimming for young people eg for memberships or kit or other suitable example of expense 29. Poor health / injury eg asthma or other health related limitation 30. Tired / lethargic / can't be bothered 31. Risk of being out at night / parents stop you going out at night / danger / risk of injury 32. Provision – (limited or no) 33. Lack of equipment or (suitable) facilities / live in a rural or disadvantaged area eg no (suitable/local) clubs / no swimming pool nearby or other suitable example 34. No transport / no buses or trains etc <ul style="list-style-type: none"> • can't get there / distance from facilities / parents won't or can't take you 35. Unfavourable weather or climate <ul style="list-style-type: none"> • too cold or wet eg for activities outside 36. Withdrawal or lack of Government support or funding 37. Esteem – (limited or no) 38. Lack of confidence <ul style="list-style-type: none"> • self-conscious / 'no good at it' / 'everyone else better than me' /poor body image | | |

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