OCR
RECOGNISING ACHIEVEMENT

GCE

Physical Education

Advanced GCE **A2 H554**

Advanced Subsidiary GCE **AS H154**

Mark Schemes for the Units

January 2009

H154/H554/MS/R/09J

Oxford Cambridge and RSA Examinations

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MARK SCHEMES FOR THE UNITS

G451 An Introduction to Physical Education

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<tr><td colspan="2">Section A - Anatomy and Physiology</td><td>Accept</td><td>Do not accept</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>1 (a)</td><td colspan="3">Use your anatomical and physiological knowledge to complete the table below for the athlete’s spine.
3 marks</td></tr>
<tr><td></td><td colspan="3"><table>
<tr><td>Joint</td><td>Joint Type</td><td>Movement</td><td>Agonist</td><td>Antagonist</td></tr>
<tr><td>Spine</td><td>1Gliding /Cartilaginous Flexion</td><td>Flexion</td><td>2Rectus Abdominus</td><td>3 Erector Spinae</td></tr>
</table></td><td></td></tr>
<tr><td></td><td colspan="3">Give two ways in which a warm up would affect the strength of contraction of the muscles during the sit up.
2 marks - must mark first 2 only</td></tr>
<tr><td>1.</td><td>Increased speed or force or strength of muscle contraction.</td><td></td><td></td></tr>
<tr><td>2.</td><td>Improved elasticity of muscle fibres.</td><td></td><td>Muscles become more flexible</td></tr>
<tr><td>3.</td><td>Less resistance within the muscle/ reduced muscle viscosity</td><td></td><td></td></tr>
<tr><td>4.</td><td>Increased speed of nerve transmission to the muscle fibres.</td><td>Speeds up impulses in motor neurones.</td><td></td></tr>
<tr><td>5.</td><td>Increased temperature of the muscle/body</td><td></td><td>Temperature (needs body or muscle ref)</td></tr>
<tr><td>6.</td><td>Improved coordination between antagonistic pairs</td><td></td><td></td></tr>
<tr><td>7.</td><td>Increased enzyme activity</td><td></td><td></td></tr>
<tr><td colspan="4">5 marks in total for question 1(a)</td></tr>
</table>

<table>
<tr><th colspan="2">Question</th><th colspan="3">Additional Guidance</th></tr>
<tr><th colspan="2">Section A - Anatomy and Physiology</th><th>Accept</th><th>Do not accept</th></tr>
<tr><td>1 (b)</td><td colspan="4">Complete the table below identifying the name and blood pressure value for an adult at rest in both phases of the cardiac cycle.
4 marks</td></tr>
<tr><td></td><td>
<table>
<tr><td></td><td>Contraction Phase</td><td>Relaxation Phase</td></tr>
<tr><td>Name of Blood Pressure</td><td>1. Systolic</td><td>2. Diastolic</td></tr>
<tr><td>Value of Blood Pressure</td><td>3. 100 – 130 mm Hg</td><td>4. 70 – 90 mm Hg</td></tr>
</table>
</td><td colspan="2">Must have exact values ie mm Hg</td></tr>
</table>

Question		Additional Guidance	
		Accept	**Do not accept**
1 (b) cont.	**What changes would you expect to occur to blood pressure during exercise? 1 mark**		
5.	Increases	Diastolic – remains the same /Systolic increase	
1 (c)	**How do neural factors regulate heart rate during physical activity and during a period of gradual recovery. 5 marks during activity in total. 1 mark per point max 5: Sub max 4 for points 1 – 7**		
During activity			
1.	Chemoreceptors detect **decreases** in O2/ pH of the blood/increases acidity /CO2/Lactic acid		
2.	Proprioreceptors detect movement		
3.	Baroreceptors detect **increases** in blood pressure		
4.	Messages are sent to the cardiac control centre/ CCC (in the medulla oblongata)	Stimulate CCC	
5.	S/A node stimulated / the (cardiac) accelerator nerve	SA node reference only when linked to physical activity(not recovery)	
6.	The sympathetic nervous system increases heart rate		
During recovery			
7.	Chemoreceptors detect **increases** in the O2/ pH of the blood/ decreases in acidity /co2/Lactic acid		
8.	Proprioreceptors detect **reduction** in movement		
9.	Baroreceptors detect **decreases** in blood pressure		
10.	Messages are sent (to the S/A node) via the vagus nerve		
11.	The parasympathetic nervous system **decreases** heart rate.		

Question		Additional Guidance	
		Accept	Do not accept
1 (d)	**Describe the processes of internal respiration which allow more oxygen to be diffused into the muscle cell during exercise.** **5 marks**		
1.	More oxygen is available for diffusion into the muscle cell		
2.	(Oxyhaemoglobin) dissociation curve shifts right or accelerated/ greater dissociation of O2 from haemoglobin		
3.	Increase in the temperature of the blood or muscle cells		
4.	Reduces affinity of oxygen to haemoglobin		
5.	More oxygen being used in the muscle cell/ decrease in the partial pressure of oxygen in the muscle		
6.	Increased diffusion or concentration gradient (of O2)		
7.	More Carbonic Acid or Carbon Dioxide or Lactic Acid in blood		
8.	Increased acidity / decrease in pH of the blood / Bohr Effect		

Question		Additional Guidance	
		Accept	Do not accept
1 (e)	**Evaluate critically the impact of long term aerobic training and lifestyle choices on the efficiency of the respiratory system.** **10 marks– Levels marked question**		
Level 3 **8 – 10 marks**	**A comprehensive answer:** • detailed knowledge & understanding; • effective analysis/critical evaluation and/or discussion; • clear and consistent practical application of knowledge; • accurate use of technical and specialist vocabulary; • high standard of written communication		
Level 2 **5 – 7 marks**	**A competent answer:** • satisfactory knowledge & understanding; • analysis/critical evaluation and/or discussion 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.		
Level 1 **0 – 4 marks**	***A limited answer:*** • basic knowledge & understanding; • little or no attempt to analyse/evaluate critically and/or discuss; • 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.		

1e. Indicative content: Candidate responses are likely to include: (Relevant candidate responses that are not listed should be acknowledged).
Numbered points refer to indicative content or knowledge
Bulleted points refer to development of knowledge

1. Improvements to the efficiency of the respiratory system (will be seen after a few weeks of aerobic training.)
2. Increased efficiency to take in O2 or to supply O2 to muscles

Changes will be due to:

Respiratory Structures- External Respiration

3. increased surface area of alveoli
4. increased elasticity of lungs
5. increased capillary density around alveoli
   - greater amount of O2 diffused in to blood
   - greater amount of CO2 diffused in to alveoli
   - greater gaseous exchange/ increase pulmonary diffusion
   - greater saturation of haemoglobin with oxygen

Respiratory Structures- Internal Respiration

6. increased capillary density around muscle tissue
   - greater amount of O2 diffused in to muscle cell
   - greater amount of CO2 diffused in to blood
   - greater gaseous exchange/ increased muscle and tissue diffusion
   - increased a-VO2 difference
   - increased a-VCO2 difference

Improvements to Breathing Mechanisms

7. strengthens respiratory muscles/ respiratory muscle hypertrophy
   - diaphragm, intercostals, SCM, scalenes, abdominals
8. increased efficiency of the mechanics of breathing
9. increased depth of breathing
10. decreased breath frequency
    - reduces or delays respiratory muscle fatigue

Increases in Lung Volumes or Capacities

11. increased tidal volume during maximal exercise

12. increased maximal minute ventilation
13. increased vital capacity
14. decreased residual volume
15. increased inspiratory reserve volume
16. increased expiratory reserve volume

These physiological adaptations would result in:

17. increased VO2 max
18. delays OBLA or lactate threshold/ increases endurance capabilities
19. lifelong involvement in physical activity

Altitude Training

20. reduced ppO2 / hypoxic conditions
21. initial decrease in the efficiency of the respiratory system
22. BUT increase in efficiency of respiratory system when returning to sea level
    - o Reference to any relevant physiological response e.g increased capillary density.
23. **Choice** to live high or use hypoxic tents but train low

Asthma

24. aerobic training can trigger EIA
25. particularly in cold / dry conditions
26. asthma can inhibit people from taking part in aerobic training
    - o inspiratory muscle training (IMT) or aerobic training can alleviate symptoms of asthma

Smoking

27. decreases the efficiency of the respiratory system / decreases respiratory health
28. decreases the efficiency to supply O2 to muscles
29. carbon monoxide reduces the amount of O2 absorbed in blood/
30. Hb has greater affinity to CO than O2
    - o decreased gaseous exchange or diffusion gradient
31. increases likelihood of respiratory diseases
    (e.g. shortness of breath/ coughing/ lung cancer/ emphysema etc.)
32. damage to respiratory structures
33. tar coats the airways and inhibits gaseous exchange/tar builds up in lungs
    - o impairs lung function
34. narrowing of air passages causing increase in respiratory resistance

Section A Total [30]

Question		Additional Guidance	
Section B Acquiring Movement Skills		**Accept**	**Do not accept**
2 (a)	**The classification of motor skills in sport is often used in determining the most effective practice methods.** **Using a motor skill of your choice, mark its position on each of the following continua and write a justification for <u>each</u> placement.** **6 Marks. Both placement and justification must be correct to gain one mark**		
	MOTOR SKILL: Receiving a tennis serve: Gross……Fine 1 Justification:……Move **large muscles** of the legs and arms to get into correct position. Open……Closed 2 Justification:……Player has to **adapt to the environment** and change the body position to **react to the position**/speed of the ball. Discrete……Serial……Continuous 3 Justification:……The movement has a **definite beginning and end**. Externally paced……Self Paced 4 Justification:……The **speed of the players movement/reactions/response** is dictated/ **controlled by the environment/other player.** Simple……Complex 5 Justification:……The skill requires **a lot of/significant/more information processing/decision making/perception.** 6 Low organisation……High organisation Justification:……The skill **cannot be split up into sub-routines/split into separate components/skills very easily/**the skill is **quite flowing/fluent.**		Ref. pace

Question		Additional Guidance	
		Accept	**Do not accept**
	(candidates may choose low organisation because the preparation movements can be split up (though not very easily) and this can be a correct justification – look for appropriateness)		
2 (b) **4 marks max**	**The motivation to lead an active, healthy lifestyle has an impact on participation in physical activity.** **Briefly explain what is meant by drive reduction theory. Describe how drive reduction can affect the motivation for an active, healthy lifestyle. 2 marks submax**		
1.	When task or goal is mastered / performer is fatigued or board / performer can not do the skill		reduction in drive
2.	Loss or decrease of motivation		
3.	a further or new goal needed to re-motivate		
	Describe how drive reduction can affect the motivation for an active healthy lifestyle **2 marks submax** **reference to participation in AHL must be made**		
4.	Give up taking part (in active healthy activities)		
5.	(give up because) Performer only wants to reach a **certain level** of health or fitness (so they have no desire for an additional drive to re-motivate)		Not interested/waste of time
6.	(give up because) performer becomes bored (with physical activity)		
7.	(give up because) performer unable to master activity		
8.	(loss in initial drive) motivates performer to look for a further challenge or goal		

Question		Additional Guidance	
		Accept	Do not accept
2 (c)	**Types of motor control affect the acquisition of movement skills in sport. Explain the role of closed loop control in the performance of movement skills. 4 marks**		
1.	Kinaesthetic or intrinsic or internal or proprioceptive feedback monitors performance		'affects' performance. Feedback available
2.	Allows for comparison between perceptual and memory trace		
3.	Incorrect movement can be adjusted **during** the skill		
4.	Improvement or progress or learning occurs		
5.	Correct movements are reinforced		
6.	Level 2 motor control allows for quick adjustment of skills / Involves sub-conscious control so movements can be adjusted quickly		
7.	Level 3 motor control results in jerky movements as the skill is adjusted / involves conscious control so movements take longer to adjust		
8.	Memory trace might be incorrect / perceptual trace might be inaccurate		

Question		Additional Guidance	
		Accept	**Do not accept**
2 (d)	**Identify the three different types of reinforcement used in acquiring movement skills.** **Explain how reinforcement can be used to promote a healthy lifestyle.** **6 marks**		
3 marks submax for 3 types of reinforcement identified.			
1.	Positive (reinforcement)		
2.	Negative (reinforcement)		
3.	Punishment.		
3 marks submax for 3 explanations.			
4.	(Positive reinforcement) Give praise or positive feedback or reward when positive or functional or active or healthy behaviours are shown.		
5.	(Positive) Show results or benefits of following a healthy lifestyle / educate or persuade by showing positive outcomes	Correct reference to positive role models	
6.	(Positive) strengthens the S-R bond **between exercise and being healthy**		'strengthens S-R bond' on own
7.	(positive) enjoyment of the activity increases the chance that the person will do the activity again	'feel good factor'	
8.	(Negative reinforcement) Take away praise or reward or privileges if inactive or unhealthy behaviours are shown.		
9.	(Negative) Stop negative feedback or punishment or withdrawal of privileges if active or healthy lifestyle shown.		
10.	(Punishment) Give negative feedback or tell them off or punish them if not following a healthy lifestyle.		

Question		Additional Guidance	
		Accept	Do not accept
2 (e)	**Figure 2 below is an information processing model, showing the different stages of processing information when performing a movement skill in sport.** **Using a motor skill example from sport, explain each element of the model.** **10 marks in total – Levels marked question**		
Level 3 **8 – 10 marks**	**A comprehensive answer:** • detailed knowledge & understanding; • effective analysis/critical evaluation and/or discussion; • clear and consistent practical application of knowledge; • accurate use of technical and specialist vocabulary; • high standard of written communication.		
Level 2 **5 – 7 marks**	**A competent answer:** • satisfactory knowledge & understanding; • analysis/critical evaluation and/or discussion 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.		
Level 1 **0 – 4 marks**	**A limited answer:** • basic knowledge & understanding; • little or no attempt to analyse/evaluate critically and/or discuss; • 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.		

	Indicative content (acknowledge relevant points made that are not on this list) **(Practical example used throughout – e.g. catching a ball)** 1 **Input** involves all environmental stimuli – eg other players/the ball. 2 **Sense organs** receive the stimuli/include vision/audition and proprioceptors eg eyes see the ball coming. 3 **Perceptual** mechanism involves interpretation/judgement or making sense of the situation/involves the memory process eg recognise the object as a ball. 4 **Perceptual mechanism** also involves decision making or formulating a motor plan eg decision to move hands together to catch the ball. 5 The **effector mechanism** involves transferring information from the brain to the muscles eg the decision to catch the ball is sent via nervous system to the muscles in the arms. 6 **Muscular system** involves muscle movement necessary to catch the ball eg the muscle in the arm contract and move the arm or hands into the required position. 7 **Response** is the end product or the movement that is made eg the body moves and the ball is caught. 8 **Intrinsic feedback** involves kinaesthesis/information from proprioceptors/the feeling of movement that informs future decisions. Eg the performer feels that the movement is correct and that the ball is caught. 9 **Extrinsic feedback** involves environmental information/knowledge of results/information from someone else eg the coach tells the performer that the catch has been made correctly.
	Section B Total [30]

Question		Additional Guidance	
Section C: Socio-Cultural studies relating to participation in physical activity.		**Accept**	**Do not accept**
3 (a)	**Identify possible benefits to young people of regular participation in school Physical Education.** **4 marks**		
1.(healthy balanced lifestyles)	improved health / healthy balanced lifestyles / contributes to '5 a week/ mental well-being /relieve stress / break from academic work / reduced obesity or CHD or other suitable example of improved health	Example of increased health eg inc bone density.	
2.(physical)	physical (benefits or skills) / (gain) sport skills/improved fitness/		'Skills' on own
3.(theoretical knowledge)	Knowledge of or learning about the body or theory or nutrition or sports (skills) or rules or tactics or benefits of exercise/ qualifications.		
4.(preparation)	preparation (benefits or skills) / preparation for leisure or sport / take up activity / increased participation / join club / chance to play competitive sport/ preparation for career or work (later) life e.g. become PE teacher or professional performer or coach or other suitable example	hobby	reference to creating elite performers
5. (personal / leadership)	personal (benefits or skills) / leadership / self-confidence or esteem or realisation or development / knowledge of strengths and weaknesses or self-actualisation / discipline / character building / loyalty / learn to win-lose / sense of achievement / responsibility / independence / to be competitive / enjoyment	accept defeat / learn about themselves / feel good factor	to play competitive sport / skills for school or life or work / sense of adventure
6.(social / teamwork)	social (benefits or skills) / teamwork / sharing /co-operation / communication / socialisation	interaction	socialise / make friends improve social life / be more social
7.(commitment / mental)	commitment / determination / motivation / meeting or overcoming challenges / mental strength emotional control		
8.(cognitive)	cognitive or thinking skills / decision making / problem solving		

Question		Additional Guidance	
Section C: Socio-Cultural studies relating to participation in physical activity.		**Accept**	**Do not accept**
9.(sportsmanship)	sportsmanship / fair play / positive behaviour / morals / respect for others (or other suitable example)	not to cheat	'respect' on own
10.(quality of life)	qualitative values (improved) quality of life / chance to be creative / achieving excellence		
11 (aesthetic)	aesthetic appreciation or awareness		ref. natural environment

Question		Additional Guidance	
		Accept	**Do not accept**
3 (b)	**Describe possible consequences of the use of drugs in sport <u>and</u> possible solutions to the problem of drugs in sport. 6 marks for 6 of: sub max 4 from one section.** Do not accept one word answers – **descriptions** required.		
Possible consequences:			
1.(physiological.)	Enhanced performance by improving strength or speed or other suitable eg		
2.(fame/fortune)	(Chance for) fame or fortune		
3.(role models)	Poor role modelling by giving a bad example		
4.(reputation)	undermines spirit of sport/ lowers interest in sport/ / gives sport a bad name/ lowers status of sport/bad publicity/loss of sponsorship/ruined career		
5.(unfair)	A false or unfair result or record / performer gains unfair advantage		
6.(physiological)	Physiological damage/danger to health/ possibility of addiction or lowered life expectancy or death/accept example/s such as liver disorders or heart disease or sexual or gynaecological problems		
7.(psychological)	Psychological damage/mood swings/behaviour problems/increased aggression/onset of depression/or other suitable example		
8 .(law / punishment)	Law breaking / ban or fine or being stripped of medals or other punishment.		
Possible solutions:			Ban on own
9. (punishment)	<u>Stricter</u> punishments /Olympic life bans/standardisation of punishments/ /harsher consequences/return of medals or funding/ fines/ lose sponsorship / lose prize money		
10. (testing)	Stricter or random or targeted or more or better or regular testing/out of season testing/more money for testing/more research into testing		
11. (education)	Educate coaches or performers /make coaches or performers aware of dangers or aware of moral issues /education at schools or clubs /100% ME		

12. (WADA)	WADA / standardise (worldwide) doping policy (especially by NGBs)		
13. (role models)	role models or Sports Ambassadors to publicise or encourage drugs free sport/ 'name and shame'		
14. (counter cult)	Legalise performance enhancing drugs		
15. (research)	More research into dangers		

Question		Additional Guidance	
		Accept	**Do not accept**
3 (c)	**Describe the nature of sport in the USA.** **5 marks**		
1. (American Dream)	Sport a **vehicle** for achieving the American Dream or going from rags to riches or achieving upward social mobility	Teams run as franchises They watch more than they play	Elitism
2. (win ethic)	**(Driven by)** 'win ethic' or Lombardian ethic / win at all costs / **very** competitive / no draws		
3. (commercialism)	Commercialism / sport is (big) business / sport or performers make money / used to promote or advertise products / performers or sports or teams heavily sponsored or endorsed / performer as commodity or billboard		
4. Media	media (& advertising) fund pro. sport or influence it e.g. influence rules or timings or dictate commercial breaks		
5. (golden triangle)	Golden triangle / relationship between sport, sponsorship and media / sport linked with sponsorship **or** media		
6. (entertainment)	Sport is entertainment or part of entertainment industry / e.g. marching band or 'pom pom' girls or cheerleading squads or other suitable example		
7. (capitalist)	Reflects capitalism or free enterprise or private enterprise		
8. (dominates)	'Big 4' or professional sport dominates / little mass participation / limited or no system of local sports clubs		
9. (school / uni sport)	High status of high school or uni sport / high school players local stars / scholarships to universities / university sport feeds professional sport /large crowds at high school or uni 'games'		
10. (draft)	(Importance of the) draft system / (top) college athletes drafted into professional sport.		
11. (hero worship)	Sport stars as heroes		

3 (d)	**Compare cycling when performed as a physical recreation with cycling when performed as a sport.** **5 marks; direct comparisons must be made and applied to cycling for a mark to be gained**			
	Cycling as recreation	**Cycling as sport**	Tick relevant point Add second tick next to first tick when linked point (which identifies difference) is made. Accept comparisons e.g.: Cycling when performed as physical recreation is more organised than cycling when performed as a sport**.**	**Do not accept:** • spontaneous / spontaneity • no rules • no competition • no skill • no training • o organisation • little rules • little equipment • fixed boundaries sportsmanship • gamesmanship • PPR 'more enjoyable'
1.(Who)	Available to all	Selective / elite		
2.(Time)	Time flexible or decided by agreement / no set time / in spare or leisure or own time / you decide when to do it	Strict timings / set times		
3.(Space)	Space or location or distance not fixed or decided by agreement or not clearly defined / no set space	Space or location or distance clearly defined / set space / specialised facilities/ arena / specialist track/velodrome		
4.(Org/ Rules)	Limited or low organisation or structure / (usually) no officials / cycle with who you want	rules / NGB rules / codification / organised or structured / officials / races / championships / set teams		
5.(Comp)	(Can have**) limited** or low level of competition	Competitive / competition(s)		
6.(Skill/ fitness	(Can have) **limited** or **little** or **low levels** of skill or fitness / don't need to be good	Skilful / high(er) level of fitness		
7.(Training)	Serious training or coaching or commitment not required	Training or coaching or commitment required		
8.(Media)	Not (usually) covered by media / few or no spectators/ limited sponsorship or funding	Media interest / spectators / sponsorship / funding		

9(Am/Pro)	Amateurs / pre-occupation / not paid / intrinsic / voluntary / hobby / (often) non-serious / taking part more important than wining / enjoyment / fun / social / for health or relaxation or stress relief or other suitable motive	Profession(al) / occupation / paid / extrinsic / obligation / serious / winning or outcome important / prizes	Own speed vs. as fast as possible	
10.(Equip)	Basic equipment / basic clothing / (can be) inexpensive	Specialist clothing or expensive bike etc / high tech or expensive or proper equipment		
3 (e)	**Violence by spectators and players is a contemporary sporting issue.** **Discuss violence in sport with reference to both causes and solutions.** **10 marks in total – Levels marked question**			
Level 3 **8-10 marks**	**A comprehensive answer:** • detailed knowledge & understanding; • effective analysis/critical evaluation and/or discussion; • clear and consistent practical application of knowledge; • accurate use of technical and specialist vocabulary; • high standard of written communication.			
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	Indicative Content: (acknowledge relevant points made that are not on this list) **Causes of violence: Players and Spectators** 1 (frustration) frustration with match officials or other suitable example of frustration 2 (emotional intensity) emotional intensity or importance of result or pressure/pre-match hype or psyche-up/position in league or cup or competition/monetary reward. 3 (abuse/provocation) provocation or abuse or 'cheating' or rule breaking by opponents or team mates or (where relevant) from crowd/violence on pitch/racism 4 (punishment) lack of punishment or deterrent 5 (religion/tradition) religion/traditional rivalry/local derby/team loyalty **Causes of violence: Players** 6 (weapons) (potential) 'weapons' e.g. sticks or clubs 7 (nature of game) nature of game/body checking or contract e.g. ice hockey or rugby 8 (kit) kit or equipment that 'de-humanises' or protects **Causes of violence: Spectators** 9 (alcohol/drugs) alcohol/drugs 10 (numbers) overcrowding /poor spectator provision/poor policing or stewarding. 11 (hooligans) hooligans at football/organised violence 12 (mass culture) mass culture/peer pressure/tribal nature of event/loss of individual identify or diminished responsibility within crowd/limited alternative outlets for energy **Possible solutions: Players:** 13 (rule changes) Rule changes 14 (punishment) More severe punishments/accept suitable example 15 (education) Education/emphasis on fair play/position as role models emphasised 16 (officials) More officials/more authority for officials 17 (technology) Technology/video playbacks **Possible solutions: Spectators:** 18 (Deterrents) Stricter deterrents or punishments (eg. remove season tickets) 19 (control of alcohol) Control of alcohol 20 (facilities) Improve spectator facilities/separation of fans/home and away fans to leave seperately 21 (CCTV) Use of CCTV or other security measures 22 (liaison) Liaison of police from different areas or countries 23 (family) Promotion as family entertainment/family sections within crowd

Grade Thresholds

Advanced GCE Physical Education H154 H554
January 2009 Examination Series

Unit Threshold Marks

Unit		Maximum Mark	A	B	C	D	E	U
G451	Raw	90	66	58	50	43	36	0
	UMS	120	96	84	72	60	48	0

Aggregation was not available in this series

For a description of how UMS marks are calculated see:
http://www.ocr.org.uk/learners/ums_results.html

Statistics are correct at the time of publication.

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