

OCR ADVANCED SUBSIDIARY GCE IN PHYSICAL EDUCATION (3875)

OCR ADVANCED GCE IN PHYSICAL EDUCATION (7875)

Specimen Question Papers and Mark Schemes

These specimen assessment materials are designed to accompany the OCR Advanced Subsidiary GCE and Advanced GCE specifications in Physical Education for teaching from September 2000.

Centres are permitted to copy material from this booklet for their own internal use.

The GCE awarding bodies have prepared new specifications to incorporate the range of features required by new GCE and subject criteria. The specimen assessment material accompanying the new specifications is provided to give centres a reasonable idea of the general shape and character of the planned question papers in advance of the first operational examination.

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Advanced Subsidiary GCE

Physical Education

2562

The Application of Anatomical and Physiological Knowledge to Improve Performance

Specimen Paper

Additional materials:
Answer paper

TIME 1 hour and 30 minutes

INSTRUCTIONS TO CANDIDATES

Write your answers on the separate answer paper provided.
If you use more than one sheet of paper, fasten the sheets together.

Answer **all** questions in Section A and **all** questions in Section B.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets [] at the end of each question or part question.

SECTION A

Answer **all** questions in this Section.

- 1 (a) Many activities require a performer to exert as much strength as possible. How is a maximum contraction of a muscle achieved? Identify an activity where a maximum contraction is required for effective performance. [4]
- (b)

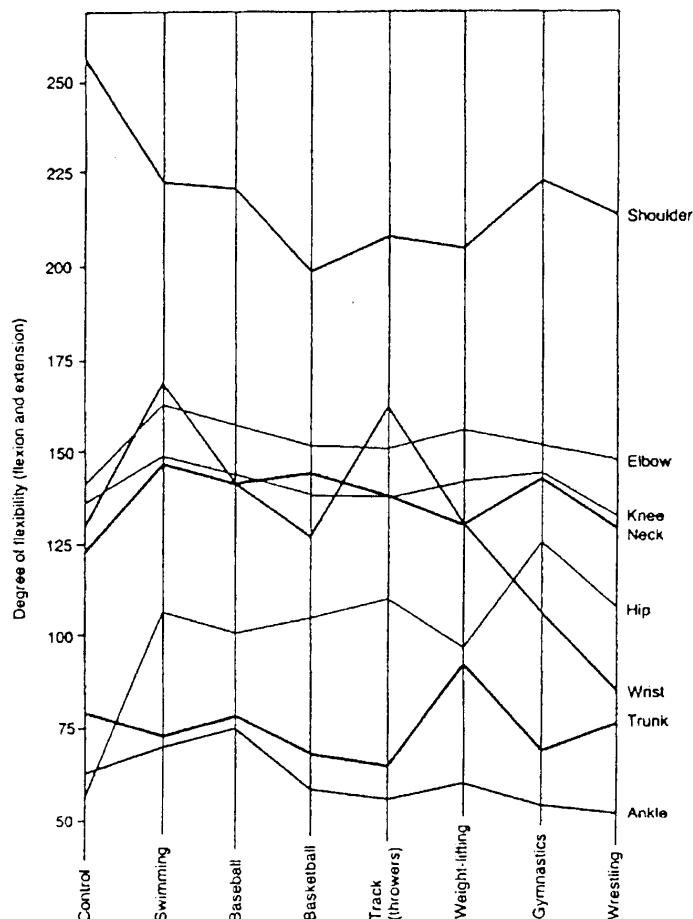


Fig 1 Flexion and extension flexibility measures of seven different athletic groups and a group of non-athletes (control group).

With reference to Fig 1 explain the differences in flexibility measurements given for the shoulder joint and the hip joint in terms of

- (i) the structure of the joint;
- (ii) the difference between swimmers and gymnasts. [4]
- (c) (i) During exercise why is it necessary to increase the supply of blood to the working muscle. [4]
- (ii) How does a warm-up contribute to effective performance? [3]

[Total: 15]

- 2 (a) Before a 100 m sprint race a performer gently warmed up then settled into his blocks. He then ran a personal best of 10.6 secs.
- (i) Identify the muscle fibre type used during the warm-up period and say why these fibres were recruited. [2]
 - (ii) How did the sprinter produce the force and speed of contraction required during the race? [2]
 - (iii) Use your knowledge of balance to explain how a sprinter can achieve an effective sprint start. [2]
- (b) Many endurance athletes are now using a power breathe to improve the strength of their respiratory muscles. Why is important for an endurance athlete to be able to breathe deeply and efficiently? [3]
- (c) When people train at altitude they have to cope with a lower partial pressure of oxygen in the atmosphere.
Why does the endurance athlete have problems completing his training schedule during the first few days at altitude? [3]
- (d) Explain the change in heart rate that occurs during the performance of a headstand. Why is it advisable to use distributed practice when trying to improve the headstand? [3]

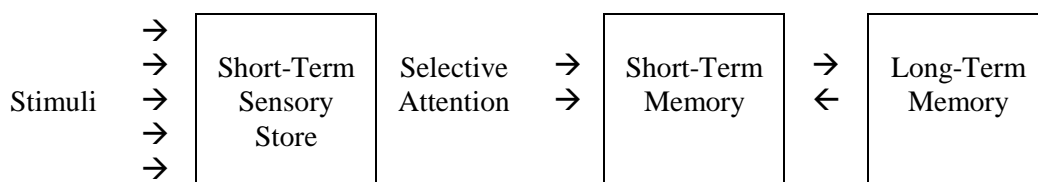
[Total: 15]

SECTION B

- 3 (a) (i) There are many situations in your practical activity experience where fast reactions are essential for effective performance. Name a movement skill, from your practical activity experience, where fast reactions are needed. Classify this skill using environmental influence, pacing, and muscular involvement continua, justifying your answer in each case. [3]
- (ii) Using the movement skill example from part (i), define the term *reaction time*. How might you improve the reaction time? [3]
- (b) In a year 9 gymnastic activity group the majority of pupils seem to have a low level of interest and commitment to achieving quality. How might you go about increasing the motivation of the class and why might this work? [4]
- (c) One way in which we learn movement skills is via the observation of others. Using practical examples, explain how role models can affect this process and lead to an improvement in performance. [5]

[Total: 15]

- 4 (a) Give **four** characteristics of a skilful performer in a practical activity of your choice. [2]
- (b) What is meant by the cognitive theory of the learning of skills? Give a practical example from your practical activity experience where the application of this theory led to improvement. [3]
- (c) A basic model of the memory process is shown below.



- (i) By giving an example from your practical activity experience, show what is meant by *selective attention* and explain why it is an important process. [3]
- (ii) How would you ensure, if you were a teacher or a coach, that information given to a performer would be retained in the long-term memory? [3]
- (d) Using examples from your practical activity experience explain how a coach can most effectively give feedback to either novice **or** expert performers in order to improve their performance [4]

[Total: 15]

Oxford Cambridge and RSA Examinations



Advanced Subsidiary GCE

Physical Education

2562

The Application of Anatomical and Physiological Knowledge to
Improve Performance

Mark Scheme

SECTION A

1 (a) 1 mark for each of

- a muscle is made up of numerous motor units
- all motor units must be stimulated (recruitment)
- all motor units involved must be stimulated at the same time (synchronisation)
- for a motor unit to sustain a contraction it needs to receive a continuous string of impulses (frequency of stimuli) **[max 3]**

suitable practical example **[1]**

(b) 1 mark for each of

- the glenoid fossa at the shoulder joint is very shallow and allows more movement than the hip
- the acetabulum on the hip joint is quite deep giving more stability and less movement.
- the muscles and connective tissue surrounding the shoulder joint are less restrictive than the hip as stability is not essential
- any relevant comment regarding the difference in technique for swimmers or gymnasts
- any relevant comment concerning training for swimmers or gymnasts **[max 4]**

(c) 1 mark for each of

- Supply more oxygen and remove the additional carbon dioxide produced during exercise
- Supply more food fuels/fats and carbohydrates for aerobic respiration
- Help to regulate the increase in body temperature due to exercise.
- Maintain pH by buffering the increase in carbon dioxide and lactic acid produced during exercise. **[max 4]**

(d) 1 mark for each of

- Oxygen dissociates from haemoglobin more readily as muscle temperature increases
- Enzyme activity increases
- Conduction of nerve impulses is quicker
- Blood vessels dilate increasing blood flow(vascular shunt)
- Autoregulation further dilates blood vessels and opens pre-capillary sphincters.
- Allows greater stretch of muscle and connective tissue. **[max 3]**

[Total:15]

2 (a) (i) 1 mark for each of

- slow oxidative fibres
- SO fibres are recruited during sub-maximal aerobic activity as they have a high oxidative capacity. **[max 2]**

(ii) 1 mark for each of

- Fast glycolytic fibres are recruited
- These fibres have high contractile speed because of the size of the motor neurone and have highest motor unit strength as they have more fibres in unit **[max 2]**

(iii) 1 mark for each of

- a sprinter needs to be on balance in the set position and centre of gravity must be over area of support
- therefore the athlete's centre of gravity needs to be as close to the edge of the support area as possible
- athlete removes hands from the track and then becomes off balance and moves forward rather than up. **[max 2]**

(b) 1 mark for each of

- during exercise more air needs to be inspired to help increase the supply of oxygen
- more air needs to be expired to help get rid of the carbon dioxide
- if an athlete breathes more deeply they are further increasing the volume of their thoracic cavity
- this further reduces the pressure of air within the lungs
- this increases the diffusion gradient between atmospheric air and the lungs and air will enter the lungs quicker
- strong expiratory muscles means that air can be forced out of the lungs more effectively. **[max 3]**

(c) 1 mark for each of

- because the partial pressure of oxygen drops at altitude this effects the diffusion gradient between the air and the lungs
- this drop in partial pressure means that the haemoglobin is not fully saturated at the lungs
- therefore the oxygen carrying capacity of the blood is reduced
- not as much oxygen is available at the cells for aerobic respiration lowering the athletes aerobic capacity
- the athlete becomes tired more quickly and cannot complete the same amount of training as they did at sea level. **[max 3]**

(d) 1 mark for each of

- the heart rate usually drops when performing a handstand
- gravity acting on the blood causes the blood pressure to increase which is detected by baroreceptors
- this increase causes an increase in parasympathetic stimulation of the heart in an attempt to reduce pressure
- in addition venous return increases and therefore the stroke volume increases
- distributed practice is better as continual changes in blood pressure can make performer feel dizzy and sick.

[max 3]

[Total: 15]

SECTION B

3 (a) (i) e.g. sprint start in 100 m
1 mark for each of:

- (environmental influence) open ✓ closed
- habitual action
- (pacing) self-paced ✓ externally-paced
- action initiated after “bang” of gun
- (muscular involvement) gross ✓ fine
- large muscle groups involved

(each classification must have a valid justification) [max 3]

(ii) (Reaction Time) time between the first presentation of the stimulus to the start/initiation of movement e.g. ‘bang’ of the gun to pressure applied blocks. [1]

1 mark for each of:

- practice responding to the stimulus / give previous experiences
- use anticipatory cues / warning signals / attend to preliminary movements
- control / reduce arousal levels
- reduce the number of stimuli / make into a simple reaction time situation
- use selective attention / concentrate / focus / use mental rehearsal /
- ensure the performer is ready
- increases the intensity (brightness or size) of the stimulus
- make the stimulus and the response compatible
- use other senses (e.g. kinesthesia or sound or touch) rather than vision if appropriate
- increase physical fitness

[max 2]

(b) 1 mark of each:

- increase intrinsic motivation/pride/satisfaction / make the sessions fun/enjoyable
- offer extrinsic rewards at first / give praise/positive feedback
- suggest reasons for learning skill - keeps you fit/good for healthy lifestyle
- give role models / vicarious experiences
- set realistic goals / give initial success
- don't set goals that are too easy / make goals challenging

[max 4]

(c) 1 mark for each of (must use relevant practical examples):

- models regarded as significant others/powerful are more likely to be copied (ie coaches, teachers, professional players)
- the appropriateness of the models performance according to social norms will increase the probability of it being copied (e.g. males more likely to copy aggressive/rough behaviour)
- if the learner perceives the skill to be relevant, they are more likely to copy it
- model(s) of a similar age/sex/ability may increase confidence
- models who are reinforced by a significant other are more likely to be copied
- models who are consistent are more likely to be copied
- not always a benefit as bad habits/poor technique may be copied

[max 5]

[Total 15]

4 (a) (characteristics of skilful performer)

2 marks for four characteristics, 1 mark for two or three characteristics:

- it is learned
- smooth / fluent / flowing / co-ordinated / controlled
- efficient / economical
- aesthetically pleasing / good to look at
- follows technical model / is successful
- consistent / repeatable
- can attend to peripheral stimuli
- predetermined goal / goal-directed

[max 2]

(b) (cognitive theory)

1 mark for each of:

- intervening variables / mental processes between stimulus and response
- thinking and understanding takes place/insight learning / problem-solving takes place
- previous experiences/memory/motor programmes/schema are used
- known as the Gestaltist view
- wholeness and form / entirety / seeing the skill as a whole rather than a collection of parts

[max 2]

1 mark for relevant practical example

[1]

(c) (i) (selective attention)

1 mark for each of:

- example shows that relevant information is retained
- example shows that irrelevant information is filtered out
- example shows that this process is important for concentration/fast reactions

[max 2]

(ii) (long term memory)

1 mark for each of:

- rehearse/repeat/reinforce information
- associate with other information that is already familiar
- make information more meaningful / relate to past experiences
- make experiences emotionally intense / ensure a pleasurable/painful experience
- make stimuli more intense/recognisable/contrasting

[max 3]

(d) (effective feedback)

1 mark for each of: (must use relevant practical examples)

- the type of activity/personality of the performer should be considered
- should not give too much information/overload the performer
- allow performer to develop internal feedback/kinesthesia (rather than relying on external/augmented feedback)

[max 2]

1 mark for each of:

- for novices give positive feedback/praise/reinforce good habits **or** for experts give negative feedback/detect errors in movement/prevent bad habits
- for novices must be immediate **or** for Experts may be delayed (advanced performers/autonomous phase)

[max 2]

[Total: 15]

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Oxford Cambridge and RSA Examinations

Advanced Subsidiary GCE

Physical Education

2563

Contemporary Studies in Physical Education

Specimen Paper

Additional materials:
Answer paper

TIME 1 hour 15 minutes

INSTRUCTIONS TO CANDIDATES

Write your answers on the separate answer paper provided
If you use more than one sheet of paper, fasten the sheets together.
Answer **both** questions.

INFORMATION FOR CANDIDATES

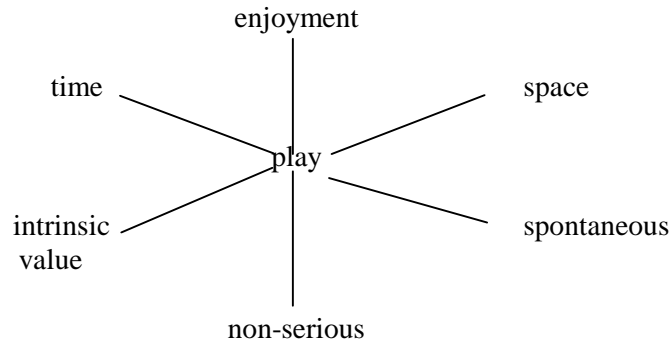
The number of marks is given in brackets [] at the end of each question or part question.
You will be awarded marks for your quality of written communication.

Answer **both** questions

- 1** (a) It is suggested that there are a number of characteristics which are common to most sports. Use the activity you were assessed in to explain skill, strategy and chance as features of your activity. [3]
- (b) It is suggested that excellence in sport can be best achieved through a “Performance Pyramid”. Explain this statement in the context of elitism and personal achievement. [4]
- (c) Excellence in sport should include opportunities for disabled performers. Discuss the disadvantages for wheel-chair athletes in the UK under the general heading of “access”. [6]
- (d) Riordan (1998) suggested that emergent countries tended to focus on one sport to achieve excellence for such social reasons as nation building, integration and health. Select either Kenya and athletics, or the West Indies and cricket to explain this approach and discuss the inclusion of any other influential factors. [8]

[Total: 21]

- 2 (a) (i) Choose **four** of the characteristics of play shown in the diagram below and define what each means. [4]



- (ii) Now take **three** of your definitions, other than enjoyment and show how a game of hide and seek might differ, e.g. your enjoyment can be spoilt through injury. [3]

In Britain, several different groups work to achieve both Mass Participation and Excellence in Sport.

- (b) Choose any group of people who are under represented in sport and suggest how you would go about encouraging them to participate? [6]

Sporting Excellence and high level performance in sport have their rewards, but can also have associated problems. There is a temptation for performers to take drugs such as anabolic steroids.

- (c) (i) Why do performers take anabolic steroids? [2]
- (ii) Present a case for a total ban on the use of drugs in sport, under the following headings: *reasons for the ban; problems with implementation and strategies for overcoming these problems.* [6]

[Total: 21]

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Advanced Subsidiary GCE

Physical Education

2563

Contemporary Studies in Physical Education

Mark Scheme

1 (a) (characteristics)

- skill: accurate identification of a skill element; [1]
 - strategy: accurate identification of a planning element; [1]
 - chance recognition of doubt in result/eventual score/contest success/luck/weather [1]
- [max 3]**

(b) (Performance Pyramid)

1 mark for each of:

(Elitism)

- disproportionate funding/sponsorship
- only for selected minority
- readily available coaching for top level
- best available facilities for top level

(Personal achievement)

- everyone pushed/encouraged
- equal opportunity
- availability of broad provision for all
- wide range of activities

[max 4]

(c) (access for wheelchair performers)

1 mark for each of:

(opportunity)

- cost/lack of investment/lack of sponsorship
- membership restrictions
- lack of clubs/organisations/specialist coaches
- gender/age/race additional restrictions

(provision)

- physical problems of access
- lack of suitable transport
- changing room/refreshment room access

(esteem)

- discrimination displayed by others
- lack of confidence as a result of experiences

(misc)

- belief that disabled should have fewer rights
- that they do not have the ability to make it worthwhile
- lack of role models
- lack of specialist equipment/versions of the activity to suit
- lack of suitable competition/organisation

[max 8]

[Total: 21]

(c) (emergent countries)

1 mark for each of

(Nation building)

- government support/sponsorship to establish goodwill
- national stability with stable government
- appeasement to offset hardships
- gain in international prestige/shop window effect
- international awareness/concern heightened

(Integration)

- same sport for all tribes
- sport has rules which unify
- competition without bitterness/non-serious in political sense
- associated entertainment
- national teams drawn from mixture of tribes
- international success leads to national pride/uniting country.

(Health)

- chosen sport is a healthy activity
- improves the general health of the workforce
- fitness and skill becomes part of the national image
- role models promote health lifestyles
- historical factors e.g. colonialism,tribal traditions
- geographical factors e.g. climate,terrain and/or altitude
- communication factors e.g. limited wealth and technology
- social factors e.g. tribal advantage,occupational

[max 8]

[Total 21]

2 (a) (i) (definitions of play)

- (Time) children decide how long to play the game.....
- (Space) children decide where to play/territory/numbers of players...
- (Enjoyment) (reason is to have fun) chasing/hiding etc.....
- (Intrinsic value) feel good factor uppermost/personal expression/friendships/ for the sake of it.....
- (Spontaneous) very limited rules/rules agreed/immediate gratification/not pre-planned.....
- (Non-serious) No extrinsic rewards/non-productive/child oriented/non-competitive

[max 4]

(ii) (Negative characteristics)

- (Time) game ends when only some players want to stop/when bell goes etc.
- (Space) space limitations due to restricted areas/limited hiding places...
- (Intrinsic) some might get upset/hurt/picked on/excluded from group/there are some skills and strategies/extrinsic learning/awareness of environment/may be some rewards...
- (Spontaneous) there are already standard rules/rules not agreed/dispute/pre-organised
- (Non-serious) very serious during the game/child may well get lost/cheating.

[max 3]

(b) (group identification)

1 mark for one of:

- Women
- Diasabled
- Race
- Age

[max 1]

(strategies to encourage participation)

1 mark for each of:

- Remove all instances of inequalities/discrimination
- Publicity/advertise opportunities/target information/use appropriate role models...
- Facilities/suitability/access e.g.. for disabled/more of them in the right places....
- Less accent on success (more on taking part)/social goals/friendship
- Funding/support financially/sponsorship/concessions.....
- Educate/inform about physiological and psychological benefits..
- More coaches/competitions/leagues/changes in rules.....
- Encourage self esteem of group concerned.

[max 5]

(c) (i) (anabolic steroids)

1 mark for each of:

- Increase in male hormone activity/testosterone.....
- Increased training drive/attitude/motivation.....
- Increase in strength/possible increase in performance/aid recovery from training/injury...
- Rewards for success so great/others are on drugs.....

[max 2]

(ii) (case for a ban)

1 mark for each of: (no more than 2 marks from each section)

(reasons)

- Immoral basis of taking drugs to increase performance.
- Cheating is wrong/unfair advantage/breaking the rules..
- Lowers the status of sport/bad example to youth.....
- Dangerous to health.....
- The disgrace/consequences if caught.....

(problems)

- Difficulty in successful testing/new drugs being developed/freely available/masking.....
- Normal use of some drugs for medical reasons...
- High rewards for winning/worth the risk...
- Illegal support given by some gov. bodies/coaches/countries/fellow competitors...
- Cost of widespread testing/legal aspects...
- Difficulty in access/getting to the athletes during training.....

(strategies)

- Banning for life/not allowing drug users to compete again..
- Promotion/education of health/ immorality of drug taking/promote sportsmanship....
- Random testing/stricter testing/testing at any stage of training/unlimited access.....
- Money/resources/research into better detection techniques/blood testing/being able to differentiate between medical need and performance enhancement.

[max 6]

[Total: 21]

Three marks are available for the quality of written communication used in answers.

High: A well reasoned, well ordered developmental explanation, in clear, concise, continuous prose. Sentences and paragraphs follow on from one another smoothly and logically. There will be few, if any errors of grammar, punctuation and spelling. **[3 marks]**

Middle: Reasoned statements employing sound use of language. Candidates express straightforward ideas clearly. Sentences and paragraphs may not always be connected. There may be some errors of grammar, punctuation and spelling, but not such as to suggest a weakness in these areas. **[2 marks]**

Low: An attempt at explanation with limited quality of language. The candidate expresses simple ideas clearly, but may be imprecise and awkward in dealing with complex or subtle concepts. Errors in grammar, punctuation and spelling may be noticeable and intrusive, suggesting weaknesses in these areas. **[1 mark]**

Advanced GCE

Physical Education

2565

Physical Education: Historical, Comparative, Biomechanical, and Psychological Options

Specimen Paper

Additional materials:

Answer paper

TIME 1 hour 15 minutes

INSTRUCTIONS TO CANDIDATES

Write your name, Centre number and candidate number in the spaces provided on the answer paper/answer booklet.

Write your answers on the separate answer paper provided

If you use more than one sheet of paper, fasten the sheets together.

There are two sections in this paper.

Answer **two** questions of which, at least **one** of which must be from Section A.

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INFORMATION FOR CANDIDATES

The number of marks is given in brackets [] at the end of each question or part question.

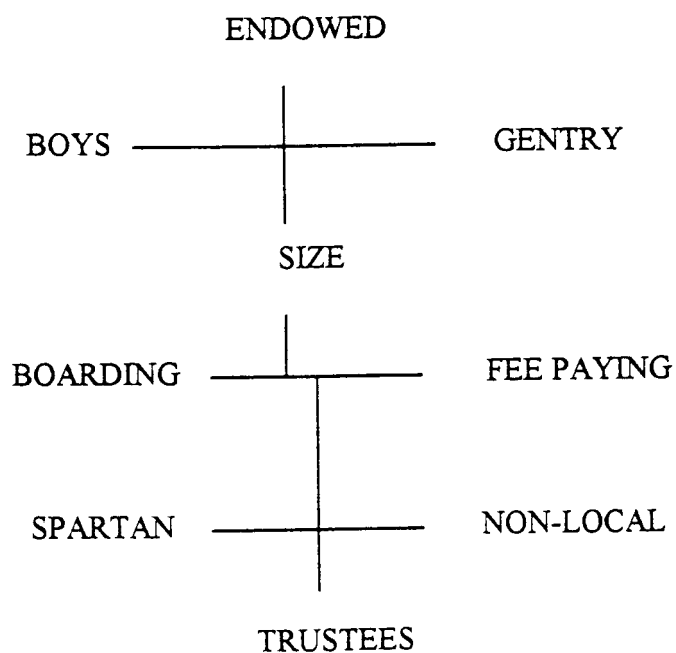
You will be awarded marks for the quality of written communication in your answer(s) to Section A.

SECTION A

Answer two questions, of which at least **one** must be from Section A.

Historical Studies in Physical Education

- 1 (a) Describe the main features of leading 19th century Public Schools, as shown in the diagram and explain the influence of **six** of these features on the development of athleticism in schools.



[6]

- (b) The Fight in *Tom Brown's School Days*, illustrated below, expressed a wide range of social control conflicts, starting with bullying and ending with a direct order by Dr. Arnold. Briefly explain these and other social control relationships that this extract highlighted.

[4]



- (c) PC McIntosh (1952) suggested that there were **three** distinct stages in the development of athleticism in 19th century gentry public schools: mob developments; effects of liberal headmasters; and the cult of athleticism.

Briefly explain each of these **three** stages. **[6]**

- (d) To what extent have the values of fair play emphasised in the 19th century public schools remained part of the modern physical education values in your school today. **[5]**

[Total: 21]

COMPARATIVE STUDIES IN PHYSICAL EDUCATION

2 Violence seems to be an international problem in professional sport.

- (a) Rugby Union and Aussie Rules Football have similar roots but they have gone separate ways in expressing channelled aggression.

Compare the elements of violence in both games. [4]

- (b) Discuss the extent to which American professional football is dominated by a “win-at-all-costs” ethic and link this with the significance of commercialism in American society. [8]

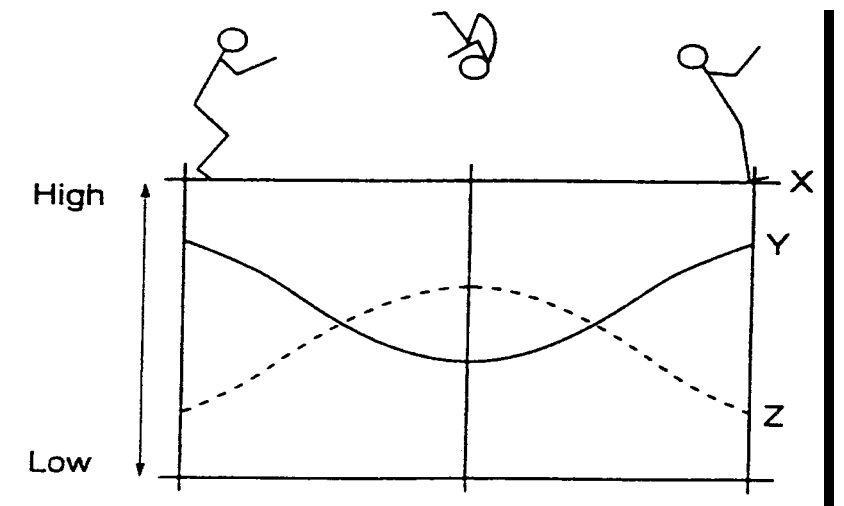
- (c) Compare the moments of violence which occur between professional soccer players in the UK and baseball players in the USA and suggest reasons for this deviant behaviour extending to both sets of spectators. [9]

[Total: 21]

SECTION B

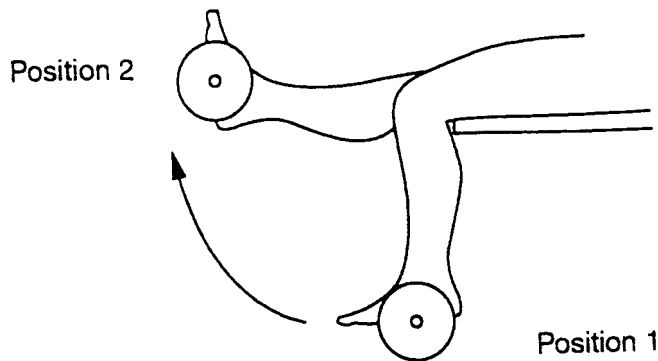
BIOMECHANICAL ANALYSIS OF HUMAN MOVEMENT

- 3 Gymnasts are extremely versatile athletes. They require a range of physical fitness components such as speed, strength and flexibility.
- (a) During a double foot take-off handspring vault, the gymnast must generate a lot of speed on the approach and a large force at take off.
- (i) Draw a pin diagram of the gymnast at take-off, showing all the forces acting on the gymnast at this point. All forces must be clearly identified. [3]
- (ii) Explain the significance of the vertical forces at take-off. Describe how rotation for the hand spring is generated at this point. [3]
- (b) The diagram below shows a gymnast doing a tucked front somersault.

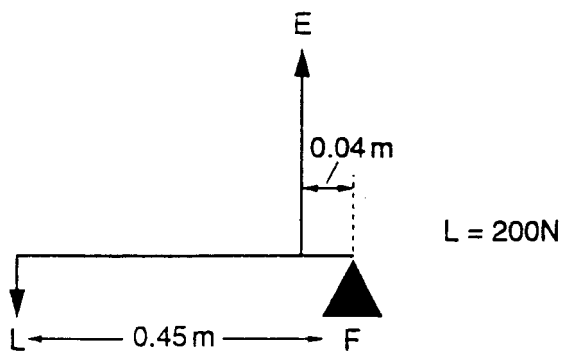


- (i) Identify the aspects of angular motion represented by the lines X, Y and Z. [3]
- (ii) Use your understanding of the principle of conservation of angular momentum to explain why a gymnast is able to perform a greater number of tucked somersaults than straight somersaults during flight. [4]

- (c) During a training session, some gymnasts might try to develop muscular strength in their quadriceps. One exercise that they might try is given below.



The level system can be simplified.



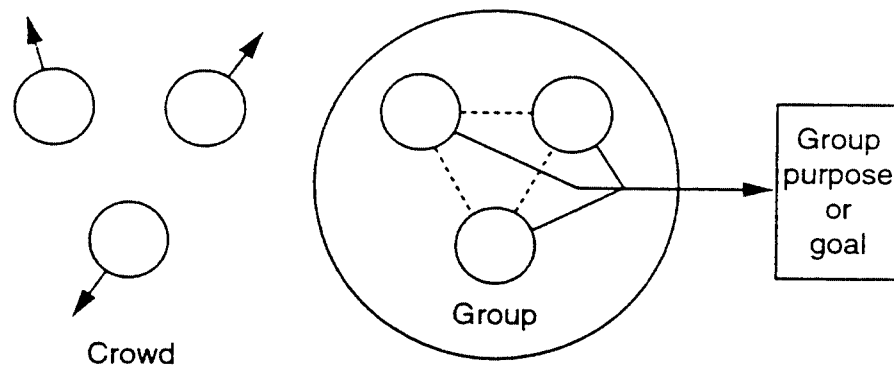
- (i) State the principle of moments and use it to calculate the force (E) exerted by the quadriceps group in order to balance the system in position 2. [3]
- (ii) Sketch the lever system that would represent the action of the gastrocnemius when the gymnast stands on tiptoe at the start of the vault. Explain why this ankle/calf lever system is more efficient than the knee/quadriceps lever system. [5]

[Total: 21]

SECTION B

Psychology of Sports Performance

- 4 (a) The attitude of a performer in sport needs to be positive for success. Identify the probable influences on the formation of a positive attitude. [3]
- (b) Applying theoretical principles to practical examples to showing how you would change a negative attitude into a positive one. [5]
- (c)



In the diagram above representing team process, the broken lines represent interaction between players. The large circle represents a collective identity. What factors affect interaction in a team situation? [4]

- (d) (i) Define what is meant by *evaluation apprehension*. By using examples from sport, show how it is caused. [3]
- (ii) The main effect of an audience in a performer in sport is that the performer's arousal level is raised. This can have both positive and negative effects. Using psychological theories, explain the relationship in a situation where an audience is present. [6]

[Total: 21]

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Oxford Cambridge and RSA Examinations



Advanced GCE

Physical Education

2565

Physical Education: Historical, Comparative, Biomechanical and Sport
Psychology options

Mark Scheme

SECTION A

HISTORICAL STUDIES IN PHYSICAL EDUCATION & SPORT

1 (a) (public school characteristics)

1 marks for each of:

- endowed annual income gave stability and allowed planned extension of sports facilities.....
- boys large group with common interests/energetic/enjoyed physical activity brought activities to school/played in free time.....
- gentry added money/respectability to activities.....
- size more boys/30-300 around 1800 helped team and house developments.....
- fee-paying wealthy fee-payers added to funds/sons of gentry sportsmen/money to spend.....
- Spartan harsh conditions toughened up boys/saved money/training for leadership/need to stand up to bullying and flogging.....
- trustees controlled running of school/often sportsmen/local interests.....
- non-local regional games bought to schools/melting pot/took new games back to homes.....
- boarding long period together/sport prevented boredom/and trouble/playground and playtime significant in sports development/house competitions arose from sixth form controlled activities.

[max 6]

(b) (Tom Brown fight)

1 marks for each of:

- Defence\Bullying of small boy/Arthur.....
- Code of Honour fight limited to two boys/fairly staged.....
- Friends take sides a structured playground fight/rest of crowd there to see “fun”.....
- Best friend as second/advisor.....
- Headboy/Prefect controls fight/in charge of the playground/justifies fight to head.....
- Fighters later became friends
- Head strongly opposed to fighting/stopped the fight; direct conflict with Headboy over this/Head demanded end of fight showing his total authority **[max 4]**

(c) (3 stages of technical development in public schools)

1 mark for each of:

(Two answers per stage)

(Stage One: Mob Developments/Boy Culture)

- boys brought activities to the schools.....
- control totally in the hands of the boys.....
- violence part of a violent and cruel culture.....
- regularity playtime allowed this progression.....
- rules some local school rules implemented.....
- activities included field sports and poaching/cricket and football/swimming and boating/fighting and fives.....

(Stage Two: Liberal Heads)

- revised curriculum/permitted playground games.....
- strove to produce Christian gentlemen.....
- bullying tried to prevent it/social control.....
- sixth form established to run the playground/control playtime/mature as leaders/be answerable to the Head.....
- school encouraged games in school grounds.....
- curtailed fighting and poaching.....
- fair play rewarded sportsmanship and honourable actions.....

(Stage Three: Athleticism)

- education sport regarded as an educational vehicle/character building.....
- masters young assistant master coach/played for school.....
- rules written rules for many activities.....
- Oxbridge sportsmen welcomed at universities/blues were heroes.....
- fixtures regular games against other schools/clubs/O.B houses.....
- leavers took games/ethics to people.....

[max 6]

(d) (extent to which fair play still exists in your school)

Degree of subjective content as it will vary from school to school

PE remains part of the education	code of school upheld national regulations upheld values upheld in an institution
Staff control of system	trained PE teachers in charge but sometimes staff break code PE Dept. syllabus and code
OFSTED, etc accountability	formal visits from inspectorate head and other staff influence but some heads ambitious
Influence from contem. sport	boys learn from professional game boys bring 'street values' into play rewards tempt lowering of standards retaliation and poor quality of referees in school game etc
Cultural factors	social standards lowered/changed involvement of whole society not just an elite increase in materialist values influence of the media on values lower status given to school sport

[max 5]

[Total 21]

Comparative Studies in Physical Education and Sport

2 (a) (RFU - Aussie Rules)

1 mark for each of:

Violent elements in	RFU	Aussie
• set pieces	scrum (group)	individual
• restarts	line out(contact)	kicks(separate)
• tackles	with ball	for the ball
• combat	body	aerial
• retaliation	illegal	illegal
• spectators	no	no
• punishment	carding	suspension
• other influences	pitch shape/numbers	/scoring variables/

[max 4]

(b) (US win ethic)

1 marks for each of:

• coaches	hire and fire of coaches.....
• sacking players	injured/out of form/players expendable/testing.....
• wages	very high for success/coaches and players.....
• illegal	drug taking/cheating.....
• draft system	operates but ways around it.....
• stacking	squad system to cover injuries.....
• role models	winner national heroes.....
• media	huge media funding/coverage.....
• ideology	American Dream/rags to riches.....
• commercialism	central win ethic with profit ethic.....

[max 8]

(c) (Br. Soccer and Baseball spectator violence)

1 marks for each of: (not more than five from each section)

(players and two games)

• aggression	by players.....
• physical contact	ball, stick, player.....
• restrictive rules	
• win significance	pay, reputation.....
• emotional retaliation	players/coaches.....
• poor refereeing	weak/decisions.....
• gamesmanship	

[max 5]

(the crowd)

- emotional
- lower class/urban
- proximity crowding/lack of space/jostling.....
- fans allegiance to one team.....
- media hype
- effect of alcohol and stimulants
- attitude of policing
- crowd behaviour theory irresponsibility
- young males
- acts of discrimination

[max 5]

[overall max 9]

[Total: 21]

Three marks are available for the quality of written communication used in answer(s) to question(s) in Section A.

High: A well reasoned, well ordered developmental explanation, in clear, concise, continuous prose. Sentences and paragraphs follow on from one another smoothly and logically. There will be few, if any errors of grammar, punctuation and spelling. **[3 marks]**

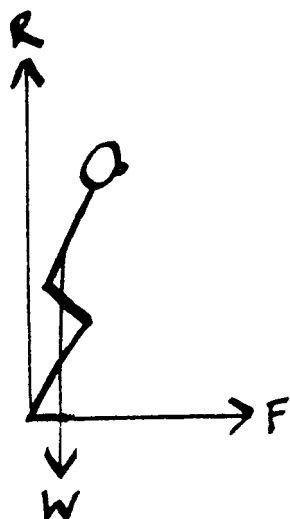
Middle: Reasoned statements employing sound use of language. Candidates express straightforward ideas clearly. Sentences and paragraphs may not always be connected. There may be some errors of grammar, punctuation and spelling, but not such as to suggest a weakness in these areas. **[2 marks]**

Low: An attempt at explanation with limited quality of language. The candidate expresses simple ideas clearly, but may be imprecise and awkward in dealing with complex or subtle concepts. Errors in grammar, punctuation and spelling may be noticeable and intrusive, suggesting weaknesses in these areas. **[1 mark]**

Biomechanical Analysis of Human Movement

3 (a) (i) Gymnast at Take-off

- weight arrow coming from centre of mass. [1]
 - reaction arrow coming from the feet and longer than weight arrow. [1]
 - friction arrow coming from the feet. [1]
- [3]



(a) (ii) Vertical Forces

1 mark for each of:

- from Newton's first law
- there must be a resultant upward force to allow take off.
- this upward force must be greater than the weight to propel the gymnast upwards.

[max 2]

1 mark for 1 of:-

- rotation is generated at this point by an eccentric force.
- the reaction force acts outside the centre of mass (causing forward rotation).

[max 1]

(b) (i) Angular Motion

- X = angular momentum. [1]
- Y = moment of inertia. [1]
- Z = angular velocity. [1]

[3]

(b) (ii) Tucked v Straight Somersault

(tucked)

- the mass is close to the axis of rotation/low MI.
- this means high AV/gymnast can rotate more quickly.
- fitting in more somersaults in flight.

[max 2]

(straight)

- the mass is distributed away from the axis of rotation/high MI.
- this means low AV/gymnast will rotate more slowly.
- preventing her from completing as many somersaults during flight.

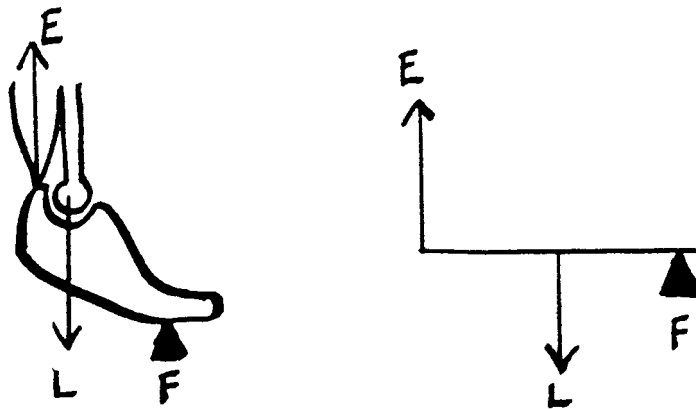
[max 2]

(c) (i) Principle of Moments

- clockwise moments = anticlockwise moments [1]
- $E \times 0.004 = 200 \times 0.45$ [1]
- $E = 2,250\text{N}$ (units must be correct) [1]

[3]

(ii) Gastrocnemius/Toe Lever



[1]

1 mark for each of:

- ankle/calf lever system is a second class lever.
- distance from effort to fulcrum is greater than load to fulcrum.
- force in calf muscle can be less than load.
- quadriceps/knee lever system is a third class lever.
- distance from load to fulcrum greater than effort to fulcrum.
- force in quadriceps must be much bigger than the load.

[max 4]

[Total: 21]

Psychology of Sport Performance

4 (a) Influences on the Formation of a Positive Attitude

1 mark for each of:

- (High status) role models/significant others/strong leader/parents/coach/peers/vicarious experiences.....
- Positive past experiences/previous wins/played well before/belief in own ability/self efficacy.....
- Enjoyment of activity/physical challenge/enjoy the physicality.....
- Education regarding benefits/believe that attitude object has health/fitness benefits.....
- Sharing values/motives with other players.....
- Environmental setting is favourable/good facilities.....
- Social norms/cultural/religious influences.....

[max 3]

(b) Changing Negative Attitudes into Positive Ones

1 mark for each of:

(must use practical examples)

- Persuasion/verbal encouragement.....
- More likely if high status.....
- Cognitive dissonance/changing an element of the attitudinal triadic model.....
- Change the beliefs/educate the performer/change the cognitive element /explain early failure/attribution re-training.....
- Change the effective component/seek to change the emotional response/ make the activity fun/increase self esteem/build confidence.....
- Make the activity safe/perceived to be safe/familiarity with activity.....
- Give success/make the tasks easier.....
- Give role models.....
- Give rewards/praise/positive feedback/positive reinforcement.....
- Change the behavioural component.

[max 5]

(c) Factors Affecting Interaction

1 mark for each of:

- If individuals share group goals/goal sharing/motivation/task cohesion.....
- Whether individuals get on socially/social cohesion/communication on and off the field.....
- Whether the group is winning/past success/good reputation.....
- Leadership influences/whether leader encourages too much internal competition.....
- Rewards may be perceived as unequal for different players.....
- High extrinsic rewards.....
- Coach tactics/strategies are successful.....
- Positive feedback to team/reinforcing importance of team work.....
- member/follower characteristics/personalities/attitudes.....

[max 4]

(d) (i) Evaluation Apprehension

1 mark for definition, 2 marks for cause and examples:

(Must use examples from sport)

- Perceived judgement from others/audience/coactors or equiv.alent.
- More likely if others are of high status /team selectors/perceived evaluator
- of opposite sex.
- More likely if low self confidence/low self efficacy/high Naf (need to avoid failure.
- If ability level is low.
- If crowd are openly/verbally critical. NOT evaluation.
- More likely if the event is important/the result is critical. NOT apprehension.

[max 3]

(ii) The Relationship Between Arousal Level and Performance

1 marks of each for:

- Drive theory states that relationship is linear/(graph showing).....
- Learned behaviour is more likely to occur with high arousal/presence of audience/ $P=f(H \times D)$
- If dominant response/habit is correct, performance will be better/better for good performers/with high arousal.....
- If dominant response/habit is incorrect, performance will be suffer/worse for If dominant response/habit is correct, performance will be better/better for good performers/with high arousal.....
- beginners/with high arousal.....
- The inverted U theory states that as arousal level increases, so does performance, but only to an optimum level.....
- Performance decreases past moderate arousal levels/(or graph).....
- If activity is fine/complex arousal level should be low/if activity is gross/simple arousal level should be high.....
- If skill level of performer is high then arousal should be high/if skill level is low then arousal should be low.....
- Extroverts like high arousal levels/have low reticular activating systems/introverts like low arousal levels/have high reticular activating systems.....

[max 6]

[Total: 21]

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Oxford Cambridge and RSA Examinations

Advanced GCE

Physical Education

2566

Exercise and Sport Physiology and the Integration of Knowledge of Principles and Concepts Across Different Areas of Physical Education

Specimen Paper

Additional materials:

Answer paper

TIME 1 hour 30 minutes

INSTRUCTIONS TO CANDIDATES

Write your name, Centre number and candidate number in the spaces provided on the answer paper/answer booklet.

Write your answers on the separate answer paper provided.

If you use more than one sheet of paper, fasten the sheets together.

There are two sections in this paper.

Answer the compulsory question in Section A and **one** question from Section B.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets [] at the end of each question or part question.

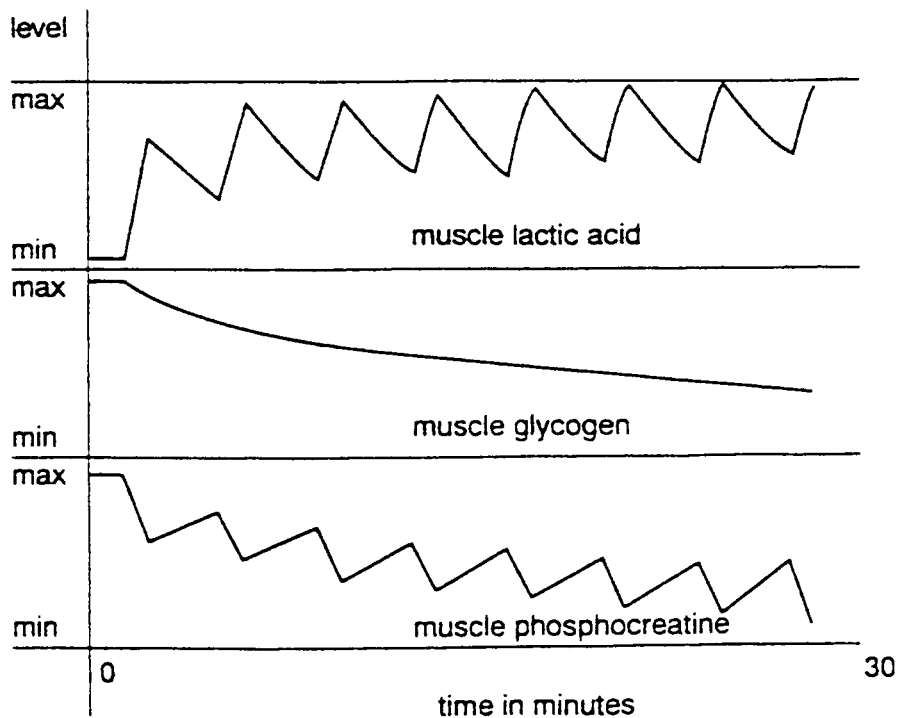
You will be awarded marks for the quality of your written communication in Section B.

SECTION A

Answer the question in this section

Exercise and Sport Physiology: The Response of the Body to Performance and Training

- 1 (a) If an athlete completed a twelve-week programme of intense aerobic training what physiological adaptations would you expect to take place within in the cardiovascular system? [4]
- (b) The amount of oxygen available not only has a direct effect on whether energy is released aerobically or anaerobically, but also affects the type of food fuel used.
- Under what circumstances is carbohydrate used as the predominant food fuel and why? [4]
- (c) From the information presented in the diagram below identify and briefly explain why these changes take place during the training session. [7]



[Total:15]

SECTION B

**Answer one question only, either Question 2 (Scientific Focus)
or Question 3 (Socio-cultural Focus)**

2 Scientific Focus

You must answer from both Part One and Part Two

Marks will be divided between knowledge content and presentational skills. You should write the answer in continuous prose. Where possible, you should link the two parts of the question.

This question identifies the significance of having a scientific background when linking physiology or psychology to movements in school physical education, particularly as they involve fitness and skill development.

Part One: answer either (a) or (b)

EITHER

- (a) Describe the structure of a synovial joint of your choice in relation to its movement possibilities as it occurs in a specific physical activity. Strength training aims to improve the strength of skeletal muscle. Describe a strength exercise that would improve the action of your selected joint. In your answer, identify the muscles being strengthened and indicate muscle function and type of muscle contraction occurring during the exercise.

OR

- (b) What must be taken into account before teaching a movement skill in physical education? What are the advantages and disadvantages of teaching a skill in an activity of your choice by splitting it into sub-routines?

(recommended timing; 30 mins.)

Part Two: answer either (c), (d) or (e)

EITHER

(c)

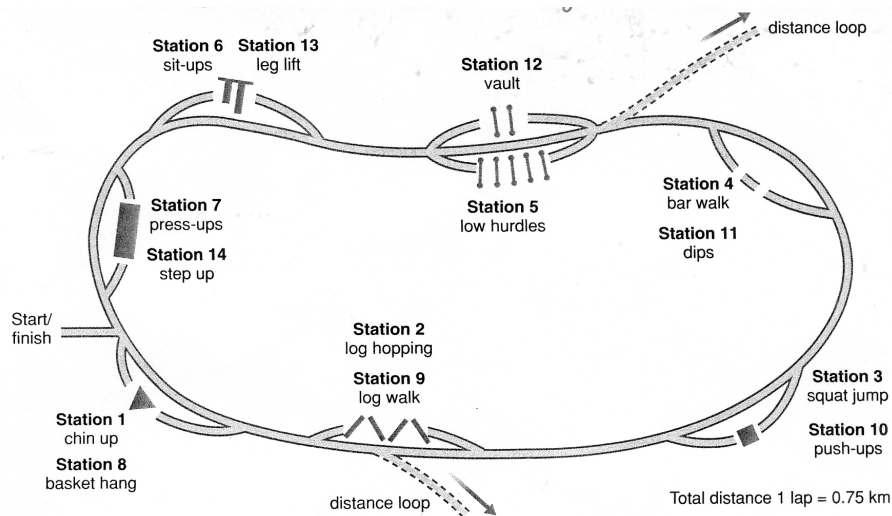


Figure 1 Training circuit of exercise stations along a jogging path (fitness trail).

Having studied Figure 1, describe some of the short-term benefits of this form of fitness training. Explain the principles you would apply in devising a training session for an unfit person who is over 45 years old.

OR

(d) Describe the lever system operating at the knee or elbow in an activity of your choice. Explain the effects of the length of that lever. Discuss the effect of the change of joint angle on load forces in this chosen action.

OR

(e) The teacher of physical education depends on children developing positive attitudes to the activities being taught. Explain what this means in an activity of your choice in terms of cognitive, affective and behavioural components. Explain the positive attitudes you should have for your chosen activity.

(recommended timing: 30 mins.)

[Total: 45]

3 Socio-cultural Focus

You must answer from both Part One and Part Two.

Marks will be divided between knowledge content and presentational skills. You should write the answer in continuous prose. Where possible, you should link the two parts of the question.

Part One

There are a number of educational values which are claimed by physical educationists. Two of these are the potential for self-development and the opportunity to engage in pleasurable experiences.

Examine the possibilities of self-development in a physical education programme, applying your answer to your experience of a particular practical activity. Discuss the extent to which you consider this to be a pleasurable experience.

(recommended timing: 30 mins.)

Part Two: answer either (a) or (b)

- (a) Explain the belief in 19th century public boarding schools that self development occurred in organised sporting activities on the playing field. Discuss the extent to which the enjoyment of sports and pastimes was a central part of popular and rational recreation at this time.

OR

- (b) Compare the relative importance of self-development and pleasure in physical education in the United Kingdom with physical education in either United States or Australian schools. Discuss the educational and ideological factors which may have influenced any similarities and differences between the place of these values in the two countries.

(recommended timing: 30 mins.)

[Total: 45]



Oxford Cambridge and RSA Examinations

Advanced GCE

Physical Education

2566

Exercise and Sport Physiology and the Integration of Knowledge of Principles and Concepts Across Different Areas of Physical Education

Mark Scheme

SECTION A

1 (a) (Adaptations to an endurance programme).

1 mark for each of:

- (cardio) Hypertrophy of myocardium/increase in size and strength of heart muscle /increase in chamber size of left ventricle;
- decrease in RHR;
- due to increase in stroke volume;
- increase in maximum cardiac output;
- (vascular) Increase of elasticity of arterial walls;
- increase in capillarisation at skeletal muscle;
- increase in blood volume.

[max 4]

(b) (carbohydrate as the main food fuel).

1 mark for each of:

(anaerobic)

- when the body is working at maximum or near max intensity for longer than 10 seconds;
- insufficient oxygen available so anaerobic system has to be used;
- only carbohydrate can be broken down anaerobically.

(aerobic)

- during the first 20-30 mins of sub maximal exercise;
- body has to overcome initial oxygen deficit;
- fat oxidation needs c12/15% more oxygen than glycogen/conserves oxygen by using glycogen;
- lactic acid produced early on in exercise inhibits enzyme responsible for the breakdown of fat.

[max 4]

(c) (Physiological changes during an anaerobic exercise session).

- Method is interval training, stressing the anaerobic system. [1]
- A form of training in which periods of work are interspersed with periods of recovery. [1] [2]

and 1 mark for each of:

- as the athlete is working anaerobically the levels of lactic acid increase during the work period because LA is a by product of anaerobic respiration;

- during the recovery period some of the LA is flushed out/removed into the blood stream, so levels drop;
- muscle glycogen levels will drop as anaerobic respiration relies on the breakdown of glycogen;
- levels will continue to drop during recovery as glycogen levels will only be replenished when more carbohydrate is eaten;
- during work periods the athlete is working anaerobically so is using available stores of PC to produce ATP;
- during recovery PC can be quickly rebuilt/synthesised (50% in 30 seconds) so levels rise again during recovery period.

[max 5]

[Total: 15]

SPECIMEN SYNOPTIC QUESTIONS - MARK SCHEME

INFORMATION TO HELP EXAMINERS

To meet the requirements of the banded material an asterisk will be awarded for relevant informative knowledge, but more advanced knowledge will be given additional weighting as will application when required by the question. This will be shown in the answer script as:

- * for informative knowledge;
- ** for more advanced knowledge;
- *** for application to a practical situation.

These reflect the objective knowledge criteria.

However, sub-maximum totals apply to retain an overall balance to the question. It is suggested that scripts should be marked for knowledge content in the first instance to account for 20 of the available marks and a second reading should also take **three** additional expository criteria into account using the banded criteria for 25 marks, giving a maximum total of 45 marks.

The three expository criteria are:

- Analytical skills, integration and appraisal;
- Clarity and relevance of presentation and grammatical quality;
- Consistent use of technical language, particularly in the scientific question, **or** evidence of insight and understanding, particularly in the socio-cultural question.

SECTION B

2 SCIENTIFIC FOCUS

Part One (looking for Unit 2562 links between movement, school physical education and fitness training or skill development)

EITHER

2 (a) (AS – Unit 2562: Section A: A & P)

overall sub-max of 10 marks
(movement range in a synovial joint)

- * correct identification of a synovial joint and sound structural details; e.g. type and structural explanation of the joint;
- ** accurate explanation of two types of movement identified.

(strength programme for that movement)

either (a) a specific strength exercise, e.g. shoulder pulley exercise for swimming;
or (b) a general strength exercise, e.g. pull-downs on a training machine.

- * explanation of exercise;
- ** explanation of two muscles being used;
- * explanation of function/intention;

** two types of muscle contraction involved.

with

*** available relative to the accuracy with which the explanation refers to a movement in a specific activity.

Total of 10 knowledge marks available for A & P answer

OR

2 (b) (AS – Unit 2562: Section B: Acquisition. of Skill)

overall sub-max of 10 marks

(What must be taken into account before teaching a skill?)

sub-max of 3 marks:

explanation of:

- * type of skill to be taught/requirements;
- * degree of complexity of that skill/transferability;
- * environment in which it is being taught/organisation;
- * ability level of the performer/teacher;
- * motivational level of the performer/preferences;
- * maturity/gender/background of the performer/teacher;
- * schematic approach being used;

with

*** regular use of an example of a skill.

(advantages and disadvantages of sub-routining)

explanation of: advantages: sub-max of 2 marks:

- * if skill is dangerous/lowers fear level;
- * if skill is complex/difficult;
- * with serial skills;
- * allows success at each stage/less likely to fail overall;
- * helps confidence/motivation.

disadvantages: sub-max of 2 marks:

- * transfer between parts does not always work;
- * some skills cannot be split into sub-routines;
- * loses kineasthetic sense;
- * loses flow of skill;
- * takes more time/over teaching;

with

*** for accurate application to a specific skill.

Total of 10 knowledge marks available for skill answer

Part Two (one to be marked only)

EITHER

2 (c) (A2: Unit 2566: Exercise Physiology)

Overall sub-max of 10 marks
(values of this form of fitness training)

3 marks for:

- * its versatility/it is safe/healthy regardless of age/condition;
- * progress is at rate of individual;
- * number of repetitions/circuits to meet individual condition.

(identification and application of principles)

7 marks for:

- ** moderation/degree of overload/intensity: rest/talk between activities;
- ** warm up/cool down: easy approach/gentle mental approach/return to body in resting state;
- ** duration: at least 30 mins for fat energy release;
- ** variation: of skills and physical demands;
- ** specificity/relevance: mainly aerobic.

Which includes:

an accurate application to an unfit person over 45 years.

Total of 10 marks available for Exercise Physiology answer

OR

2 (d) (A2: Unit 2565: Biomechanics option)

Overall sub-max of 10 marks
(explanation of a lever involved in movement at knee or elbow joint)

- ** explanation of knee action: class 3, including muscle structure
- or elbow action: biceps – class 3, incl. muscle struct.
- or triceps – class 1, incl. muscle struct.

(effects of length of lever)

- * length of lever affects load to be exerted by lever;
- * longer the lever, smaller the value of the load;
- * length of lever affects the speed at which the hand/foot can move;
- * longer the lever, faster the load can be applied.

(effects of change of joint angle)

- ** stronger when straight or fully bent;
- ** moment of effort is more-or-less constant regardless of limb angles;
- ** therefore the load changes with the angle;
- ** because distance from fulcrum to line of action of the load changes with angle;
- *** if accurate identity and explanation of a lever and changes on load forces applied regularly to a specific activity action.

(Diagrams can be produced to support the explanation, but not replace it.)

Total of 10 knowledge marks for Biomechanics answer

OR

2 (e) (A2: Unit 2565: Sport Psychology option)

Overall sub-max of 10 marks

(Applied positive attitudes – cognitive, affective and behavioural)

3 marks for:

explanation of components:

- * cognitive: knowledge and beliefs held by the children for;
- * affective: feelings and emotions towards;
- * behavioural: intended behaviour towards participation.

(Explanation of positive attitudes towards chosen activity)

4 marks for:

reference to:

- * success in or satisfaction from participation;
- * belief in the value of the activity;
- * recognising the encouragement of ‘significant others’;
- * opportunities to continue;
- * prospect of regular participation;
- * a willingness to try other new activities;
- * having a positive physical self concept;

with 3 marks for:

- *** for regular application to the chosen activity.

Total of 10 knowledge marks for Sport Psychology answer

Overall total of 20 scaled knowledge marks for one answer in Part 1 and one answer in Part 2 followed by an assessment of 25 banded marks

N.B.

You should have used the scaled knowledge marks as your initial guide, checking it:

- * reflects standard knowledge; and
- ** represents more advanced knowledge; and
- *** signifies that the answer is applied to a practical activity.

Then take the remaining banded dimensions which are linked with expository skills:

- Analytical skills, integration and appraisal;
 - Clarity and relevance of presentation and grammatical quality;
 - Consistent use of technical language, particularly in scientific question.
- or
- evidence of insight and understanding, particularly in the socio-cultural question.

First of all place the answer in one of the five bands, before identifying its specific place in that band, bearing in mind that each band is worth FIVE marks, in addition to the knowledge marks.

By combining your knowledge and presentational marks you will have a mark total out of 45.

3 SOCIO-CULTURAL FOCUS

Part One (AS: Unit 2563: Contemporary Studies)

Overall sub-max of 10 marks
(self development)

4 marks for:

- * a range of activities helps you to develop physically/both in terms of personal fitness and in physical skills;
- * part of self development is social awareness and physical activities gives an individual opportunities to compete against others/and cooperate in teams with others;
- * though basically concerned with physical development, physical activities involve a great deal of decision-making which involves solving mental problems/and producing mental strategies;
- * games in particular places the player in a moral position of having to choose right from wrong/ and reacting in a sporting way;
- * through physical activities and particularly outdoor education, the individual is faced with situations which tests him/her temperament and in so doing enhances self knowledge, self confidence and leadership potential;
- * many physical education activities have potential aesthetic qualities which encourages creativity/ but also allows an individual to taste excellence;
- ** as a subject in an educational institution, there is the primary objective of transmitting desirable values, one of which would be self development.

or equiv.
(pleasurable experiences)

3 marks for:

- * many aspects of play are retained in physical education and one of these is the significance of enjoyment;
- * one role of physical education is preparation for leisure and as such pleasure is a fundamental motive for active participation in leisure activities;
- * a basis of performance in physical activity is success and the pleasure this gives;
- * in educational terms, learning is best achieved and reinforced when the experience is perceived to be enjoyable;
- * sporting elements in physical education hinge on competition and the opportunity to experience success. When this happens, the emotion is one of pleasure, extending to rapture;
- ** the scope of physical activity in school is a three part experience involving educative, sportive and recreative values, where the teacher and the subject has a part to play.

or equiv.

with

- *** application to a specific physical education activity experience.

Total of 10 marks available for Contemporary answer

Part Two

EITHER

3 (a) (A2: Unit 2565: Historical Studies option)

Overall sub-max of 10 marks

5 marks for:

- * initial development by the boys themselves where they experienced unstructured play activities where they ‘tasted reality’;
- * most of these activities were ones they brought from home, and sharing new experiences in the school;
- * the activities were very physical testing and developing the boys physically;
- * the many team games taught them to learn social skills;
- * they learnt to ‘play up, play up and play the game’/ to value loyalty to the team, the house and the school;
- ** the boarding school structure resulted in a great deal of playtime in which values were either subconsciously or manifestly learnt;
- ** the social control factors involving the sixth form and young staff resulted in a character building ethic being perceived on the playing fields;
- ** the understanding that liberal headmasters like Dr Arnold, perceived a moral function of the playground to be ‘facing the Devil’ as Christian Gentlemen, learning to recognise right from wrong.

or equiv.

(place of enjoyment in popular and rational sport)

5 marks for:

- * popular: enjoyment, yes, but also often pain;
- * fun, yes as part of a festival scene;
- * pleasure, yes, but sometimes for livelihood;
- * rational: enjoyable, but sometimes exclusive;
- * for its own sake in the name of amateurism;
- * sometimes more than fun when a professional;
- * organised to give participants good social and personal experiences;
- ** popular recreation was an occasional pleasurable experience in a harsh society;
- ** rational recreation whilst reflecting a well organised, industrialised society, was often a vehicle to appease the under privileged.

or equiv.

Total of 10 marks available for the Historical answer

OR

3 (b) (A2: Unit 2565: Comparative Studies option)

Overall sub-max 10 marks

(importance of self development and pleasure in UK and/or US/Oz)

3 marks for:

UK, US & Aus. similarities:

- * self dev. & pleasure: part of child centred process;
- * broad curriculum/variety of experiences;
- * extensive opportunities in P.E. lessons and extra-curricular sport;
- * sign. of pleasure arising from play origins.

differences:

- * Aus. has compulsory time for sport for all children;
- or
- * US. focus on intercollegiate sport with reduction in majority of students participating.

or equiv.

(educational and ideological factors)

6 marks for:

- ** educational: Aus. has inherited the British schooling system;
- or
- U.S. has a major policy of social integration/Dewey;
- ** Aus. places individuality and sport high on school agenda;
- or
- U.S. play/heuristic methods adopted from Britain;
- ** ideological: Aus. obsession with sport as a cultural identity;

or

U.S. pursuit of happiness in constitution;

** Aus. young striving culture reflected in sport;

or

U.S. win ethic reflected in commercialism;

** Aus. or U.S. rags to riches/land of opportunity shared by both countries where self dev. is seen to be for all with P.E. a means of achieving it;

** Aus or U.S. notion of 'frontier' strong in both countries where sport, through P.E. is an expression of this.

or equiv.

**Total of 10 knowledge marks for Comparative answer followed by
an assessment of 25 banded marks**

N.B.

You should have used the scaled knowledge marks as your initial guide, checking that:

- * reflects standard knowledge; and
- ** represents more advanced knowledge; and
- *** signifies that the answer is applied to a practical activity.

Then take the remaining banded dimensions which are linked with presentation:

- Analytical skills, integration and appraisal;
- Clarity and relevance of presentation and grammatical quality;
- Consistent use of technical language, particularly in scientific question, or evidence of insight and understanding, particularly in the socio-cultural question.

First of all place the answer in one of the five bands, before identifying its specific place in that band, bearing in mind that each band is worth FIVE marks, in addition to the knowledge marks.

By combining your knowledge and expository marks you will have a mark total out of 45.

BANDED MARK SCHEME
SYNOPTIC ASSESSMENT UNIT 2566 - SECTION B

**The Integration of Knowledge of Principles and Concepts
 Across Different Areas of Physical Education**

Level of response mark scheme. 25 Marks available. The following mark band definitions will be used in conjunction with question specific detail.

Mark Range	Mark Band Definition
21–25	A fully comprehensive answer showing advanced analytical skills and level of critical appraisal. Theoretical knowledge drawn from a range of areas has been integrated across different areas of PE and clearly linked to practical performance. Links and connections between areas have been made intelligently and with relevance. Evidence of intelligent, independent opinion and judgements showing considerable insight and understanding. Consistent and relevant use of technical language and specialist vocabulary where required. Complex ideas are expressed very clearly and fluently. Arguments are consistently relevant and well structured. Grammar, punctuation and spelling are accurate.
16–20	A well-reasoned answer showing sound analytical skills and level of critical appraisal. Knowledge from a range of areas has been shown and the relationship between each area and practical performance has been clearly established. Links and connections between areas are relevant. Evidence of independent response and full understanding of concepts covered. Mainly accurate use of technical language and specialist vocabulary where required. In the main complex ideas are expressed well and paragraphs are logically ordered. Arguments are generally relevant and well structured. Few errors of grammar, punctuation and spelling.
11–15	A straightforward answer showing reasonable analytical skills and some level of critical appraisal. Knowledge from a range of areas is evident and an attempt at integration has been made. The relationship between theory and practical performance has been highlighted. Links and connections made are obvious ones. Generally the level of understanding is sound, but there are some inaccuracies. Technical language and specialist vocabulary has been used but has sometimes been inappropriate. Ideas are expressed in a reasonably straightforward manner, but some of the ideas are irrelevant. Paragraphs are not always linked to each other and there are noticeable errors in grammar, punctuation and grammar.
6–10	A simplistic answer with few attempts at analysis or appraisal. Limited knowledge from a range of areas has been included. with little integration and few links to practical performance. The response is mainly descriptive and there is evidence of misinterpretation and misunderstanding. There is occasional use of technical language and specialist vocabulary. Only simple ideas are expressed clearly and arguments lack coherence. Paragraphs are not linked and there are a significant number of errors of grammar, punctuation and spelling.
0–5	A disjointed answer lacking in coherence. There is little evidence of any analysis or appraisal. Knowledge included is general and superficial and is from a limited range of areas. No attempt at integration has been made and practical examples given are mainly irrelevant. There is a minimal level of understanding and only isolated use of technical language and specialist vocabulary. The answer shows little evidence of planning and errors of grammar, punctuation and spelling are intrusive.

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