GCSE (9–1)

Physical Education

J587/02: Socio-cultural issues and sports psychology

General Certificate of Secondary Education

Mark Scheme for June 2019

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

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

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

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Annotations used in the detailed Mark Scheme

Annotation	Description	Annotation	Description
✓	Tick	KU	Knowledge and understanding / indicates AO2 **general** application of K&U on extended response Q (*)
✗	Cross	EG	Example/Reference / indicates AO2 **specific examples** on extended response Q (*)
BOD	Benefit of doubt	DEV	Development / indicates AO3 on extended response Q (*)
TV	Too vague	L1	Level 1 response on extended response Q (*)
REP	Repeat	L2	Level 2 response on extended response Q (*)
IRRL	Significant amount of material which doesn't answer the question	L3	Level 3 response on extended response Q (*)
SEEN	Noted but no credit given / indicates sub-max reached where relevant	S	Sub-max reached
BP	Blank Page (stamp on all blank pages); may also use 'Seen'.		

- **KU, EG** and **DEV** used instead of ticks on the extended response question to indicate where knowledge or development points from the indicative content have been made.
- On the extended response question (*), one KU, EG or DEV does not necessarily equate to one mark being awarded; the marking is based on a levels of response mark scheme which awards a level and mark holistically based upon the quality of the response overall against the levels descriptors.

Section A					
Question			**Answer**	**Marks**	**Guidance**
1			1 mark for: 1 (highest) Swimming 2 Cycling 3 Tennis 4 (lowest) Boxing	**1** 1 x (AO1)	**Source:** https://www.sportengland.org/research/about-our-research/active-people-survey/ **Do not accept:** Any other order presented ***Examiners – place a tick or cross at the end of the question and check additional sheets above this question***
2			1 mark from: 1. Disability 2. High/higher socio-economic groups or managerial or middle classes 3. BME / black/Asian/minority / ethnic groups 4. White British group 5. Lower / low socio-economic groups or those who are disadvantaged or unemployed 6. Young / children / pre-16 / 16-21 / elderly / students / teenagers / 16-18 7. (Minority) Faith groups – Hindu/Muslim etc 8. Family – single parent	**1** 1 x (AO1)	*Figures via Sport England (2016)* https://www.sportengland.org/research/about-our-research/active-people-survey/ Do not accept: Age pt6 = TV DNA: gender (in Q) / boys and girls = TV

Section A					
Question			**Answer**	**Marks**	**Guidance**
3			2 marks from: 1 Example showing: **racism** eg A football team who only selects white players or team selection using only white/black or selecting only those from a racial group or spectators being racist and footballer stops/reduces participating 2 Example showing: **Religious discrimination** eg not allowed to swim wearing a hijab or a Muslim not being selected/allowed to play for a rugby team 3 Example showing: **sexism** or males / females being unable to gain access to a sport or information (media) about a sport eg a golf club that restricts female membership eg lack of media coverage of women's football 4 Example showing: **cost**/expense resulting in lack of participation from low socio-economic groups eg Expensive to join a tennis club 5 Example showing: **ageism** eg children not allowed to play at a badminton club 6 Example showing: **homophobia/transphobia** eg Homophobic/transphobic negative comments by fellow players in a rugby team 7 Example showing: discrimination against those with a **disability** eg Wheelchair users not given the appropriate facilities at a sports centre	**2** 2 x (AO2)	Look for description of different relevant examples from different types of **discrimination** for 2 marks. *Question refence: U**sing practical examples,** describe how two different types of **discrimination reduce participation**…* ***Look for examples of discrimination rather than mere outcome facts*** ***Examples can include sports club/team (as well* as named sports)** Eg A sports team will not select any black players = 1 mark A sports team with no black players = 0 marks (this is a mere fact rather than discrimination reducing participation) DNA lack of media coverage = TV (must be a practical example) Accept practical example of influence of spectators on participation

Section A					
Question			**Answer**	**Marks**	**Guidance**
4			3 marks from: 1 So that the sport can be played **fairly** or without cheating/foul play/aggression/deviance 2 Shows **respect** for officials/fellow players / for the sport 3 Reduces the **risk of injury** to participants / to avoid/prevent injury 4 To ensure **friendly** / enjoyable play/avoid unpleasantness/makes you feel good *5* **Promotes** the sport / encourages people to take part/watch sport or gives **good image** of the sport or encourages **sponsorship** or gives sport a good **reputation** / promotes/creates (positive) **role models**	**3** 3 x (AO3)	**Do not accept:** Good for the sport = TV It shows good behaviour = TV Keeps flow of game / easier to ref = TV **Accept:** It's kind = BOD pt4 Shows a good example = BOD pt5

Section A					
Question			**Answer**	**Marks**	**Guidance**
5			2 marks from: 1 Excites/arouses the brain/body or increase in adrenaline / increase in heart rate or raises aggression/competitiveness or raises confidence or increase in euphoria / increase in anxiety / hype you up 2 Increases alertness / attention / awareness / concentration or helps to focus 3 To mask/delay/offset/decrease (short-term) fatigue or increase ability to train/play/compete longer or increase in energy / endurance/stamina or increase in use of fats 4 Decrease in reaction time or increases speed of reactions or quicker reactions 5 Decreases pain 6 Increase possibility of CV disease/problems/heart attack or high blood pressure 7 Increase in liver disease 8 Results in addiction 9 Increase risk of injury 10 Insomnia / lack of sleep / poor sleep patterns	**2** 2 x (AO1)	**Do not accept:** Works as a stimulant or stimulates Increase in reaction time = x Increase level of performance = x (in Q) Must state <u>increase</u> for pts 6,7 and 9
6			1 mark for: **FALSE**	**1** 1 x (AO1)	**Do not accept:**

Section A					
Question			**Answer**	**Marks**	**Guidance**
7			3 marks for: **Characteristic** / **Practical example** Predetermination → A rugby player wasting little effort in passing the ball to a fellow player Coordination → A gymnast effectively linking the different elements of his floor routine Aesthetic → In preparing to serve, a tennis player knows where she wants the ball to land Efficiency → A snowboarder performs a stylish trick	**3** 3 x (AO2)	Place a tick next to each correct arrow on the answer paper Accept only one arrow from each box

Section A					
Question			**Answer**	**Marks**	**Guidance**
8			1 mark for: Simple ……**X**... Complex	**1** 1 x (AO2)	**Accept:** Any position between (and including) the centre and the complex end of the continuum (refer to arrow)
9			2 marks from: 1. For exercise / training adherence or to stick to/continue training 2. To motivate / be dedicated or to keep the training interesting or to give something to aim for or to train harder or to increase intensity of training 3. To improve / optimise performance / technique/ fitness/ health / skills or to get their best time 4. To give information about progress or to know how well the performer is progressing/performing/training 5. Increase levels of satisfaction / pride or to improve confidence 6. To control stress / anxiety / arousal 7. To give focus / keep attention or not to get distracted	**2** 2 x (AO1)	**Do not accept:** To give them a goal/target = TV
10			2 marks for: 1. To **focus**/concentrate (on stimulus/stimuli or on relevant information) 2. To **ignore / block distractions** or to make redundant peripheral stimuli or to filter out unwanted / irrelevant information	**2** 2 x (AO1)	**Do not accept:** Selectively attend or to attend selectively What to set your mind on = TV

Section A					
Question			**Answer**	**Marks**	**Guidance**
11			One mark for: A suitable practical example of positive thinking for a sports performer E.g a goalkeeper saying to himself that he will save the penalty or a rugby player expecting to tackle her opponent effectively. Eg gymnast telling themselves they will do the vault or the rugby player thinking about tackling her opponent effectively Eg a basketball player reflecting on previous successful performances	**1** 1 x (AO2)	**Do not accept: a description without an example.** Accept any suitable example that shows <u>thinking and optimism</u> about outcome. Footballer knowing they will win before a match = BOD
12			2 marks from: One mark sub max for: (advantage of verbal guidance) 1. Quick / immediate 2. Helps to develop / improve / fine tune a skill 3. Motivating / encouraging or increasing confidence 4. Can help to develop a better understanding (of skill and its requirements) / get to know what is right / wrong One mark sub max for: (disadvantage of verbal guidance) 1. Information may be incorrect / misleading 2. Can lead to misunderstanding / confusion or could be misheard or information is unclear/too complex 3. Difficult for performer to create a mental picture or to know / picture what is required or difficult for kinaesthetic learners or you can't get a feel for it or you can't see the skill being performed 4. May be too much information to process or information overload or its hard to describe (accurately)	**2** 2 x (AO1)	Accept: first answer given for each of advantage and disadvantage Do not accept It can be used alongside other feedback or with manual/verbal (on its own without stated advantage) = TV Easy = TV **Examiners to use 'S' for sub max**

Section A					
Question			**Answer**	**Marks**	**Guidance**
13			One mark for: **D**	**1** 1 x (AO2)	
14			One mark for: (A state of complete) physical, mental/emotional (and social) well-being or free from illness/injury or sound in body/mind /spirit or a condition in which someone is thriving/doing well	**1** 1 x (AO1)	
15			Two marks from: 1. (Benefit) Leads to higher level of **fitness**/physical state/flexibility/strength/power **(but)** can lead to injury 2. (Benefit) Can make you **feel better**/positive emotions or better body image or higher self-esteem **(but)** can lead to fatigue/tiredness or frustration or stresses in taking part 3. (Benefit) Make **friends** or positive social interactions or sense of belonging **(but)** could narrow friendship patterns/reject friends who do not exercise or could isolate the participant/friend or could lead to falling out / internal conflict 4. (Benefit) **Less illness** / disease **(but)** more soft tissue injury/minor injuries or fatigue/soreness/aching or breaking bones / fractures 5. (Benefit) better **weight control** / lose weight / avoid obesity **(but)** might lead to eating disorders or too much muscle bulk or unwanted body shape	**2** 2 x (AO3)	Accept **two benefits** and **one** drawback for 2 marks Accept **two drawbacks** and **one** benefit for 2 marks If **two benefits or two drawbacks to health** are described with no evaluation = **one mark only** **Accept:** *Any combination of points as long as each benefit to health is evaluated.* *Allow repetition of injury / fatigue for all drawbacks eg can improve fitness (pt1) and reduce heart disease (pt4) but can increase risk of injury = 2 marks*

Section A					
Question			Answer	Marks	Guidance
16			One mark for: **TRUE**	**1** 1 x (AO1)	*Eg reduces diabetes (pt4) and obesity (pt5) but can lead to increased tiredness = 2 marks*
17			One mark for: Become less happy or more miserable/depressed/lonely Or - Decrease/low levels in self-esteem / confidence or feel less good about yourself / mental illness Or - Poor stress management or higher stress levels or more anxious Or - Have a poor self-image or feel that they are less attractive	**1** 1 x (AO1)	**Do not accept:**
18			One mark from: Not meeting people or being isolated or not being part of a group/team/a community or poor social life/don't have any friends or fewer friends / hard to make friends Or becoming lonely or social anxiety or putting more stress on health providers/service Or difficulty with communication with others	**1** 1 x (AO1)	Do not accept Causes anxiety = TV (must be a social consequence)

Section A					
Question			**Answer**	**Marks**	**Guidance**
19			One mark for: Example of physical activity involving moderate to long-term exercise E.g Athlete running a marathon or boxer training/competing or mid-field player in football/hockey game or intense training session for a football match or running for long distance	**1** 1 x (AO2)	**Do not accept:** The name of a sport/activity on its own – must be an example from a sport or physical activity. Football match = Vague (must have <u>description</u> of moderate/intense activity) **competing in a full 90-minute football match = BOD** Marathon (on its own – no single word answers – describe Q) **Accept:** any other suitable examples eg Marathon runner Look for any running event 400 metres + as a guide
20			One mark for: Helps with (body/cell/muscle/tissue) growth / repair /build up your muscles / muscle hypertrophy / get stronger or for production of haemoglobin/enzymes/hormones or as a (potential) source of energy	**1** 1 x (AO1)	Do not accept: Helps with recovery = TV

Section B					
Question			**Answer**	**Marks**	**Guidance**
21	**(a)**	**(i)**	1 mark for: 1. (Sponsorship definition) **Financial** support /gives money/help for equipment/ kit / facilities / transport/ nutritional/ scientific support for sport/ event/ competitor/ participant **by an outside agency**/industry/benefactor (for the mutual benefit for both parties) / brands / company	**1** 1 x (AO1)	**Accept:** Any equivalent definition Must have both support type point **and** outside agency type point for mark to be gained **Do not *accept:*** *Company gives sponsorship* *Company gives financial support/money = 1 mark*
		(ii)	1 mark for: 1. (Example of a sponsor in sport) – Any suitable example E.g Adidas for tennis or Barclay's Premier League for football or O2 England rugby union team or Vodafone for England women's cricket team etc	**1** 1 x (AO1)	***For practical example, accept any suitable <u>example of a named sponsor</u> along with a named sport*** *Nike sponsors football teams = 1 mark*

Section B					
Question			Answer	Marks	Guidance
		(iii)	Two marks from: 1. Provides money for performer to train/improve/ pay coaches or so that performer doesn't need to work / be a professional or enables performers to train/compete full-time E.g An Olympic athlete such as Mo Farah can train full-time 2. Free clothing / equipment (for wearing sponsor's clothing /equipment). E.g Andy Murray receives free tennis rackets 3. Can fund transport / accommodation / facilities / entry fees E.g an athlete entering a national marathon competition 4. Can fund education/scholarships (to colleges/university/private education) E.g a top ranked hockey player receives a scholarship to study Sports Science at university 5. Can pay for medical support / treatment E.g A badminton player receiving physio treatment 6. Can encourage / motivate E.g to try and win (sponsored) tennis tournament 7. Gives status/recognition/image or becomes better known athlete or increase in fame Eg A squash player is better known because of being sponsored by Slazenger	**2** 2 x (AO2)	**Do not accept:** Any description without a practical example Receives money / increase in income = TV To get the best products = TV

Section B			
Question	**Answer**	**Marks**	**Guidance**
(b)	Two marks from: 1. An increase in advertising / publicity / product placement or their products are more readily seen in competitions / on TV or they get to be well-known/familiar / exposed to large audiences / global image/profile 2. Status of product/s increased by being linked to successful sportspeople or high-profile event or good for their image/popularity 3. Increased sales / demand their products or increase in profits/make more money / likely to get more customers 4. Companies get tax concessions 5. Industry/company employees get free tickets / hospitality or increases status of employees	**2** 2 x (AO3)	Look for an explanation (AO3 Q).

Section B			
Question	**Answer**	**Marks**	**Guidance**
(c)	Four marks for: (commercial negative influences) 1. Athletes / teams may get sponsorship withdrawn / lose sponsorship (if not successful or get injured / misbehave) (AO1) 2. …because commerce wishes only to associate themselves/their products with winning or with healthy/wholesome/socially acceptable/high status activities and personalities or do not wish their products to be associated with dysfunctional/illegal undesirable behaviour (AO3) 3. Too few / a narrow range of sports attracts sponsorship or many sports lack sponsorship or don't want to sponsor minority sports (AO1) 4. …. because sponsors wish to get their products represented in the media as much as possible or to maximize publicity for their products (AO3) 5. Women / disabled / ethnic minority athletes get less sponsorship (AO1) 6. …because sponsors want to market their goods towards other groups eg male sports/abled bodied/white (majority) (AO3)	**4** 2 x (AO1) 2 x (AO3)	***Max of two main (descriptive AO1) points (odd numbers) on their own with no further explanation*** ***Examiners stamp S in LH margin to show sub max of two AO1 marks (on their own)*** ***Do not accept:*** *Kit is too expensive for children = TV (influence should be on sport/athletes in sport)*

Section B					
Question			Answer	Marks	Guidance
			7. Commerce and sponsors may reflect bad / undesirable image on to the sport (AO1) 8. …because products are unhealthy / undesirable / eg betting web sites / alcohol etc (AO3) (high level sponsorship negative influences) 9. Too much pressure/workload on athletes (to achieve) or too much attention given to the needs of the sponsor or athlete is distracted or lack of freedom/choice for athlete or performers develop deviant behaviour/mental health issues or leads to match fixing (AO1) 10. …because sponsor wants brand to be associated with success (so pressurizes performer) (AO3) 11. Sponsors have too much influence on how sport is played / team selection / rules / timings / breaks to fit adverts (AO1) 12. …because sponsors want their brand advertised effectively/widely/through the media or want the game to be attractive/fast/free flowing (to attract larger audiences) (AO3)		

Section B					
Question			**Answer**	**Marks**	**Guidance**
22	**(a)**		Two marks from: 1. A rugby coach gives a player **(example)** praise*/encouragement* **(positive feedback)** leads to better tackling technique **(improving performance)** 2. A Netball coach tells the goal attack **(example)** that their shooting is excellent **(positive feedback)** and this leads to more consistent shooting accuracy **(improving performance)**	**2** 2 x (AO2)	*Look for descriptions of two **different** **named** sports situations when **positive feedback** can **improve performance*** *Accept praise twice as the type of positive feedback but the sport and the impact must be different to the first example given* ***Do not accept: example without a named sport eg a coach gives a player praise for a good tackle = 0 marks***
	(b)		Four marks from: Sub max two marks (Knowledge of results) 1. Information/terminal feedback about the end product / outcome of a competition / sports performance or knows how they have done or knowing the score of the game (AO1) 2. E.g The coach tells a sprinter her time for completing the 100m race (AO2) Sub max two marks (Knowledge of performance) 3. Information on technique / tactics / how well the movement/skill has been executed or how well they have played(AO1) 4. E.g The table tennis coach tells her player that her forehand technique lacks adequate top spin (AO2)	**4** 2 x (AO1) 2 x (AO2)	**Do not accept:** Knowing the result or knowing the performance How good the performance is how they are playing (but how well they have played = BOD) **Accept:** any suitable example from sport (even numbers) for each **(Accept examples without naming the sport)** description without practical example (odd numbers) for max of 2 marks

Section B			
Question	**Answer**	**Marks**	**Guidance**
(c)	Four marks from: Sub max one mark for: (Definition of negative feedback) 1. Information about an unsuccessful performance/ weaknesses / what went wrong / outcome or losing final score or critical information about performance/outcome or destructive information about performance/outcome (AO1) Sub max one mark for: (Example) 2. E.g. A coach telling a tennis player that his last serve showed poor technique or any other suitable example (AO2) Sub max two marks for: (Evaluation) 3. This could spur a player on to better performances or to improve or high-level performers will respond well to criticism or will encourage self-reflection/setting higher targets (AO3) 4. This might result in a lowering of confidence / self-esteem or might embarrass the performer or hurt their pride and therefore will become de-motivated / less motivated (AO3)	**4** 1 x (AO1) 1 x (AO2) 2 x (AO3)	One mark for definition of negative feedback One mark for a suitable practical example (do not have to name the sport) Two marks for evaluation **Do not accept:** (Evaluation) ***This will motivate (motivation is in the question so this should be qualified)*** ***How to improve (pt1)*** ***(but accept de-motivation for pt4)*** ***(for eg) footballer losing heavily = TV*** ***Gymnast seeing poor score for routine = 1 mark***

Section B					
Question			Answer	Marks	Guidance
23	(a)	(i)	Two marks for: 1. 13.6 (%)	1 1 x (AO1) DATA	**Accept:** Calculation without units (units stated in the question)
		(ii)	1. 5.6 (%)	1 1 x (AO1) DATA	**Accept:** Calculation without units (units stated in the question)

Section B					
Question			Answer	Marks	Guidance
		(b)	Two marks for two of: **(Boys and girls)** 1. The % of all/boys **and** girls with disorders increases from 5-10 to 11-16 2. The % for boys and girls are similar at age 11 to 16 3. The % for boys in the youngest age group/5 to 10 is much higher/nearly double the % for that group in girls 4. The % of girls aged 17 to 19 is twice as high as the % for boys in the same age group **(girls)** 5. The % for girls aged 17 to 19 is the most / much higher than any other group in either gender 6. The % of girls with disorders increase by age group/with age **(boys)** 7. The % for boys is fairly stable across the age groups 8. The % of cases in boys goes down from the group age 11-16 to 17-19	**2** 2 x (AO3) Quantitive DATA	*Do not accept:* *Candidates' inaccurate groupings eg Boys 14-19 = x* Accept equivalent to % eg more/fewer boys/girls….

Section B			
Question	Answer	Marks	Guidance

Section B

Question		Answer	Marks	Guidance
23	(c)*	**Indicative content** ***(Using practical examples from sport, describe the emotional benefits of participating in physical activities).*** 1. **Raising self-esteem or confidence** • KU. Feeling good about yourself having achieved success (AO1) • e.g. winning a tennis match and feeling good about yourself • e.g. finishing an exercise class without stopping and feeling a sense of personal achievement • DEV. Having a higher opinion of yourself / your abilities (AO3) • DEV Having a high/higher level of self-efficacy because of sports/exercise achievements (AO3) • e.g. After scoring a century in cricket feeling that you are a good / the best player **2. Controlling anxiety / managing stress** • KU. Feeling calmer or calming your nerves (AO1) • KU. Managing the stresses of everyday life (AO1) • DEV. Achieving the optimum amount of arousal (AO3) • DEV. Depending on your personality / ability / type	**6** 2 x (AO1) 2 x (AO2) 2 x (AO3)	**Level 3 (5–6 marks)** • detailed knowledge & understanding • clear and consistent practical application of knowledge & understanding • effective analysis/evaluation and/or discussion/explanation/development • relevant information drawn upon from other areas of the specification • accurate use of technical and specialist vocabulary • there is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. **Level 2 (3–4 marks)** • satisfactory knowledge & understanding • some success in practical application of knowledge & understanding • analysis/ evaluation and/or discussion/explanation/development attempted with some success • some relevant information drawn upon from other areas of the specification • technical and specialist vocabulary used with some accuracy • there is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.

Section B				
Question	Answer		Marks	Guidance
	of task (AO3) • e.g. Playing squash can release tension • e.g. Exercising can help put things into perspective or can help you forget your troubles / stresses **3. Achieve a better self-image** • KU. You feel that you look good (AO1) • KU Lose weight / feel fit • DEV. Can feel that you project an image that others will admire or that you feel is attractive/admired by others (AO3) • e.g. Weight training might lead to a more toned / fit physique • e.g. Playing rugby may lead to others admiring your physicality **4. Feeling happy / joyful or enjoy yourself** • KU. Release of (happy) hormones/endorphins • KU. Exercise / sport non-serious / few (serious) consequences so can enjoy yourself (AO1) • e.g. Playing 5-a-side football after work one evening can be enjoyable • DEV. Different to everyday or working life so can be more relaxed and therefore more fun (AO3) • e.g Playing badminton has none of the pressures of working life and so can enjoy more because there are no personal consequences • DEV. Exercising with others / teamwork / opponents			**Level 1 (1–2 marks)** • basic knowledge & understanding • little or no attempt at practical application of knowledge & understanding • little or no attempt to analyse/ evaluate and/or discuss/explain/develop • little or no relevant information drawn upon from other areas of the specification • technical and specialist vocabulary used with limited success • the information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear. **(0 marks)** • no response or no response worthy of credit. **Discriminators** • **L3 (5-6 marks):** Both AO2 and AO3 are well covered for Level 3; some imbalance between the two may be present for 5 marks. At 6 marks, both are equally well addressed. • Several relevant **practical examples** given for emotional benefits • **Emotional benefits** descriptions developed well • Several developed links between participation **and** diet and **long-term effects on the heart** • **L2 (3-4 marks):** Some success at more developed AO2 and/or AO3 points moves the response into Level 2 (AO2 or AO3 would be 3 marks; both attempted with

Section B				
Question		Answer	Marks	Guidance
		can cause a feeling of group or shared fun/enjoyment or decrease in loneliness (AO3) • e.g. Joining a yoga class can help you share the enjoyment with others, and you become part of a social group ***(Explain how regular participation and a balanced diet often result in positive long-term physical effects on the heart).*** **5. Regular exercise can increase health / fitness of the heart** • KU. Less likely to have disease / illness / (premature) death or less strain on the heart (AO1) • KU. Heart becomes stronger / stronger contractions (AO1) • KU. Bradycardia (AO1) • KU. Hypertrophy of heart (AO1) • DEV Increase in cardiac output / resting stroke volume (AO3) • DEV Decrease in <u>resting</u> heart rate (AO3) • DEV Increase in capillarization (AO3) • KU. Moderate and low intensity is (generally) best type of exercise (AO1) • DEV. Duration / intensity of exercise to improve heart health depends on age/level of fitness/medical conditions (AO3) • KU. Energy expenditure through exercise can help control amount of body fat / levels of cholesterol or avoid overweight / obesity (AO1)		some success = 4 marks). • **At least one effective practic*al* example** included for emotional benefits • ***Maximum of 4 marks with no AO2 points (examples) made*** • More than one **emotional benefit** described and developed • At least one developed link between participation **or** diet and **long-term effects on the heart** • **L1 (1-2 marks):** Responses only demonstrating AO1 knowledge and understanding are Level 1. • Very few, if any, relevant **practical examples** • Benefits other than emotional included • Little or no links made between participation/diet and **long-term effects on the heart** • Give **one** mark if any material creditworthy for emotional benefits or long-term benefits to the heart ***NOTE*** ***Do not give credit for:*** • ***Reduced strokes*** • ***Fitter / healthier heart*** • ***Pumps blood faster*** • ***Lower heart rate*** • ***Lowers blood pressure (vascular)***

Section B				
Question		Answer	Marks	Guidance
		6. **Having a diet that contains the right amount of nutrients increases health of heart** • KU. less likely to experience heart disease/problems • KU. Balance relates to amount of food/nutrients ingested / intake **and** amount of energy expended / output (AO1) • DEV. Vitamins / minerals protects against (heart) disease (AO3) • DEV. Protein helps to build, and repair cells and helps to maintain a healthy heart (AO3) • DEV. The right balance of nutrients guards against obesity / overweight which could cause heart disease / problems (AO3)		

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