GCE

Physical Education

H155/02: Physiological and socio-cultural themes in physical education

Advanced Subsidiary GCE

Mark Scheme for June 2019

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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

Annotation	Description	Annotation	Description
✓	Tick	KU	Knowledge and understanding / indicates AO1 on Q4
✗	Cross	EG	Example/Reference / indicates AO2 on Q4
BOD	Benefit of doubt	DEV	Development / indicates AO3 on Q4
TV	Too vague	L1	Level 1 response on Q4
REP	Repeat	L2	Level 2 response on Q4
IRRL	Significant amount of material which doesn't answer the question	L3	Level 3 response on Q4
SEEN	Noted but no credit given / indicates sub-max reached where relevant		

Available but not used: 'BP' (blank page) – 'SEEN' is used; 'K' (knowledge) – Tick is used except on Q4 where 'KU' is used.

- Sub-maxes are indicated with **SEEN**; the guidance section of the mark scheme shows which questions these are relevant to.
- **KU** 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 (Q4), one KU 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.
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Section A					
Question			Answer	Marks	Guidance
1	(a)		Six marks from: 1. Correct identification on the pacing continuum	**6** (AO2 x 6)	**Tolerance of skill placement is indicated by**

Section A					
Question			Answer	Marks	Guidance
			Self-paced ← X → Externally paced 2. The somersault is more externally paced **BECAUSE…** (they ultimately choose when to do the skill but) it has to fit in the floor routine/ in time with the music 3. Simple ← A B → Complex 1. A) The somersault is more simple **BECAUSE…** it involves a low perceptual load/ few decisions need to be made B) The somersault is more complex **BECAUSE…** The gymnast has to make decisions (regarding take off speed height music etc) 5. Low organisation ← X → High organisation 6. The somersault is a highly organised skill because it is very difficult to break it down into its subroutines		**grey box.** **Mark first response only in description(s)** **Pts 1 and 2 can be awarded separately** **Pts 3 and 4 – placement must match justification given** **Pts 5 and 6 marks can be awarded separately but description mark cannot be given if candidate states that low organisation is difficult to break down**
	(b)	**(i)**	Three marks from: 1. Is a Gestaltist approach 2. Involves whole learning by considering the complete skill/ display/environment/set of	**3** (AO1 x 3)	

Section A					
Question			Answer	Marks	Guidance
			conditions 3. Involves problem solving or insight learning or thinking **and** understanding 4. Previous experience or long term memory factors are used 5. Intervening variables are variables/influences that are taken into account (by the learner) OR processes/ understanding takes place between the stimulus and response		**Pt 3 – knowing = TV**
		(ii)	1 mark from: 1. (Correct example of cognitive learning theory being applied to sport), e.g. a basketball player being taught the benefits of zone defence can therefore understand when to use this tactic/ playing OR practicing breast stroke as a whole skill OR watching a game of volleyball enables the player to gain insight into the benefit of achieving height on the set shot or downwards angle on the smash/spike OR a hockey player recognising from previous experience that a certain surface is slippery or the ball lifts more so adapting their performance accordingly. OR a footballer taking a free kick considering all of the intervening variables e.g. height of other players, amount of swing they can create with different parts of the foot, position of the GK	**1** (AO2 x 1)	**Accept any example that is linked to any of the points in 1bi (except pt1 Gestalt)**
	(c)		Six marks from: Verbal guidance: Positives/ strengths 1. Performer knows what needs to improve/ develops understanding/ helps to build a mental	**6** (AO3 x 6)	**Sub max four marks for only one method of guidance** **Sub max four marks for**

Section A					
Question			Answer	Marks	Guidance
			picture/ direct and clear as to what is good 2. Quick/can be given during the performance 3.Can be used to motivate the performer to improve 4. Can hold the attention of the performer so focuses attention if used correctly. 5. Questioning techniques can lead to personal development/ increased confidence. Negatives/ weaknesses 6. If verbal feedback is not accurate it can lead to errors in performance. 7. Can lead to information overload with too many instructions/ pointers. 8. They may not understand the guidance or terminology used/ can be confusing 9. Some movements are just very hard to explain and would benefit more from visual guidance/ demonstration is required/ doesn't build mental picture when used alone 10. Can be boring Manual guidance: Positives/ strengths 11 . Gives kinaesthetic awareness 12. Can reduce fear/increase safety in dangerous situation e.g. coach supporting a gymnast somersaulting on a beam 13. Can build confidence Negatives/ weaknesses: 14. False kinaesthesis/ can give unrealistic feeling of real movement/ Intrinsic feedback may be incorrect and lead to bad habits 15. Performer may not like the coach touching them 16. Performer may become over reliant on coach/ may be less confident when support is removed 17. Is only relevant for some skills or movements/ difficult to use for some actions		**only either positive or negative points** **Accept responses embedded in sporting examples** **Pt 8 needs to reference understanding not just physical competence**
	(d)	**(i)**	Two marks from: 1. (Positive feedback) reinforces (skill) learning or gives information about a successful outcome	**2** (AO2 x 2)	**Must have an example for each mark.**

Section A					
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			e.g a coach praising a badminton player for a high, deep clear or a coach giving a young player a high five for hitting the centre of the archery target. 2. (Negative feedback is information) about an unsuccessful outcome or can be used to build more successful strategies e.g. a coach criticising a netball player's poor pass due to lack of power so the ball didn't make it.		**Accept descriptions embedded in examples** **DNA – highlights the positive/negative aspects of performance**
		(ii)	Two marks from: 1. (Advantage) Performer will be clear about what they need to improve on/ knows where they are going wrong Can be motivating **for** autonomous learners OR improve skill learning OR strive for a higher level of performance OR to prove the person wrong 2. (Disadvantage) Can be demotivating Can be detrimental to performance if inaccurate Reduce confidence	**2** (AO1 x 2)	**Mark first response only for advantage and disadvantage**
2	**(a)**		Six marks from: 1. Positive effect 2. Because an elite performer will have well learned/ grooved skills/ their dominant response will be correct OR can increase the sense of pride and enhance performance.	**6** (AO1 x 6)	**To achieve pts 2,4 and 6 the candidate must have correctly circled 1,3,5**

Section A					
Question			Answer	Marks	Guidance
			OR can increase performance due to **social facilitation** 3. Positive effect 4. Because gross skills require high levels of arousal OR large muscle groups are used which require higher arousal/motivation to increase power 5. Negative effect 6. Because complex skills are performed better with lower arousal levels as they require more concentration /decision making. OR audience may interfere with concentration/decision making/ distract them/ cause information overload		**Pt2 – DNA less sensitive RAS** **Pt4 – DNA does not require fine movements**
.	**(b)**	**(i)**	One mark from: 1 Past experience 2. Socialisation 3. Peer group 4. Parental influence/ upbringing 5. Media/ role models 6. Culture or race or religion	**1** (AO1)	**Mark first attempt only**
		(ii)	Three marks from: 1. (Persuader) High status persuader / more people persuading **AND** e.g. a football coach trying to persuade a player to go training **OR** e.g. 5 friends persuading you to take up netball.	**3** (AO2 x 3)	**Must have practical example to gain each mark. Can be from different sports but each**

Section A					
Question			Answer	Marks	Guidance
			2. (Message) The information must be accurate / good quality / clear / backed up with evidence / make sense / believable / relevant / well presented / be positive **AND** e.g. going swimming will help you to lose weight is a clear message 3. (recipient) The recipient needs to be open to persuasion / not stubborn / receptive/ attentive **AND** e.g. an intelligent stubborn individual may provide the counter argument that running causes overuse injuries and they could gain health benefits just by walking. **OR** e.g. someone open to persuasion is more likely to change their attitude to swimming 4. (Situation) The place/environment where the discussion/persuasion is to take place should be where the receipt feels comfortable or the time needs to be right for persuasion to be effective **AND** e.g. if wanting to persuade someone that diving in football is wrong, do it after they won a match with no diving **OR** if wanting to persuade someone to start doing flexibility exercises to aid gymnastics have the discussion in their favourite coffee shop (cognitive dissonance) 5. Persuasive communication can be used to create cognitive dissonance **AND** e.g. a coach explaining the benefits of flexibility training to a rugby player to change their cognitive component and change their behaviour so that they take part in yoga		**point made must be directly supported by an example.** **Mark first three attempts only**
	(c)		Six marks from: 1. (1 week before) **somatic** anxiety is low but **cognitive** is high (due to worries about the event) 2. (1 day before) **cognitive** anxiety remains high(er) but **somatic** anxiety has begun to increase	**6** (AO3 x 6)	**Sub max 4 for points 1-5 (must include catastrophe theory for**

Section A					
Question			Answer	Marks	Guidance
			(could be increased HR or feelings of butterflies) OR both continue to increase steadily 3. (2 hours before) **cognitive** anxiety remains high/increases but **rapid** increase in **somatic** anxiety - this will increase due to focusing on the event 4. (1 hour before) **both types** continue to increase to prepare the performer for exercise by increasing HR 5. (start) **both types** reach their optimum, performance will be at its peak/best performer will feel focused/ in the zone 6. (as event gets closer) **both types** of arousal increase Catastrophe theory 7. Optimal performance will only be achieved if cognitive arousal is kept low during performance (catastrophe theory) 8. High cognitive **and** high somatic arousal causes a sudden dramatic drop in performance or a catastrophe or pushed over the edge 9. After a catastrophe if arousal continues to rise performance drops more 10. After catastrophe if (cognitive) arousal can be lowered performance starts to recover.		**max 6 marks)** **Accept anxiety or arousal** **Pt10 DNA somatic alone**
	(d)	**(i)**	One mark from: 1. A collection of people who share **similar goals/aims** (and interact**)** with one another. <u>or</u> those social aggregates that involve mutual awareness and the potential for interaction	**1** (AO1)	**DNA – a group of people**

Section A					
Question			Answer	Marks	Guidance
		(ii)	Three marks for: 1. This is the first stage of group development/group meet for the first time 2. This is when the members of the group get to know each other 3. There is a high dependency on the leader for guidance or the need for instruction/ strong leader is needed / leader makes all of the decisions 4. There is little/ no agreement on the aims/ goals/ vision of the group/ limited cohesion 5. Individual roles are very unclear/ not established. 6. Members may be on their 'best behaviour' as to make a good impression	**3** (AO1 x 3)	

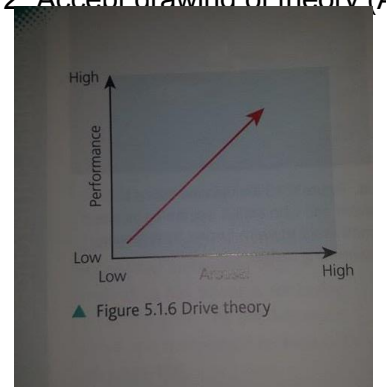
Section A					
Question			Answer	Marks	Guidance
3	(a)	(i)	Four marks from:Upper class 1. Archery 2. Cricket 3. Pedestrianism 4. **Real** tennis 5. Hunting 6. Bowling 7. Billiards 8. Horse riding Women 9. Smock race 10. Archery 11. Dancing 12. Hawking 13. Horse riding	**4** (AO2 x 4)	**Sub max 2 marks for suitable activity for upper class person** **Sub max 2 marks for suitable activities for women** **Pt 10 – cannot be awarded if pt1 is given** **Pt 13 –cannot be awarded if pt 8 is given** **Pt 5 allow all types of hunting** **DNA – Lawn tennis** **Pt13 DNA horse racing**
		(ii)	Two marks from: 1. (Suitable for upper class) Because... they were seen as sophisticated or had complex rules required time - the upper class did not work so had time required money to participate/ build own facilities they had transport allowing them to travel further (to other facilities) 2.(Suitable for women) Because they were not too violent/ rough / aggressive/competitive **or** they didn't require strength /women were the weaker sex/ were not strenuous/ demanding/ allowed them to take part in modest clothing/ women were expected to be 'lady like'	**2** (AO2 x 2)	

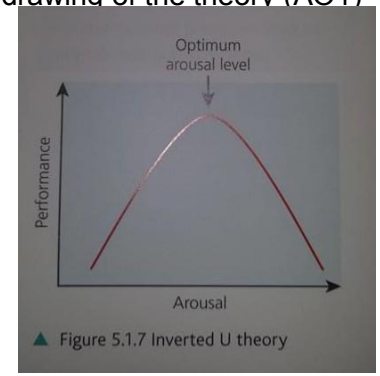
Section A					
Question			Answer	Marks	Guidance
	(b)		1. Four marks from: Leadership 2. (example) Being the captain of the sports team would develop leadership skills or the captain of the team would have to lead the other boys. 3. Courage 4. (example) To make a tackle against an older boy in rugby or to go into bat last when the score is close 5. Sportsmanship/ fair play/honesty / (moral) integrity 6. (example) helping a player up who you fouled or playing by the rules in a game of rugby football 7. (Physical) endeavour 8. (example) trying hard to score a goal in football to the very last minute of the game 9. Team work 10. (example) playing for your house/school enabled you to work with others in cricket 11. Loyalty/ honourable 12. (example) allegiance to your school/house cricket team/ pride to play for your school/house at cricket 13. Respect 14. Accepting the decisions of the referee/ mutual regard for the opposition/ team mates	**4** (AO2 x 4)	**Sub max 2 for qualities** **Sub max 2 for explanation** **Examples must reference a specific sport or role from a sport e.g. captain** **Explanation given must match the quality identified**
	(c)	(i)	Six marks from: **Improvement in transport**	**6** (AO1 x	**Sub max 5 marks for transport**

Section A					
Question			Answer	Marks	Guidance
			1. Led to standardisation or codification of rules which meant sports could be played beyond the local area 2. Allowed national/international competition (e.g. England V Scotland) 3. Increased participation as availability of transport allowed more fixtures/events to take place/ greater access 4. Increased spectatorship or crowds 5. As teams could travel further/quicker **it enabled** leagues/cups/competitions to be established (e.g. The Football League) 6. Horse racing became more frequent due to being able to transport the horses by train. **Changes in law and order:** 7. Sport became less violent (e.g mob sports were outlawed due to the introduction of the police force) 8. Decline of blood/baiting sports **due to the RSPCA** 9. More controlled gambling 10. Law makers were middle and upper class so 'their' sports were still allowed (e.g. fox hunting)	6)	**Improvements in transport relate to the introduction of steam travel** **Changes in law and order relate to governance and introduction of the Police force not the laws of individual sports by NGBs**
	(d)	**(i)**	Four marks from: **Sporting benefits**	**4** (AO3 x 4)	**Sub max 3 for sporting or economic benefits.**

Section A					
Question			Answer	Marks	Guidance
			1. Raises the profile of sport/ inspires/ creates role models **therefore** more people might start to take part / resulting in more talent 2. Development of facilities **Therefore** people have more opportunity to participate in sport using **top quality** facilities so talent is developed. 3. Attention on minority sports, **Therefore** normalises / promotes them/ reduces stereotypes, which can increase participation/talent 4. Increased funding of sport **Therefore** potentially more opportunities for people to participate and progress 5. Increased organisation for sport **Therefore** sport is better promoted/ run more effectively **Economic benefits:** 6. Increased tourism **Therefore** increase money into the local economy (E.G. goods purchased in shops, merchandise, money spent in local cafes) 7. More jobs can be created **Therefore** more money is spent in the local area OR less (state) benefits are needed OR increase in local income TAX 8. Showcase the country/ shop window effect **Therefore** creating (stronger) trade links with other countries OR increasing income from tourism 9. Regeneration funding improves the local area increasing house prices/revenue in to local area (e.g. TAX)		**Economic benefits must explicitly linked to each point – how does each factor improve the economy?**

Section C		
Question	**Answer**	**Guidance**
4*	**Level 3 (8–10 marks)** • detailed knowledge & understanding (AO1) • clear and consistent practical application of knowledge & understanding (AO2) • effective analysis/evaluation and/or discussion/explanation/development (AO3) • 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.	**At Level 3 responses <u>are likely</u> to include:** • detailed and accurate explanation of the effects of arousal on performance, with reference to both theories. • consistent examples explaining the effects of arousal. • effective discussion of the impact of increased media coverage on a performer's arousal levels. • correct technical language is used throughout • AO1, AO2 and AO3 all covered well in this level.
	Level 2 (5–7 marks) • satisfactory knowledge & understanding (AO1) • some success in practical application of knowledge (AO2) • analysis/evaluation and/or discussion/explanation/development attempted with some success (AO3) • 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.	**At Level 2 responses <u>are likely</u> to include:** • satisfactory explanation of the effects of arousal on performance, but one theory may be in more detail and/ or there may be some inaccuracies. • some success at practical application • attempted discussion of the impact of increased media coverage with reference to only a few points. • there may be some inaccuracies in the use of technical vocabulary • maximum of 3 marks to be awarded for AO1 and 3 marks for AO2; some AO3 required for top of this level.
	Level 1 (1–4 marks) 1. basic knowledge & understanding (AO1) 2. little or no attempt at practical application of knowledge (AO2) 3. little or no attempt to analyse/evaluate and/or discuss/explain/develop (AO3) 4. technical and specialist vocabulary used with limited success **5.** 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.	**At Level 1 responses <u>are likely</u> to include:** • some knowledge and understanding of one of the theories of arousal, or basic knowledge of both. • few, if any examples used • increased media coverage may be described rather than their impact discussed. • maximum of 3 marks to be awarded for AO1 with no application.
	(0 marks) No response or no response worthy of credit.	

Question	Indicative content	Marks	Guidance
4*	**Definition** 1. Arousal is the intensity of our behaviour or the amount of drive we experience to achieve something. (AO1) - It is a physiological and psychological state of alertness that can affect participation. (AO1) - The effects can be positive or negative. (AO1) **Drive theory** 2. Accept drawing of theory (A01)  Figure 5.1.6 Drive theory 3. As arousal increases so does the quality of performance or the relationship between arousal and performance is linear (AO1) - E.g. as a football players arousal level increases so will the quality of their performance so they will make accurate passes and shots on target. (AO2) 4. High arousal would result in high quality of performance (AO1) - E.g. a gymnast with high arousal level will complete a floor routine fluently and with good control. (AO2)	**10** (AO1 x3, AO2 x3, AO3 x4)	

Question	Indicative content	Marks	Guidance
	5. Low arousal level would result in low quality of performance (AO1) - E.g. a boxer with low arousal would not make many punches and may drop his guard and be hit. (AO2) - 6. As arousal increases a performer's dominant response is more likely to occur.(AO1) **Inverted U theory** 7. Accept drawing of the theory (AO1) -  8i. At low levels of arousal the quality of performance is low e.g. an under aroused rugby player missing the tackle due to not being fully committed 8ii . As arousal increases so does the quality of performance. (AO1) - As a hockey player's arousal level increases they will make better quality passes and react quicker to the ball or an opponent. (AO2) 9. But only to an optimum point (AO1) - Which often occurs at a mid-point (AO1) - This would be when quality of performance is at its highest. (AO1)		

Question	Indicative content	Marks	Guidance
	- E.g. a diver would be smooth and fluent and not make much splash on entry to the water (AO2). 10. After this point, the quality of performance decreases if arousal increases. (AO1) - E.g. a netball player starts to drop the ball or miss relevant cues e.g. a defender moving to intercept the ball. (AO2) - Performer can become anxious and therefore quality of performance decreases. (AO1) 11. Although the effects of arousal may differ from this model depending on several factors (AO1) - Stage of learning or task type or type of skill or personality - E.g. a novice tennis player would perform a more consistent serve when under conditions of low arousal (AO2) - E.g. a cyclist who is an introvert may not perform well in a team cycling event or with a big audience. (AO2)		

Question	Indicative content			Marks	Guidance
	Impact (AO1)	Positive impacts on arousal / performance (AO3)	Negative impacts on arousal / performance (AO3)		
	12 Media can create a hype/ increase the importance of the event	13 Can lead to an increase in arousal and performance improves	14 Can increase arousal beyond the optimum leading to a catastrophe / decline in performance		
	15 Sport can now be viewed worldwide / larger audiences	16 Global audiences increase the importance of the event / adds pressure - helps performer achieve their optimum	17 Global audiences increase the importance of the event / adds pressure - leads to a catastrophe/ decline in performance		For wages/sponsorship credit responses referencing the golden triangle
	18 Larger wages	19 Adds pressure to the performer to do well to reach/maintain the highest wages - increases arousal improving performance	20 Adds pressure to the performer to do well to reach/maintain the highest wages - increases arousal leads to a catastrophe/ decline in performance		
	21 More sponsorship	22 Pressure from corporate sponsors increases arousal improving performance	23 Pressure from corporate sponsors increases arousal leads to a catastrophe/ decline in performance		

Question	Indicative content			Marks	Guidance
	24 Invasion of private lives	25 Creates anxiety in daily life which can be channelled on the pitch to improve performance	26 Creates anxiety so cognitive arousal is higher prior to the event - performer is more likely to have a catastrophe / decline in performance		
	27 Effect of TMos	28 Creates tension in the game increasing arousal and therefore performance	29 Creates tension leading to over arousal and catastrophe / decline in performance		
	30 Revised programming,	31 Games are often played late at night (to attract larger audiences) therefore arousal builds further during the day - improving performance	32 Games played late at night means the performer has all day to 'worry' increasing arousal and therefore making a catastrophe / decline in performance more likely		
	33 More foreign players	34 Increases competition for a place in the team - increases anxiety if channelled can improve performance	35 Increases competition for a place in the team - increases anxiety which can lead to a catastrophe / decline in performance		
	36 New forms of sports	37 Games like 20 20 cricket increase the excitement therefore increasing arousal which if channelled can increase performance	38 Games like 20 20 cricket increase the excitement therefore increasing arousal can lead to a catastrophe / decline in performance		

Question	Indicative content	Marks	Guidance
	General comments which can be applied to any of the above statements 39. Increased arousal is more likely to benefit the performer if they are an extrovert 40. increased arousal is likely to be detrimental to a performer if they are an introvert 41. Performers at elite level are likely to have intervention to control their arousal made possible due to increased funding from media coverage (e.g. sports psychologists) 42. Sponsorship/higher wages could lead to evaluation apprehension as performance money is based on quality of performance 43. Experienced professionals are less likely to be affected by the media than those new to professional sport		

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