

Physical Education

General Certificate of Secondary Education

Unit **B451**: An Introduction to Physical Education

Mark Scheme for January 2013

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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

Annotation	Meaning
?	Unclear
BOD	Benefit of doubt
X	Incorrect
L1	Level 1
L2	Level 2
L3	Level 3
REP	Repeat
✓	Correct
VQ	Vague
---	Noted but no credit given
S	S (indicates 'sub max reached')
EX	Example
K	Knowledge
DEV	Development

- Sub-maxes are indicated with **S**; the guidance section of the mark scheme shows which questions these are relevant to.
- K** and **DEV** used instead of ticks on question 25 to indicate where knowledge or development points from the indicative content have been made.
- On question 25, one K 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–Multiple Choice

Answer		Marks	Guidance
1	b.	1	
2	a.	1	
3	b.	1	
4	d.	1	
5	b.	1	
6	d.	1	
7	c.	1	
8	a.	1	
9	b.	1	
10	a.	1	
11	b.	1	
12	d.	1	
13	d.	1	
14	a.	1	
15	a.	1	
Total		15	

Section B—Short Answer Questions

Question		Answer	Marks	Guidance
16		<p>Three marks for three from:</p> <ol style="list-style-type: none"> 1. Running—measured by time/speed or how far 2. Throwing—measured by distance or accuracy or how far 3. Jumping—measured by distance/height or how far 4. Kicking—measured by end result/effectiveness/accuracy or how far or distance 5. Catching—measured by end result/effectiveness 6. Hitting—measured by distance/accuracy/end result/how far. 	3	<ul style="list-style-type: none"> • Accept a practical example showing how each is measured; eg kicking is measured by whether a goal is scored; eg catching a ball • Only give mark if there is a description of measurement as well as the i/d. • Do not accept winning as a measure

Question		Answer	Marks	Guidance
17		<p>Four marks for four from:</p> <p>(Negative)</p> <ol style="list-style-type: none"> (Old age or very young) Can slow you down/lack of speed (Old age or very young) Can be less flexible/mobile more stiff or have stiffer joints (if older) (Old age or very young) Can be mentally less sharp/unable to make (quick) decisions or could be badly co-ordinated Can be disabled because of old age or have arthritis or poor vision/hearing (Old age or very young) Can have less stamina/energy/(cardiovascular) endurance or won't run as far (Old age or very young) Can be weaker/have weaker muscles or bones (Old age or very young) More prone to injury Poor health (Old age or very young) Can lack motivation (Old age or very young) Less self esteem/feel embarrassed or uncomfortable or lack of confidence (if related to performing) Can be discriminated against/peer pressure. <p>(Positive)</p> <ol style="list-style-type: none"> (at a certain age/level of maturity) You can understand things better/more experience Can be more determined (After childhood) could be stronger or fitter or energetic or recover quicker. 	4	<ul style="list-style-type: none"> If no description or practical example sub max 2 marks – to get full marks there must be at least two descriptions Note that the question is 'when performing' rather than giving reasons for 'not taking part'. Must have some attempt at a practical example to gain full marks. Must have description to gain full marks. Look for effects which may be linked to either old or young. Could be positive or negative aspects depending on context. Use S annotation for sub max Use EG annotation when candidate shows an appropriate practical example

Question		Answer	Marks	Guidance
18		<p>Six marks for six from: three max for i/d (odd numbers) and three max for appropriate (simple) description (even numbers)</p> <ol style="list-style-type: none"> 1. Body mass index/BMI 2. This is a measure of body composition/weight divided by height (squared) /measuring height and weight/find out if overweight or obese or underweight 3. Blood pressure (measure) 4. Use an instrument/sphygmomanometer or check levels/whether high or low 5. Cholesterol/blood test (if not given in pt 7) 6. Test to show how much or level of cholesterol in blood 7. Glucose /blood test (if not given in pt 5)/urine test 8. Test to show how much or level of glucose in blood or urine 9. (Resting)heart rate 10. Take the pulse/heart rate using stethoscope or by pressing the radial/carotid artery—count how many beats per unit of time 11. Water content/hydration test 12. Colour of urine 13. Flexibility 14. Testing the flexibility of joints/sit and reach test 15. Questionnaires/lifestyle/PARQ/family/medical history 16. Asking about lifestyle/behaviour (for an analysis) or health problems 17. Skinfold measurements 18. Measures fat (coverage). 	6	<ul style="list-style-type: none"> • Do not accept: fitness tests (unless pts 13 and 14 - flexibility) • Accept: description for one mark if identification is inaccurate or absent • Pt 10 accept show if beating at normal speed = 1 mark (has idea of beats and speed)

Question		Answer	Marks	Guidance
19		<p>Four marks for four from:</p> <ol style="list-style-type: none"> 1. Carbohydrates—cereal/pasta etc—important for energy 2. Proteins—meat/fish etc—important for growth/repair/energy 3. Fats—meat/dairy etc—important for energy or insulation or protecting organs 4. Vitamins—Fruit/veg etc—important to combat disease or keeps you healthy. 	4	<ul style="list-style-type: none"> • Must have correct examples and explanations for each mark • Pt 4 accept any reference to health maintenance • Accept sweets only for a carb example

Question		Answer	Marks	Guidance
20		<p>Six marks for six from:</p> <ol style="list-style-type: none"> Keeps you healthy This helps to keep appropriate BMI/maintain body weight/ live longer/combats disease Fitness (physiological/ any components) This helps to keep CV fitness/strength/keep going/live longer/reduces risk of injury Mental Positive (self) image/self-esteem/(mental) well-being/confidence Stress relief Gives you something else to think about/is an escape from stressors/makes you happier Enjoyment/fun/make friends/social benefits makes you happy/optimistic/new friends/become part of a team As a hobby an interest/as a contrast to work As a job/profession to gain money/materialistic benefits or example of job eg Football pro/PE teacher To act as a role model for others to influence others to become fit/healthy. 	6	<ul style="list-style-type: none"> Sub max of 3 for identification only (odd numbers) Explanations (even numbers) can link with other identification points where appropriate; eg To keep fit (point 3) and therefore improves confidence (point 6) Accept explanations as identification; eg increase CV endurance can help reduce CHD Accept alternative but appropriate explanations

Question		Answer	Marks	Guidance
21		<p>Five marks for five from:</p> <ol style="list-style-type: none"> 1. Participating in dance/sport (not school or community based) 2. School participation /participating in PE 3. Community sport example or dance etc 4. Taking exams/gaining qualifications/doing a course related to physical activity—with suitable description 5. As a leader or coach—with suitable description 6. As an official/referee—with suitable description 7. As an administrator—with suitable description 8. Trying to get better/improving in your performance—with suitable description 9. As a professional/as a job—with suitable description eg professional footballer. 10. Extra-curricular club/school team 11. Starting at a basic level 12. Developing health and fitness. 	5	<ul style="list-style-type: none"> • Must give a description for full marks • If no description at all one mark max for five identifications

Question		Answer	Marks	Guidance
22		<p>Four marks for four from:</p> <ol style="list-style-type: none"> 1. A series of different exercises or stations 2. Repetition of actions (at each station) or sets or repetition of circuit 3. Timing involved (of activities or circuit) 4. Use of resistance/body weight or weights or examples of activities such as dips/press-ups/star jumps etc 5. Working different muscle groups/parts of body to avoid fatigue/injury 6. Can be skill based or examples of skills that can be incorporated eg footballers dribbling skills followed by passing etc 7. Rest intervals between stations/circuits 8. Circuit training can work on specific muscle groups/activities/skills 9. Scores at the end can be related to time or duration and/or number of reps or intensity/tracking progress over period of time 10. Has aerobic and anaerobic benefits or all-round fitness 11. Can be good for muscular endurance. 	4	
23		<p>Three marks for three from:</p> <ol style="list-style-type: none"> 1. Have a sense of space/you are not feeling pent-up or claustrophobic or overcrowded/stress relief /to escape/feel calmer or more reflective/feel happy 2. So that you have room to do physical activities or sports 3. Can go for walks/ running easily/exercise more easily 4. Good to look at/it is aesthetic 5. Gives a varied experience/varied landscape or environment 6. More likely to be less polluted/more fresh air. 7. (Often) free to use. 	3	

Question		Answer	Marks	Guidance
24		<p>Four marks for four from:</p> <ol style="list-style-type: none"> 1. They are your role models/they are significant to you so more likely to copy them (for unhealthy habits) 2. They can discourage you from a healthy lifestyle or not provide information/education /they do not support you or do not encourage you 3. If they are less active/unhealthy you are more likely to be/they do not exercise 4. They may not provide transport for you 5. They may not fund participation or a healthy lifestyle or they cannot afford to pay for activities/equipment or healthy food 6. Genetic pre-disposition for being unhealthy 7. Poor diet. 	4	<ul style="list-style-type: none"> • Must have an attempt at explanation for marks • Allow opposites

Question		Answer	Marks	Guidance	
				Content	Levels of response
25*	<p>Six marks total. Levels marked question</p> <p>Indicative content-</p> <ol style="list-style-type: none"> 1. Teaching motor skills-examples - relating skills to participate in a number of activities 2. teaching decision-making skills-examples 3. giving opportunities to participate in physical activities/pe lessons 4. link curriculum with extra-curricular/clubs/teams/sports days/trips 5. Wider aspects that enrich pupils' experiences eg school canteen/food 6. give leadership/coaching opportunities 7. give officiating opportunities 8. gives qualifications/exams in pe 9. show/celebrate progress/gives health validity/high status 10. improves skills/leads to high levels of performance 11. encourages self-evaluation which can motivate 12. gives enjoyment/fun that promotes health 13. teaching about health and well-being/pshe lessons 14. role model teachers/other pupils which can inspire or enthuse 15. use of external coaches/expertise 16. has a variety of activities to maintain interest and to motivate-examples. 	6	<p>Differentiating between levels look for:</p> <p>Level 1: (1-2)</p> <ul style="list-style-type: none"> • Points made mainly from points 1–5 • Description rather than explanation <p>Level 2: (3-4)</p> <ul style="list-style-type: none"> • Indicative points made with those at upper part of this level making points additional to 1–5. • Some explanation <p>Level 3: (5-6)</p> <ul style="list-style-type: none"> • Indicative points made and goes beyond and including points 1–5 • Points are developed/expanded • Clear explanations • Very few QWC errors <p>Always indicate the level at the end of the response (L1 or L2 or L3)</p>	<p>Level 1 (1–2 marks) Candidates describes only very superficially. Little or attempt at explanation. There is little or no use of technical vocabulary and sentences have limited coherence and structure.</p> <p>There is much irrelevant material with factors unconnected with the school curriculum. Errors in grammar, punctuation and spelling may be noticeable and intrusive.</p> <p>Level 2 (3–4 marks) Candidates make some attempt at explanation with good knowledge and understanding. Material largely relevant to the school curriculum.</p> <p>There is some use of technical vocabulary and sentences for the most part are relevant and are coherent.</p> <p>There are occasional errors in grammar, punctuation and spelling.</p> <p>Level 3 (5–6 marks) Candidates make many explained and developed points.</p> <p>Candidate demonstrates excellent knowledge and understanding of the factors involved.</p> <p>Candidate gives relevant material directly related to the school curriculum that is clearly structured and using appropriate terminology and technical vocabulary.</p> <p>There are few if any errors in grammar, punctuation and spelling.</p>	
		Section Total	45		
		Total	60		

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