



GCSE

Physical Education

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

General Certificate of Secondary Education

Mark Scheme for June 2014

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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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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Annotations used in the detailed Mark Scheme

		Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	?	Unclear
	BOD	Benefit of doubt
	Cross	Incorrect
	L1	Level 1
	L2	Level 2
	L3	Level 3
	REP	Repeat
	Tick	Correct
	VG	Vague
	SEEN	Noted but no credit given
	S	S (indicates 'sub max reached')
	EG	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			
Question	Answer	Marks	Guidance
1	b. Fresh vegetables	[1]	
2	c. Ahmed exercises a least 30 mins per day. He does not smoke and eats plenty of fruit and vegetables but does not drink more than a litre of water each day.	[1]	
3	d. Always participating in PE lessons in school	[1]	
4	b. You lack energy and get tired easily	[1]	
5	a. Shaking your opponents hand after playing tennis	[1]	
6	a. Changing your eating habits after a GCSE PE lesson on balanced diets	[1]	

Section A – Multiple choice			
Question	Answer	Marks	Guidance
7	d. To swim regularly to avoid heart disease	[1]	
8	a. To be able to reach for things without hurting yourself	[1]	
9	b. To go for a light jog and then to stretch the main muscle groups	[1]	
10	c. Feeling that you are not as good as anyone else so you don't turn up to an exercise class	[1]	
11	a. Your uncle often provides you with transport to attend training	[1]	

Section A – Multiple choice			
Question	Answer	Marks	Guidance
12	c. Increasing the amount of oxygen available for the working muscles	[1]	
13	b. Height	[1]	
14	a. To take a time-out in basketball	[1]	
15	b. Spin	[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 analysed by how far or time or style or method or distance 2. Throwing analysed by how far or by distance or accuracy or style/method 3. Jumping analysed by how far or by distance / height or accuracy or style/method 4. Kicking analysed by how far or by end result / effectiveness or accuracy or style/method/how hard (in kick boxing) 5. Catching - analysed by end result / effectiveness or accuracy or style/method/reflex time 6. Hitting analysed by how far or by distance / accuracy / end result / or style/method or how fast (serve in tennis)/or how hard (in boxing) 	[3]	<ul style="list-style-type: none"> • One mark only if three are identified with no description • Accept a practical example showing how each is analysed • eg hitting in hockey is analysed by whether the pass is accurate. • Accept 100 m sprint
17	<p>Four marks for four from:</p> <ol style="list-style-type: none"> 1. Competence / e.g. in hockey you need to learn how to stop and hit the ball 2. Performance / e.g. if you are in the school netball team then you would probably be able to run fast over a short distance and change direction well 3. Creativity / e.g. you might try different techniques in the long jump 4. Healthy/active lifestyles / e.g. if you participate regularly in a team sport like volleyball you are more likely to be healthy 	[4]	<ul style="list-style-type: none"> • Accept equivalent terms or practical examples

Section B – Short Answer Questions			
Question	Answer	Marks	Guidance
18	<p>Six marks for six from:</p> <ol style="list-style-type: none"> 1. e.g. no wasted energy when hitting a ball in cricket 2. - shows level of efficiency/economic/effortless 3. e.g. the trampolinist knows her routine well before she starts 4. – shows that movement is pre-determined 5. e.g. the volleyball player can jump and ‘spike’ successfully 6. – shows movement is coordinated/good timing 7. e.g. the rugby player picks up the ball and passes in one flowing movement 8. – shows that movement is fluent/fluid/smooth 9. e.g. the basketball player shoots the ball using the correct technique that looks good 10. – shows how aesthetic the movement is 11. e.g. a rugby player can disguise a pass 12. – shows being creative 13. e.g. a netball player shows the correct shooting technique 14. – shows how successful/accurate/good technique the skill is 15. e.g. a tennis player controls a smash that goes in 16. – shows how controlled the skill is 17. e.g. a lacrosse player passes with speed 18. – shows whether the skill can be performed at speed 19. e.g. a squash player serves well every time she serves 20. – shows how consistent the skill is 21. e.g. a gymnast learns a new technique of somersault 22. – shows how well learned the skill is 23. e.g. a hockey player shows confidence when shooting at goal 24. – shows how confident the player is 	[6]	<ul style="list-style-type: none"> • Sub max three for e.g. • Sub max three for key descriptive words(even numbers) • Must link description with key word for two marks.

Question	Answer	Marks	Guidance
19	<p>Four marks for four from:</p> <p>Three marks max (Environment)</p> <ol style="list-style-type: none"> 1. May have good /poor/bad outdoor facilities near you to help/hinder participation/or more facilities in urban areas/less in rural 2. You have access to green space / playing fields to help/hinder participation 3. You may live in a flat or without a garden and not be able to play / participate in the garden 4. You may live near/far away from mountains/hills/moors/sea/coast/lakes etc. that may/may not enable you to participate in adventurous activities. 5. Playing surface may be too hard / too soft for participation/waterlogged/frozen 6. Unsafe areas/objects eg litter/needles/pollution <p>Three marks max for (Climate)</p> <ol style="list-style-type: none"> 7. May be (too) hot or (too) cold to participate/heat wave 8. Humidity might be too high 9. Altitude might affect participation by helping or hindering 10. Enables you to be involved in activities like skiing or stops such involvement / snow allows you to ski etc 11. Wind/rainy season might disrupt participation or too windy/rainy/raining. 	[4]	<ul style="list-style-type: none"> • Three marks max for environment • Three marks max for climate • <u>Four marks total</u> • Do not accept social reasons eg other people • Do not accept bad/poor weather = too vague

Question	Answer	Marks	Guidance
20	<p>Six marks for six from:</p> <ol style="list-style-type: none"> 1. Satisfaction with life 2. (e.g.) being contented with your exercise regime 3. (Frequency of) positive feelings/mental health 4. (e.g.) feeling good/positive/looking on the bright side/happy/positive mental health about where you live 5. The frequency of activities/how active you are 6. (e.g.) get involved in sport / exercise classes 7. How well you look after yourself /diet 8. (e.g.) avoiding drugs /alcohol/smoking/poor diet or following a balanced, healthy lifestyle 9. Self-pride or self-esteem/confidence or have a place in society/body image 10. (e.g.) Feeling good about yourself when exercising or value yourself in a sports team 11. How lonely you are/friendships/social life 12. (e.g.) amount/quality of friendships in sport /having support of others in an exercise class/socially healthy 13. Health screening aspects or named example eg blood pressure 14. (e.g.) <u>levels of</u> blood pressure/ high or low cholesterol / BMI measurement 15. Body weight 16. (e.g) overweight or underweight or description of BMI 17. Stress/ Balance between work & leisure 18. (e.g.) levels stress/anxiety in life or when participating 19. Fitness tests or fitness levels or example of fitness component eg strength 20. (e.g.) results of tests such as the Coopers 12min run or flexibility tests etc. 21. Sleep patterns 22. (e.g.) getting enough quality of sleep for your age or going to bed not too late 23. Questionnaires 24. (e.g.) PARQ or e.g. of another questionnaires or interviews etc. 25. Not being poor / in poverty 26. (e.g.) having enough to pay for healthy food or having money to be involved in physical activities 27. Access to green space 28. (e.g.) being able to enjoy open space/fresh air/having a local park 	[6]	<ul style="list-style-type: none"> • Three marks max for i/d (odd numbers) • Three marks available for e.g. (even numbers) • Pt 13 allow: skin condition • Pt 19 only allow one mark for any fitness component eg strength / flexibility / CV fitness • Must link indicator with description for two marks

Question	Answer	Marks	Guidance
21	<p>Five marks for five relevant practical examples of decision making <u>by a performer</u>:</p> <p>For example:</p> <ol style="list-style-type: none"> 1. A hockey player deciding to pass to the winger 2. A basketball player deciding to shoot rather than pass 3. A netball player deciding to mark an opponent closely 4. A member of an exercise class deciding to sit-out during a difficult routine 5. A gym member decides to increase the weights during a weight training session 6. Deciding whether to stop if injured / too tired 7. Deciding on appropriate equipment / clothing / foot wear 8. Deciding type of warm up/immediate preparation 	[5]	<ul style="list-style-type: none"> • Accept five <u>different</u> examples from performers • Accept example if sport/activity is not named • Examples can be from one or more activity • One mark only for: <ul style="list-style-type: none"> - a football player deciding to pass - a netball player deciding to pass (repeat)
22	<p>Four marks for four from:</p> <ol style="list-style-type: none"> 1. Cardiovascular endurance/cardiovascular fitness or stamina 2. Muscular endurance 3. Speed 4. Strength 5. Agility 6. Power 	[4]	<ul style="list-style-type: none"> • Do not accept flexibility (in the question) • Do not accept CV/endurance on its own • Accept CV endurance

Question	Answer	Marks	Guidance
23	<p>Three marks for three from:</p> <ol style="list-style-type: none"> 1. May make you more determined/motivated/encouraged (to overcome your physical mobility difficulties). 2. May give you more confidence / self-belief 3. May give you opportunities or play at a higher level/access for new sports / activities or raise awareness of activities/opportunities or concessionary rates 4. May be directed to participate by doctors or friends or family or would be good for your health/well-being 5. May be inspired by others who are disabled and participate / inspired by Paralympic role models or it shows you that you too could do it or you can inspire or you can become a role model 6. Give purpose for life / a focus for life or finding a new talent 7. Provides an opportunity to meet others in a similar situation / provides social opportunities 	[3]	<ul style="list-style-type: none"> • Must use descriptions • Do not accept 'you can compete in the Paralympics' (in question). • Look for factors affecting the individual disabled person
24	<p>Four marks for four from:</p> <ol style="list-style-type: none"> 1. Participating or performing in a physical activity 2. Extra-curricular activities/clubs/school teams/sports days 3. Member of external sports teams / exercise clubs 4. Coaching / teaching / leading new skills (if outside PE lessons) 5. Officiating / judging in a physical activity 6. Starting off at basic level of activities/other roles 7. Refinement of skills/getting help and advice/ being coached/practising (if outside PE lessons) 8. Getting to the next tier/level/representing county/moving up the performance pyramid or being involved in more complex tasks 9. Developing physical health/fitness / following a healthy lifestyle 10. Volunteering to help or get involved or working with a charity/community projects 11. As a career/professional 12. Getting qualifications / scholarship (if outside curriculum) 	[4]	<ul style="list-style-type: none"> • Must have a description for each mark • Do not accept single-word answers (not a description). • Look for activities <u>outside</u> the curriculum. • Do not accept school activities that are within the curriculum /NC eg PE lessons • Accept 5 x 60 (Welsh) initiative as being extra-curricular activity • Accept only 1 mark for 'volunteering to coach a football team' – because does not describe both volunteering and coaching

Question	Answer	Marks	Guidance	
			Content	Levels of Response
25*	<p>Six marks total.</p> <p>Indicative content</p> <p>NB For the better candidates - <i>Some points <u>may</u> be linked to reasons for non-participation followed by suggestions to encourage participation or to break down the barriers to participation (but full marks could also be scored with no points about non-participation).</i></p> <ol style="list-style-type: none"> Health-related <ul style="list-style-type: none"> less likely to be ill Physical reasons <ul style="list-style-type: none"> Emphasise fitness or weight control Have more energy <ul style="list-style-type: none"> Relate to other everyday activities that may benefit Will be able to do your sport more effectively Well-being <ul style="list-style-type: none"> mental reasons/stress relief Image <ul style="list-style-type: none"> Promote to develop confidence Enjoyment / Intrinsic motivation <ul style="list-style-type: none"> A relief from everyday life or just to have a fun time Social/friendship/ <ul style="list-style-type: none"> meeting friends can make you feel better or give you more security or happiness As a hobby <ul style="list-style-type: none"> something to do/keep active To experience competition <ul style="list-style-type: none"> Enjoy trying to win or competing in a team or feeling the benefit of the team winning To develop skills <ul style="list-style-type: none"> to get better at the activity (practical example) 	[6]	<p>Differentiating between levels look for:</p> <p><u>Level 1 (1-2 marks):</u></p> <ul style="list-style-type: none"> Up to three valid reasons given or reasons that are not very different Description rather than explanation of encouragement Very few valid points made about encouragement Much imbalance Some incorrect material <p><u>Level 2 (3-4 marks):</u></p> <ul style="list-style-type: none"> 3 + valid and different reasons given. Some explanation for encouraging (with possibly some linked to reasons for non-participation) Some practical examples may be given Some imbalance in answer 	<p>Levels marked question</p> <p><u>Level 1 (1-2 marks)</u> 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. There is much irrelevant material. Errors in grammar, punctuation and spelling may be noticeable and intrusive.</p> <p><u>Level 2 (3-4 marks)</u> Candidates make some attempt at explanation with good knowledge and understanding. Material largely relevant. There is some use of technical vocabulary and sentences for the most part are relevant and are coherent. There are occasional errors in grammar, punctuation and spelling.</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	<ul style="list-style-type: none"> to perform everyday tasks better <p>11. To show role models/significant others/parents/friends</p> <ul style="list-style-type: none"> To inspire participation or to be more like role models <p>12. As a vocation/profession/as a job</p> <ul style="list-style-type: none"> for money / tangible rewards for security <p>13. Use of SMART goal setting</p> <ul style="list-style-type: none"> Give goals/targets for achievement and encouragement Some use of the SMART principle <p>14 Use of praise / extrinsic motivation</p> <ul style="list-style-type: none"> Rewards Positive reinforcement <p>15 Educate</p> <ul style="list-style-type: none"> Information about benefits <p>16 Accessibility</p> <ul style="list-style-type: none"> Transport provision Facilities and equipment Concessions 		<p>Level 3 (5-6 marks):</p> <ul style="list-style-type: none"> 3 + valid and different reasons given Points are developed / expanded Practical examples to reinforce points made Clear explanations (and possibly linked to reasons for non-participation) Answer well balanced <p>Examiners: Always indicate the level at the end of the response</p> <p>Bullet points indicate possible development points but could be stand-alone knowledge points</p> <p>Give credit to practical examples if they exemplify indicative content points</p> <p>Use EG annotation when examples given</p>	<p>Level 3 (5-6 marks)</p> <p>Candidates make many explained and developed points. Candidate demonstrates excellent knowledge and understanding of the factors involved. Candidate gives relevant material that is clearly structured and using appropriate terminology and technical vocabulary. There are few if any errors in grammar, punctuation and spelling.</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	Total	[45]		
	Paper Total	[60]		

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