



GCSE

Physical Education

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

General Certificate of Secondary Education

Mark Scheme for June 2015

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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

	?	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

Highlighting is also available to highlight any particular points on the script.

[The following questions should be annotated with ticks to show where marks have been awarded in the body of the text question 1-24]

Section A – Multiple choice			
Question Number	Expected Answer	Marks	Rationale/Additional Guidance
1	d. Fish *	[1]	
2	b. Lack of a wheelchair ramp outside a sports centre *	[1]	
3	c. A player in netball chooses to pass rather than to shoot *	[1]	
4	a. Catching a ball in rounders *	[1]	
5	c. A performance goal is concerned with technique and an outcome goal is concerned with winning *	[1]	
6	d. The grip dynamometer test *	[1]	

Section A – Multiple choice			
Question Number	Expected Answer	Marks	Rationale/Additional Guidance
7	b. To remove lactic acid *	[1]	
8	c. To develop skills and techniques *	[1]	
9	a. You go to the gym because you want to tone your muscles and look good *	[1]	
10	d. To work on core strength *	[1]	
11	d. Competence	[1]	

Section A – Multiple choice			
Question Number	Expected Answer	Marks	Rationale/Additional Guidance
12	b. Living close to a park or playing fields *	[1]	
13	a. Showing fluent movements in a gymnastic routine *	[1]	
14	c. Having a BMI result of below 30 after an exercise class *	[1]	
15	c. You prefer to play computer games than to play sports *	[1]	
	Total	[15]	

Section B – Short Answer Questions			
Question Number	Expected Answer	Marks	Rationale/Additional Guidance
16	<p>(Characteristics of unskilled) Three marks max. One mark for each correct response</p> <ol style="list-style-type: none"> 1 Lack of efficiency/less economic – OR (eg Wasted energy when hitting a ball in tennis) 2 Not pre-determined or confused or unsure or don't know how to do it – OR (eg the trampolinist does not know her routine well before she starts) 3 Uncoordinated –OR (eg the hockey goalkeeper can run out and misses the kick at the ball) 4 Lacks fluency or is not smooth or is jerky in response – OR (eg the football player receives the ball and passes unsuccessfully in an hesitant movement) 5 Looks poor or lacks aesthetic qualities OR (eg the basketball player shoots the ball using the incorrect technique that looks poor and clumsy) 6 Lacks creativity or is predictable OR (eg a rugby player cannot disguise a pass and it gets intercepted) 7 Unsuccessful or fails or poor technique or clumsy or makes mistakes or lack of accuracy OR (eg a netball player shows the incorrect shooting technique and misses) 8 Uncontrolled OR (eg a tennis player can smash hard but the ball goes out) 9 Lacks speed or is too slow OR (eg a basketball player passes too slowly and it gets intercepted) 10 Inconsistent OR (eg a badminton player serves well only every now and then) 11 Lacks confidence OR (eg a table tennis player shows a lack of confidence through his very defensive play) 	[3]	<ul style="list-style-type: none"> • Accept practical examples as descriptions • Do not accept description of skilled performers • Do not accept unfit/poor CV endurance

Section B – Short Answer Questions			
Question Number	Expected Answer	Marks	Rationale/Additional Guidance
17	<p>Four marks for four from:</p> <p>Sub max of one mark for practical example</p> <ol style="list-style-type: none"> 1. A pulse-lowering exercise or an exercise that shows a decrease in activity eg (slow) jogging or (steady) swimming or a stretching / flexibility exercise <p>Sub max three marks for importance</p> <ol style="list-style-type: none"> 2. To (speed up) removal or get rid of lactic acid or waste products/ helps repay oxygen debt 3. Decreases risk of injury or pulling a muscle 4. Decreases risk of (muscle) soreness/pain or stiffness or tightening/DOMS 5. Prevent blood pooling 6. Prevent feeling tired or fatigued 7. Gradually decrease heart rate/blood pressure/maintain blood pressure 8. Gradually decrease body temperature 9. Gradually decrease breathing rate 10. To stop you feeling dizzy or faint or sick 11. Psychological benefits or makes you calm down or lower anxiety 	[4]	<p>Accept for points 7, 8, 9 slowly for gradually or maintain elevated levels of or regulates</p> <p>Accept prevents for point 3 and 4 (BOD)</p> <p>Do not accept to relax muscles under point 4</p>

Section B – Short Answer Questions			
Question Number	Expected Answer	Marks	Rationale/Additional Guidance
18	<p>(Overeating and participation)....</p> <p>Six marks for Six from:</p> <ol style="list-style-type: none"> 1. Carrying too much weight / overweight/ obesity or lack of mobility (to be involved or to perform well) 2. Joints/muscles/bones under too much stress/strain/pressure or lead to (more) injuries 3. Not fit enough / lack of stamina / tiredness / out of breath 4. Feel sick or ill or bloated or cramps 5. Lack of motivation or not wanting to compete or want to give up too easily or become lazy/ or lethargy 6. Lack of agility / speed or be too slow 7. Lack of co-ordination 8. Lack of flexibility 9. (Named health issues) diabetes (type 2) / strain on the heart/ high blood pressure 10. Feeling of embarrassment or low self-esteem or low (self) confidence 11. The negative views of others or discrimination or bullying 	[6]	<ul style="list-style-type: none"> • Accept for point 9 only a named health issue eg: heart disease • Do not accept for point 10 mental health issues (vg) • Do not accept for point 3 lack of energy

Section B – Short Answer Questions			
Question Number	Expected Answer	Marks	Rationale/Additional Guidance
19	<p>Four marks for four from:</p> <ol style="list-style-type: none"> 1. Health-related/ less likely to be ill/ healthy lifestyle/ to live longer 2. Physical reasons / fitness / more energy or to be stronger 3. Well-being/mental reasons/stress relief or to be more confident or feel good about yourself 4. Weight control or for good body image or to look better/more muscle definition / more attractive 5. Enjoyment / fun / fulfilment 6. Social/friendship/ meeting friends 7. As a hobby or for something to do or reduce boredom 8. To experience competition or to win medals/rewards (other than money) 9. To develop skills/to get better at the activity or to perform everyday tasks better or to get a sense of achievement or you are good at it 10. To copy role models/significant others/parents/friends or to please parents/friends or (as a result of) peer pressure 11. As a vocation/profession/as a job/ as a qualification/ for money 	[4]	<ul style="list-style-type: none"> • Accept more than one mark in each answer section if separate point made (mark from top left to bottom right) • eg to get fit and healthy = two marks • because they like it/the sport = Vg

Section B – Short Answer Questions			
Question Number	Expected Answer	Marks	Rationale/Additional Guidance
20	<p>(Describe the importance of diet in a balanced, healthy lifestyle)</p> <p>Six marks for six from:</p> <ol style="list-style-type: none"> To give you energy or carbohydrates will give you energy or to be able to complete everyday tasks Good for fitness or to perform physical activities well or to help recovery after injury For maintaining (correct) weight control/being the right shape or to prevent obesity or being overweight To prevent illness or vitamins or minerals to prevent illness/ disease or help recovery after illness Can extend your life (expectancy) Proteins will help repair or for growth Fats for insulation / protect organs (Water important for) hydration or to prevent dehydration Water to carry nutrients or for chemical reactions to take place or for waste removal or to control (body) temperature Fibre aids digestion or for good bowel function/ for good digestion or to ensure that you get rid of waste effectively or fibre helps with digestion / getting rid of waste To make you feel better or psychological benefits or good for your well-being/ reduce stress Eating the right amount for energy expended/ have an appropriate portion size/not too much or too little food/ energy for energy expended /eating according to how much you work/exercise 	[6]	<ul style="list-style-type: none"> Look for a description One mark max for identification without description Keeps you healthy = vg (in the question) Do not accept drink plenty of water = vg Do not accept 5 fruit and veg a day = vg Accept the negative consequences of a poor diet

Section B – Short Answer Questions			
Question Number	Expected Answer	Marks	Rationale/Additional Guidance
21	<p>Four marks for four from:</p> <p>Marks for four pathways max</p> <ol style="list-style-type: none"> (Regularly) involved in Physical Education lessons Eg always attending PE and eagerly learning movement skills (Regularly being) involved in school and community sport or extra-curricular activities Example playing for the school netball team or playing in a team Becoming a leader/coach Example – a tennis coach or coaching a team Becoming an official/referee/umpire Example – must give more than just referee/umpire or eg mark - a referee in football/becoming an umpire in hockey Being challenged more/being involved in increasingly complex/challenging tasks Example – Training to improve in your track event Reaching the highest possible standard of involvement Example – Trying to get into the national team/school 1st team Volunteering / helping Example – running activities for the local youth club Qualifications/ PE exams/ vocation/ as a job 	[4]	<ul style="list-style-type: none"> Accept an example as a description Accept manager for pt3 with description joining a club = vg joining a sports club = point 2 learning a skill = vg

Section B – Short Answer Questions			
Question Number	Expected Answer	Marks	Rationale/Additional Guidance
22	<p>Three marks for three from:</p> <ol style="list-style-type: none"> 1. Satisfaction with life or contentment 2. Frequency of positive feelings or feeling good/positive or looking on the bright side or being happy or positive mental health or enjoying exercise 3. The frequency of activities or how active you are or how much you get involved in sport / exercise or participation in physical activities 4. How well you look after yourself /drugs /alcohol/diet or eating healthily 5. Self-pride or self-esteem or confidence or have a place in society 6. How lonely you are/amount/quality of friendships/having support of others/socially healthy 7. Health screening aspects/levels of blood pressure/cholesterol / BMI or free from illness/ disease 8. Levels stress/anxiety 9. Fitness tests 10. Good sleep patterns 11. Questionnaires/PARQ 12. Not being poor / in poverty 	[3]	<ul style="list-style-type: none"> Do not accept reference to access to green space (in the question)

Section B – Short Answer Questions			
Question Number	Expected Answer	Marks	Rationale/Additional Guidance
23	<p>(Practical examples of processes)</p> <p>Five marks for five from:</p> <ol style="list-style-type: none"> (Developing skills) - eg learning passing skills in football (Making or applying decisions) - eg to choose whether to pass or shoot in football (Developing physical / mental capacity) - eg training to increase your running speed or training your mind to concentrate on the ball in squash (Evaluating and improving) - eg judging how well you have performed and identifying ways to improve your vaulting in gymnastics (Making informed decisions about lifestyle) - eg learning about a balanced diet in GCSE Physical Education and deciding to eat a more balanced diet 	[5]	<p>For points 1-4 the activity or sport must be identified</p> <p>Pt 1 Do not accept the name of a skill on its own without the name of the activity</p> <p>Pt 1 do not accept just the i/d of skills</p> <p>Look for a practical example ie not merely repeating the words in the question.</p> <p>Eg developing skills in netball = 0 marks</p> <p>Developing passing skills in netball = 1 mark</p> <p>Eg learning skills and techniques in hockey = 0 marks</p> <p>Learning skills and techniques such as defending in football = 1 mark</p> <p>Pt 3 accept an example that shows either physical or mental capacity</p> <p>Pt 4 accept only examples that include evaluation and improvement</p> <p>Pt 5 look for examples of regular exercise/balanced diet/avoiding unhealthy habits/getting enough sleep/ getting a good work-life balance</p>

Section B – Short Answer Questions			
Question Number	Expected Answer	Marks	Rationale/Additional Guidance
24	<p>Four marks for four from:</p> <p>Sub max One mark for identification of test:</p> <ol style="list-style-type: none"> Coopers (run/walk) test / Cooper run/ 12 minute run or Multi-stage (fitness test) or bleep/bleep test or any other suitable test for cardiovascular endurance or VO2 max (test) or Harvard step test <p>Sub max three marks for description from:</p> <ol style="list-style-type: none"> Ensure the distance is measured or cones 20 metres apart (bleep) Ensure that appropriate timing takes place or keep to the beep (bleep test) or run for 12 minutes (Cooper) or keeping to the same time intervals as everyone else Record the results or see how far you go or compare with norms/data Should take into account family history / history of illness or disease Take into account the age of the participant Take into account the fitness levels or make sure that they are fit enough for the activity Carry out health screening before the test or check on health or interview / use a questionnaire or get them to see a doctor before the test Take into account the ability level of the subject or whether they can understand or are able enough for the skills of the test Check equipment is working correctly or timing devices are accurate Take into account the environment or whether it is hot or cold Take into account the influence of others / motivation available The same person measures/times/administers the test 	[4]	<p>Sub max One mark for identification of test</p> <p>Sub max three marks for description</p> <p>Accept descriptions of the main aspects of the activity</p> <p>Do not accept description of non valid test</p>

Section B – Short Answer Questions			
Question Number	Expected Answer	Marks	Rationale/Additional Guidance
25*	<p><i>Explain the importance of sportsmanship and following codes of behaviour when participating in physical activities.</i></p> <p>Six marks total.</p> <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 with factors unconnected with sportsmanship / codes of behaviour 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 to sportsmanship / codes of behaviour 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> <p><u>Level 3 (5-6 marks)</u> Candidates make many explained and developed points. Candidate demonstrates excellent knowledge and understanding of the factors involved. Candidate gives relevant material directly related to sportsmanship / codes of behaviour that is clearly structured and using appropriate terminology and technical vocabulary. There are few if any errors in grammar, punctuation and spelling.</p>		<p>Differentiating between levels look for:</p> <p>Level 1:</p> <ul style="list-style-type: none"> - Mostly description rather than explanation - Very few knowledge points with little or no development - Little or no practical examples on either sportsmanship or codes of behaviour - Some incorrect material <p>Level 2:</p> <ul style="list-style-type: none"> - Some explanation as well as description - Variety of knowledge points with some points developed - Some relevant practical examples of sportsmanship and codes of behaviour <p>Level 3:</p> <ul style="list-style-type: none"> - Clearly explained rather than merely described showing importance - Good variety of points about sportsmanship and codes of behaviour - Points are developed and expanded well <p>Examiners: Always indicate the level at the end of the response</p>

Section B – Short Answer Questions			
Question Number	Expected Answer	Marks	Rationale/Additional Guidance
	<p><i>Explain the importance of sportsmanship and following codes of behaviour when participating in physical activities.</i></p> <p>Indicative content (Sportsmanship)</p> <ol style="list-style-type: none"> To protect individuals <ul style="list-style-type: none"> Examples of participants / Officials Less dangerous/safer <ul style="list-style-type: none"> Fewer accidents with possible examples For fair play <ul style="list-style-type: none"> so that the activity/game can be played effectively/flowing So all can enjoy the activity <ul style="list-style-type: none"> Example of enjoyment To improve quality of performance <ul style="list-style-type: none"> Focus on the activity <p>(Codes of behaviour)</p> <ol style="list-style-type: none"> Important to establish so that all participants know what is expected of them when playing a particular sport or engaging in exercise and physical activities <ul style="list-style-type: none"> following role model behaviour developing as a role model to others So that behaviour is socially acceptable <ul style="list-style-type: none"> (in a particular culture) to have good control Develop social skills To show respect to those around you <ul style="list-style-type: none"> well-mannered/to care about the well-being of others To not be disqualified <ul style="list-style-type: none"> Examples might include being sent off/fined To not let your team mates down <ul style="list-style-type: none"> give them a bad name/poor reputation 	[6]	<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>
	Total	[45]	
	Paper Total	[60]	

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