



GCSE

Physical Education

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

General Certificate of Secondary Education

Mark Scheme for June 2016

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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 in scoris

		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.

ADDITIONAL OBJECTS: You **must** annotate responses on any additional objects, as above. ('additional objects' are continuation sheets at the end.) If no credit is to be awarded for the answer written on the additional object, please use the annotation 'seen'. If the page is blank use 'BP'.

Please send a brief report on the performance of candidates to your Team Leader (Supervisor) by the end of the marking period. The Assistant Examiner's Report Form (AERF) can be found on the RM Cambridge Assessment Support Portal.

Your report should contain notes on particular strength displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

Section A – Multiple choice			
Question Number	Expected Answer	Marks	Rationale/Additional Guidance
1	c.	[1]	
2	a.	[1]	
3	c.	[1]	
4	a.	[1]	
5	b.	[1]	
6	d.	[1]	
7	c.	[1]	
8	a.	[1]	
9	c.	[1]	
10	a.	[1]	
11	b.	[1]	
12	b.	[1]	
13	c.	[1]	
14	d.	[1]	
15	d.	[1]	
	Total	[15]	

Section B – Short Answer Questions			
Question Number	Expected Answer	Marks	Rationale/Additional Guidance
16	Three marks for three from: <ol style="list-style-type: none"> 1. To manage stress or to relax 2. To increase levels of fitness / fitness components (or a named fitness component eg strength) 3. To prevent illness/disease/CHD/diabetes/ to decrease blood pressure 4. To manage weight/lose weight or less risk of obesity 5. For well-being or to be happy or for mental health or to increase confidence/self esteem 6. To live longer 	[3]	<ul style="list-style-type: none"> • Do not accept to be healthy (in question) • Do not accept to prevent injury/for rehabilitation • Accept any valid examples of illness prevention for pt 3 • to get fit and to lose weight = 2 marks (pts 2 and 4) • to prevent high blood pressure = pt 3 • to improve CV system = bod • High blood pressure = vg • to socialise = vg • to improve heart and lungs =vg
17	Four marks for four from: <ol style="list-style-type: none"> 1. No (man made) facilities near e.g. football pitch/leisure centre/parks or poor / run-down facilities 2. Lack of (natural) outdoor or green space e.g. mountains/rivers 3. Overcrowding means no room 4. Lack of transport 5. Climate / weather unfavourable or pollution or too hot/ too cold 6. Not enough like-minded people/friends around or lack of others to participate with or isolation from others or no near communities 	[4]	<p>Do not accept one word answers for a description</p> <ul style="list-style-type: none"> • Not near (young) people = pt 6 (BOD) • Live in remote area = vg • Nowhere to ski = vg • No local clubs = vg • Unable to travel long distances = vg • Climate =vg

Section B – Short Answer Questions			
Question Number	Expected Answer	Marks	Rationale/Additional Guidance
18	<p>Six marks for Six from:</p> <p>(examples of cool down activities) Sub max of two marks for 2 from:</p> <ol style="list-style-type: none"> 1. Jogging or (slow) running or skipping or walking 2. Stretching 3. (low level) skill practice 4. Ice baths <p>(reasons for cool down) Sub max of four marks</p> <ol style="list-style-type: none"> 1. (To speed up) remove or get rid of lactic acid or waste products 2. Decreases/prevents risk of injury/ pulling a muscle 3. Decreases/prevents risk of muscle soreness or cramp or stiffness or DOMS 4. Prevent blood pooling 5. Prevent feeling tired or fatigued 6. Gradually decrease heart rate/blood pressure/maintain blood pressure 7. Gradually decrease body temperature 8. Gradually decrease breathing rate 9. To stop you feeling dizzy or faint or sick 10. Psychological benefits or makes you calm down or lowers anxiety. 	[6]	<p>Examiners - please be aware that you may have to scroll down the zone to read all the candidates' responses</p> <ul style="list-style-type: none"> • Do not accept 'mental' related responses as an example of cool down activity <p>Do not allow for reasons:</p> <ul style="list-style-type: none"> • 'stops/reduces the build-up of lactic acid' • 'relaxes muscles' = vg • To recover quicker = vg • To stop muscles seizing up = vg • Accept alternatives for gradually for points 6-8

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Question Number	Expected Answer	Marks	Rationale/Additional Guidance
19	<p>Four marks for four from:</p> <ol style="list-style-type: none">1. (General) To stop danger of injuring yourself / safer (eg lifting) or prevent strains / sprains / pulling muscles or prevents soreness/stiffness/pain2. (General) To improve posture3. (General) To increase circulation4. To be able to reach for things more easily / go about everyday activities more easily / do jobs better enables you to want to do more exercise or wider range of activities or enables you to be more active or learn / develop new skills5. To be able to participate in activities that demand high level of flexibility such as gymnastics6. To be able to move faster / quicker reactions7. To be more effective in movement technique / performance	[4]	Do not accept one word answers as explanations

Section B – Short Answer Questions			
Question Number	Expected Answer	Marks	Rationale/Additional Guidance
20 (a)	Six marks for six from: Sub max three marks for examples of sportsmanship <ol style="list-style-type: none"> 1. Example – stopping when a player is injured 2. Example - clapping your opponent at the end of the match 3. Example - a batswoman walking in cricket when she knows she has been caught from an 'edge' 	[3]	<ul style="list-style-type: none"> • Activity must be identified and examples must be relevant to the activity for marks to be awarded. • Accept any suitable sportsmanship example that is <u>different</u> for each example • Accept same sports activity with <u>different</u> examples • Shaking hands with the officials and shaking hands with the opponents = 1 mark only (rep)
	b) Three marks for explanation of the importance of sportsmanship: <ol style="list-style-type: none"> 1. To encourage fairness or fair play 2. Prevents injury or is safer 3. Prevents aggression/violence/arguments/anger/conflicts/fights/chaos 4. Can be fun/enjoyable/you can appreciate it or is more friendly / entertaining or can boost morale (enjoyable for players or spectators) 5. Encourages respect (for others) or makes officials job easier 6. Game can continue/be flowing/be effective—otherwise will not be a good game/activity 7. You are being a role model or others might copy or sets a good example / gives a good impression of the player or sport 8. It is more ethical or more moral or makes you a good person 	[3]	<p>Look for explanation rather than just single word answers</p> <ul style="list-style-type: none"> • 'to not get banned/punished/ asked to leave' = vg • Do not accept 'accept officials decision' = vg

Section B – Short Answer Questions			
Question Number	Expected Answer	Marks	Rationale/Additional Guidance
21	<p>Five marks for five of:</p> <ol style="list-style-type: none"> 1. (Efficient) Appropriate example e.g. a serve in tennis - economy of effort or no waste of effort or little energy used or doesn't waste time 2. (Pre-determined) Appropriate example e.g. a gymnast knows their routine – they know clearly what movements they are going to do 3. (Co-ordinated) Appropriate example e.g. basketball player doing a lay up – combines run up with the shot or two or more movements done at the same time 4. (Fluent) Appropriate example e.g. a batsman in cricket hits a shot with correct timing and technique/flow / smoothly 5. (Aesthetic) Appropriate example e.g. a high-board diver who performs a double somersault that looks good or pleasing to the eye or professional looking 	[5]	<p><i>Description <u>must</u> relate to a specific skill within the named activity</i></p> <ul style="list-style-type: none"> • Accept gymnastic/ice skating/dance routine as a skill • Can accept the skill in named physical activity eg side step in Rugby(as the physical activity) (coordinated) the player steps from right foot to left foot in changing direction effectively = 1 mark <p>Do not accept the named characteristics in the answer unless qualified further in the description. eg 'co-ordinate arms and legs to balance on the beam' = vg eg 'co-ordinate arms and legs at the same time to balance on the beam' = pt3</p> <ul style="list-style-type: none"> • Do not accept one word answers for description • Accept practical examples as descriptions of each characteristic • 'Outcome guaranteed' (pt2) = vg • 'Tactic being smooth' (pt4) = vg

Section B – Short Answer Questions			
Question Number	Expected Answer	Marks	Rationale/Additional Guidance
22	Three marks for three from: <ol style="list-style-type: none"> 1. (Injury) – sprained ankle prevents playing tennis 2. (Discrimination) – not feeling welcome at a sports club because of colour/race/religion/gender/physical attributes 3. (Peer pressure) – your friends do not participate and you want to remain an accepted member of their peer group 	[3]	<p>Accept any relevant practical example but activity does not have to be named Example must relate to a reason for <u>non participation</u></p> <p>Do not accept</p> <ul style="list-style-type: none"> • ‘being forced to play by their friends’= (pt3)= no mark • ‘being racially abused whilst playing football’ = (pt2) =no mark • ‘it’s a boys game’ (pt2) = vg • related to embarrassment=(pt2)no mark

Section B – Short Answer Questions			
Question Number	Expected Answer	Marks	Rationale/Additional Guidance
23	<p>Four marks for four from:</p> <p>(Negative)</p> <ol style="list-style-type: none"> 1. Can slow you down/lack of speed 2. Can be less flexible/mobile or more stiff or have stiffer joints (if older) or more (joint) pain or joint problems or arthritis 3. Can be mentally less sharp/unable to make (quick) decisions or could be badly co-ordinated or slower reactions 4. Can be disabled because of old age or poor vision/hearing 5. Can have lack of fitness/less stamina/energy/cardiovascular endurance or won't run as far or tire easily or out of breath quicker or has less energy 6. Can be weaker/ frail or have weaker muscles or bones 7. More prone to injury or takes longer to recover from injury 8. Poor health or too ill or have illness 9. Can lack motivation or be lethargic 10. Less self esteem / feel embarrassed or uncomfortable or lack of confidence (if related to performing) 11. Can be discriminated against/peer pressure or discouraged by others <p>(Positive)</p> <ol style="list-style-type: none"> 12. (at a certain age/level of maturity) You can understand things better/more experience 13. Can be more determined 14. (After childhood) could be stronger or fitter 	[4]	<ul style="list-style-type: none"> • Do not accept one word answers as a description. Must have description to gain marks. • Look for effects which are linked to old age. • Could be positive or negative aspects depending on context. • Do not accept 'lack of facilities/role models' = vg • 'Previous injury' or 'Physically unable' or 'less opportunity' = vg • 'Bad bones' = vg

Section B – Short Answer Questions			
Question Number	Expected Answer	Marks	Rationale/Additional Guidance
24	Four marks for four from: 1. Competence 2. Performance 3. Creativity 4. Healthy, active lifestyles	[4]	Accept only exact wording for each marks BUT accept: Healthy, balanced, active lifestyles (pt4)

Section B – Short Answer Questions			
Question Number	Expected Answer	Marks	Rationale/Additional Guidance
25*	<p>Describe the different measures or indicators of health and well-being.</p> <p>Six marks total.</p> <p>Levels marked question</p> <p><u>Level 1 (1-2 marks)</u> Candidates describes only very superficially. 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 a full description 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> <p><u>Level 3 (5-6 marks)</u> Candidates make many developed points. Candidate demonstrates excellent knowledge and understanding of the measurements or indicators. 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> <p>Indicative content –</p> <ol style="list-style-type: none"> 1. (i/d) Levels of satisfaction 2. (desc/e.g.) You can be with life/your job/contentment 3. (i/d) Frequency of positive feelings 4. (desc/e.g.) feeling good/positive /happy/positive mental health or lack of negative feelings. 		<p>Differentiating between levels look for:</p> <p>Level 1:</p> <ul style="list-style-type: none"> - Up to two valid measures given - Superficial description given - Very few developed points - Much imbalance - Some incorrect material <p>Level 2:</p> <ul style="list-style-type: none"> - 2+ valid and measures given. - Some points are developed - Some description attempted - Some imbalance in answer <p>Level 3:</p> <ul style="list-style-type: none"> - 4+ valid measures given - Most points are developed / expanded - Detailed description - Some practical examples may be present as developments - Answer well balanced <p>Always indicate the level at the end of the response unless zero is scored</p> <p>Examiners to use K for i/d and DEV for desc.</p>

Section B – Short Answer Questions			
Question Number	Expected Answer	Marks	Rationale/Additional Guidance
	5. (i/d) The frequency of activities - how active you are 6. (desc/e.g.) You get involved in sport/exercise 7. (i/d) How well you look after yourself 8. (desc/e.g.) avoiding drugs/alcohol/smoking /having a good diet/following a balanced, healthy lifestyle 9. (i/d) Self pride/how good you feel about yourself 10. (desc/e.g.) you value yourself/self esteem/have a place in society 11. (i/d) Quality of friendships/number of friends you have 12. (desc/e.g.) How lonely you are/having support of others/socially healthy 13. (i/d) Health screening aspects 14. (desc/e.g.) levels of blood pressure/cholesterol/BMI etc 15. (i/d) Levels of Confidence - levels stress/anxiety 16. (desc/e.g.) If you feel able to do tasks effectively you will feel better about yourself 17. (i/d) Fitness tests 18. (desc/e.g.) any desc of fitness tests/indicators eg cardiovascular test for fitness 19. (i/d) Good sleep 20. (desc/e.g.) patterns - getting enough sleep or rest 21. (i/d) Questionnaires/PARQ / medical history 22. (desc/e.g.) to find out your level of fitness or well-being 23. (i/d) Not being poor/in poverty 24. (desc/e.g.) having enough money to look after yourself or to afford to go to the gym/participate in a sports club. 25. (i/d) Environment/access to green space 26. (desc/e.g.) Where you live/your surroundings are conducive to health and well-being.		
	Total	[6]	
	Paper Total	[45]	
		[60]	

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