

GCSE

Physical Education

General Certificate of Secondary Education **B451**

An Introduction to Physical Education

Mark Scheme for June 2010

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Section A -	Multiple choice		
Question Number	Expected Answer	Marks	Rationale/Additional Guidance
1	Which one of the following might be regarded as a role model for others to participate in physical activities?		For all multi choice questions from 1-15 accept any written indication of the answer eg circle/tick/cross out and then tick etc. If two or more indicated then
	(b) A parent who values physical exercise	[1]	no marks but give BOD if not completely clear.
2	Which one of the following is an example of a food high in carbohydrates?		
	(b) Bananas	[1]	
3	Which one of the following is a key process in physical education?		
	(c) Developing skills and techniques	[1]	
4	Which one of the following is a volunteer route into physical activity?		
	(d) Organising an exercise class for clients in a care home	[1]	
5	Which one of the following age groups participates most in physical activities?		
	(a) 16-24 years of age	[1]	
6	Which one of the following is a reason for <u>not</u> participating in physical activities?		
	(d) Increasing risk of injury	[1]	

Section A -	Multiple choice		
Question	Expected Answer	Marks	Rationale/Additional Guidance
Number			
7	The recommended amount of exercise for a healthy		For all multi choice questions from 1-15 accept any
	young person (5-18 years of age) is approximately:		written indication of the answer eg circle/tick/cross
	(c) One hour, five to seven days per week	[1]	out and then tick etc. If two or more indicated then no marks but give BOD if not completely clear.
8	Which one of the following shows a lack of confidence in participating in physical activities?		
	(c) Feeling of not being good enough	[1]	
9	Which one of the following best indicates a balanced diet?		
	(a) A balance between what is eaten and energy expended	[1]	
10	Which one of the following is a suitable test for strength?		
	(d) The grip dynamometer test	[1]	
11	Muscular endurance is one component of fitness. Which of the following best describes muscular endurance?		
	(a) To be able to carry out repetitive tasks without tiring	[1]	
12	Which one of the following best describes the characteristics of a successful leader in a physical activity?		
	(d) To encourage others to take part effectively	[1]	

Section A -	- Multiple choice		
Question Number	Expected Answer	Marks	Rationale/Additional Guidance
13	Which one of the following best describes performance in physical education? (c) To play well	[1]	For all multi choice questions from 1-15 accept any written indication of the answer eg circle/tick/cross out and then tick etc. If two or more indicated then no marks but give BOD if not completely clear.
14	Which one of the following would be a good method of exercise to improve your stamina? (d) Aerobics	[1]	
15	Which one of the following would you <u>not</u> take into account when assessing someone for readiness to exercise?		
	(c) History of sports success	[1]	
	Total	[15]	

Question Number	Expected Answer	Marks	Rationale/Additional Guidance
16	Describe three characteristics of skilful movement.		- Must be a description rather than one word answers.
	Three marks max. One mark for each correct response		- If only a list then one mark max.
	1 Efficiency/economic/effortless – (eg no wasted energy		Accept:
	when hitting a ball in tennis)	1	- That characteristics may number more than three
	2 Pre-determined – (eg the gymnast knows her routine		but look through all to choose the most
	well before she starts)	1	appropriate for three marks max.
	3 Co-ordinated – (eg the footballer can jump and do a		
	'bicycle kick' successfully)	1	
	4 Fluent/fluid/smooth– (eg the rugby player picks up the		
	ball and passes in one flowing movement)	1	
	5 Aesthetic (eg the netball player shoots the ball using the		
	correct technique that looks good)	1	
	6 Being creative (eg a footballer can disguise a pass)	1	
	7 Successful/good technique (eg a basketballer shows the		
	correct shooting technique	1	
	8 Controlled (eg a volleyball player controls a dig)	1	
	9 Perform at speed (eg a netball player passes with	_	
	speed)	1	
	10 Consistent (eg a tennis player serves well every time		
	she serves)	1	
	11 Learned (eg a trampolinist learns a new technique of	4	
	somersault)	1	
	12 Confident (eg a cricketer shows confidence when	4	
	playing a forward defensive shot)	1	
		[3]	

Question	Expected Answer	Marks	Rationale/Additional Guidance
Number	•		
17	Describe, using practical examples, performance <u>and</u> outcome goal setting when trying to improve performance in a physical activity.		Accept: - Performance and outcome goals must be differentiated to score 6 marks If two groups of answers give BOD that the first
	Six marks max. One mark for each correct response		group is related to performance goals and the second group is related to outcome goals.
	Performance:		- 3 marks max if no differentiation and goals are
	1 Performance relates to techniques/skills /how well you		not separated.
	carry out skills	1	
	2 Suitable practical example, eg set a goal to improve my		Accept only examples that describe fully the
	forehand in tennis	1	activity the goal refers to.
	3 Performance also relates to strategies/making the right	1	
	decision at the right time4 Eg set a goal to work on when to use the dummy pass in	I	
	rugby	1	
	Outcome:		
	5 Outcome relates to the result of an activity	1	
	6 Eg goal is to win all the remaining home games in netball	1	
	7 Outcome also relates to how others rate your	4	
	performance/judged 8 Eg to score a high mark for the gymnastic floor routine	1	
	8 Eg to score a high mark for the gymnastic floor routine	ı	
	Other factors:		
	1 Both can be motivating	1	
	2 Eg setting a goal to improve your personal best in		
	Athletics	1	
	3 Make your goals relevant/achievable	1	
	4 Eg In Netball scoring 9 out of 10 shots/goals	1	
1		[6]	

Question Number	Expected Answer	Marks	Rationale/Additional Guidance
18	Describe a cool down exercise <u>and</u> explain why you should cool down after physical activity.		Accept: Jogging/stretching as descriptions.
	One mark for:		Do not accept: Shaking muscles off.
	Description:		Gradually returning body to its normal/resting
	Description of a suitable cool down exercise, eg jogging around the pitch in hockey after a game, followed by some		state.
	stretching exercises mobilising the main muscle groups.	1	
	Explanation:		
	Three marks max. One mark for each correct response.		
	1 (To speed up) remove/get rid of lactic acid/waste products	1	
	Decreases risk of injury/pulling muscle	1	
	3 Decreases risk of muscle soreness/cramp/stiffness	1	
	4 Prevent blood pooling	1	
	5 Prevent feeling tired	1	
	6 Gradually decrease heart rate/blood pressure	1	
	7 Gradually decrease body temperature	1	
	8 Gradually decrease breathing rate/to stop feeling dizzy/faint/sick	1	
	9 Psychological benefits/makes you calm down	1	
	, , , , , , , , , , , , , , , , , , , ,	[4]	

Question Number	Expected Answer	Marks	Rationale/Additional Guidance
19	Explain the effects of under-eating on performance and participation in physical activity.		Accept: - for point 6 (illness and disease) accept most body organ illnesses/diseases.
	Four marks max. One mark for each correct response.		
	1 Causes muscle weakness/harder to do things	1	
	2 Performance/speed/stamina/participation decreases or		
	example of this decrease	1	
	3 Loss/lack of energy available/tiredness/low blood		
	sugar/dizziness/nausea/faint	1	
	4 Causes weight loss that may decrease		
	strength/mobility/power	1	
	5 May feel embarrassed/low self esteem	1	
	6 More illness/disease	1	
	7 Not having a healthy diet/loss of vitamins/minerals	1	
	8 Slows growth and development/weaker bones/more prone		
	to injury	1	
	9 Slows recovery after exercise/after illness	1	
1	10 Loss of motivation/lethargy/not alert/slow reactions	1	
i		[4]	

Question	- Short Answer Questions Expected Answer	Marks	Rationale/A	Additional Guida	ince
Number	Expedica Allower	Marks	Rationalc/F	aditional Galac	
20	Recent research has shown different levels of participation in different physical activities as shown in Fig. 1 below. Using Fig. 1 choose three activities and give two reasons why each has either a high, moderate or low percentage participation. Six marks total for: Two marks sub max for each activity (x3):		the level of appropriate Can give sa activities (e and fishing water). If choice of	participation. It is a me reasons if a g horse riding of difficult to according to the second control of the s	applied to different difficult to access in city ess if no where near ty is wrong then no
	1 Suitable explanation for the level of participation, eg high		marks can be given for reasons.		
	participation in swimming because of availability/access of swimming pools/easy for all ages/cheapness of cycling/little equipment needed for football etc 2 Second explanation for level of participation for same activity: swimming - eg the importance of being able to swim for safety/survival/cycling easily learned/football has huge media interest/role models etc Possible answers for medium: Badminton indoor hall needed but fairly easy to get a game going/lots of tennis courts in parks and recreational grounds but some clubs are very exclusive etc	two marks sub max for each activity (x3)	High Swimming Football Cycling Athletics Golf	Medium Badminton Tennis Bowls Horse riding Squash	Low Cricket Rugby Union Basketball Fishing Skiing Boxing Weight lifting Hockey Rugby League Netball
	Possible answers for low: Cricket needs a decent ground to play on/not many girls play cricket/skiing not suited for our climate etc		Cost, Acces	on rates, Gender	edia, Role models, r, Climate, Transport,
		[6]	•		Equipment, Safety, Status, Child-rearing.

Question Number	Expected Answer	Marks	Rationale/Additional Guidance
21	Describe the main benefits of a healthy, active lifestyle.		Do not accept: Keeps you healthy.
	Five marks max. One mark for each correct response		
	(look for equivalents)		Accept:
	1 Physical health/not getting ill/less prone heart		Descriptions relating to avoiding
	disease/other diseases	1	unhealthy/negative lifestyle factors (eg follow a
	2 Less prone to injury	1	healthy lifestyle to avoid having no friends or if
	3 Live longer	1	you are not healthy you die quicker).
	4 Components of physical fitness improving/keep fit	1	
	5 Mental health/feel good/happy/positive feelings	1	Point 5 relates to emotions.
	6 Image/self esteem/confident/feel good about yourself	1	Point 6 relates to a judgement about yourself.
	7 Enjoyment/as a hobby	1	
	8 Social/friendship	1	
	9 Sense of achievement	1	
	10 Can be active/get involved/keep doing physical activities /		
	be good at an activity/can cope with demands of everyday		
	life	1	
	11 Not getting tired easily/offsets fatigue	1	
	12 Avoids obesity/being overweight	1	
	13 Avoids being underweight anorexic	1	
		[5]	

Question Number	Expected Answer	Marks	Rationale/Additional Guidance	
22	Describe how you would use the body mass index (BMI) to assess a young person's readiness for exercise.		Do not accept: - How fat you are.	
	Four marks max. One mark for each correct response.			
	1 To indicate how fit you are	1		
	2 To recognise that they are overweight	1		
	3 Indicates how much exercise should be done/need for an			
	exercise programme	1		
	4 This is a measurement of your weight (kg)/weigh them	1		
	5 Divided by your height (m)/measure their height	1		
	6 Compare score to national norms/check against BMI			
	chart/graph	1		
	7 Age/body composition is another variable/factor	1		
	8 High score then overweight/undesirable/a BMI greater than			
	25 indicates being overweight	1		
	9 A score between 18-25 more desirable	1		
	10 Over 40 a serious health risk	1		
	11 30 indicates obesity (in adults)/health risk	1		
	12 BMI should not be the only measure for readiness to			
	exercise	1		
	13 Should not be used to assess those who are			
	pregnant/highly trained athletes	1		
		[4]		

Question Number	Expected Answer	Marks	Rationale/Additional Guidance
23	Give three reasons why it is important for all those involved in a physical activity to abide by rules and codes of behaviour.		
	Three marks for three from:		
	1 To prevent injury/less dangerous2 For fair play/so that the activity/game can be played	1	
	fairly/effectively/flowing	1	
	 3 So all can enjoy the activity 4 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/following role 	1	
	model behaviour 5 So that behaviour is socially acceptable (in a particular	1	
	culture) to have good control	1	
	6 To show respect to those around you/well mannered/to care about the well-being of others/sportsmanship/good		
	etiquette/respect	1	
	7 To not be disqualified/sent off/fined	1	
	8 To not let your team mates down/give them a bad name	1 [3]	

Question Number	Expected Answer	Marks	Rationale/Additional Guidance
24	The following are aspects of creativity as a physical education concept: Expressing ideas; solving problems; exploring tactics; being effective.		BOD with practical examples. The practical example may be described in one and inferred for the others so accept this – BOD. If no practical examples then no marks.
	Describe, using practical examples, how each of the above can be achieved.		
	Four marks max. One each for each correct response.		
	Expressing ideas 1 Helping a team mate with skills/giving opinion during coaching/telling the exercise trainer about your own idea for exercise/a dancer showing ideas through their movement	1	
	Solving problems 2 Deciding on the equipment to be used during icy weather/ choosing rehabilitation exercise for a damaged knee/ constructing a gymnastic routine within the confines of the mat area	1	
	Exploring tactics 3 Using different defence strategies for different teams/as an official talking to the players and explaining decisions	1	
	Being effective 4 Choosing creative moves that score high points in diving/ the free kick routine devised results in a goal	1 [4]	

Question	Expected Answer	Marks	Rationale/Additional Guidance
25 *	Identify a role as either a referee or an umpire in a physical activity of your choice and describe what is involved in performing one of these roles. Levels marked question Level 1 (1-2 marks) Candidates make only one or two valid points about the role of an official and 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.		The following are GUIDELINES ONLY. Refer to Level descriptors at all times. Tick each point found in the indicative content. However the number of ticks on their own do not indicate the level. View the number of ticks/points: Level 1 • 1 tick to get into Level 1 • Must have description (rather than identifying isolated points) to lift from level 1
	Level 2 (3-4 marks) Candidates make some valid points about the role of an official with good knowledge and understanding. 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. Level 3 (5-6 marks) Candidates make many developed points about different aspects of the role of an official. 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.		 Level 2 3 ticks to get into Level 2 Some technical vocabulary in this level Level 3 5 ticks to get into Level 3 A few technical/spelling mistakes are acceptable for top level Different aspects of the role are explored in-depth The role is described not just with controlling aspects but also maintaining the spirit of the game

Section B – Short Answer Questions					
Question	Expected Answer	Marks	Rationale/Additional Guidance		
Number					
25*	Indicative content		Do not accept:		
continued	1 To move/run around/get exercise		- Officials other than referee or umpire.		
	2 Need to concentrate/watch the game (carefully)/ignore				
	distractions				
	3 To keep the score				
	4 Communicates well to other officials/participants				
	5 To gain qualifications/badges/awards				
	6 Ensure all keep to the rules of the game				
	7 Let the game run smoothly/keep the flow of the game				
	8 Good knowledge of rules and regulations/use of rules				
	9 Ensure fairness for all players/participants/make honest				
	decisions be consistent				
	10 Make (firm) decisions/decisions under pressure/give				
	punishments				
	11 Could help to organise a competition or physical activity				
	12 The referee/umpire etc, with a whistle, takes charge of a				
	match/controls				
	13 Need to work with other officials, eg in football with the				
	help of two assistant referees				
	14 Can keep a check on the time/timekeeper				
	15 The ref/umpire etc can also postpone, stop, suspend or				
	call off a match if there are weather or crowd problems				
	16 You are a good role model/appropriate appearance/				
	personal equipment				
	17 Have to have an appropriate level of fitness				
	18 Looks after the safety of players/individuals, playing				
	equipment				
	19 Checks the playing surfaces				
		[6]			
	Total	[45]			
	Paper Total	[60]			

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