

Physical Education

General Certificate of Secondary Education

Unit **B453**: Developing Knowledge in 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.

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

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Annotations

Annotation	Meaning
	Unclear
	Benefit of doubt
	Incorrect
	Level 1
	Level 2
	Level 3
	Repeat
	Correct
	Vague
	Noted but no credit given
	S (indicates 'sub max reached')
	Example
	Knowledge
	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.

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

Question	Answer	Marks	Guidance
16	Three marks for three from: 1. Frequency 2. Time 3. Type	3	
17	Four marks for four from: 1. Litter/glass/debris on the court/dog/animal faeces/leaves 2. Discarded tennis balls/rackets/equipment 3. Slippy surface/wet/icy surface 4. Uneven ground/surface/holes 5. Hard surface/unforgiving surface 6. Tennis posts/netting/umpire stand/faulty equipment 7. Surrounding fence/fence posts 8. Other people/players/officials/members of the public 9. Weather/heat/sun/cold/rain/wind 10. Inappropriate footwear/untied shoelaces	4	<ul style="list-style-type: none"> • 'The rain makes the court slippy' is pt 3 not pt 9 because it is the slippy court that is the hazard • 'It is raining' on its own = pt 9 (because rain can be a hazard on its own)
18	Six marks for six from: 1. To optimise performance/to play as well as you can/help you improve or be more skilful/work on specific skills 2. Eg goal setting can encourage a netball player to score as many points as possible (because SMART) 3. To work on specific fitness/body areas 4. Eg to develop upper body strength for a rugby player 5. To know what you have achieved/measurable goals/gives satisfaction 6. Eg Timing a sprint run after training 7. To ensure you stick to the task/task adherence/to not	6	<ul style="list-style-type: none"> • Max of three marks for explanations with no eg's (odd numbers) • If an example is given max marks can be attained

Question	Answer	Marks	Guidance
	<p>give up</p> <p>8. Eg The goals encourage you to stick to the weekly exercise class (because the goals are realistic)</p> <p>9. To control your stress or anxiety or to increase your confidence</p> <p>10. Eg The goals make you calmer when training for an athletics event (because they are achievable)</p> <p>11. To focus your attention/ you know what to do or to help concentration/to get in the zone</p> <p>12. Eg The rugby player concentrates in training (because the goals are specific)</p> <p>13. To motivate or encourage you</p> <p>14. Eg You attend a yoga class willingly/regularly (because the goals are achievable).</p>		
19	<p>Four marks for four from:</p> <p>Sub max three marks from:</p> <p>1. (adduction) is movement towards (the midline of) the body</p> <p>2. Eg In swimming the propulsive/kicking of the legs during the breaststroke leg kick involves adduction</p> <p>3. (abduction) is movement away from (the midline of) the body</p> <p>4. Eg Box splits in gymnastics shows abduction</p>	4	<ul style="list-style-type: none"> • Accept diagram if meaning is clear • Accept any relevant practical example—use BOD if the movement involves any aspect of each movement. • Accept the example for one mark if it involves the correct movement

Question	Answer	Marks	Guidance
20	<p>Six marks for six from:</p> <p>Three marks sub max heart</p> <ol style="list-style-type: none"> 1. Increase size/muscle of heart/hypertrophy/heart is stronger 2. Increase in stroke volume (resting/maximum)/ more blood per beat 3. Increase in (maximum) cardiac output/more blood (per minute) 4. Decrease in (resting) heart rate 5. Decrease in likelihood of CHD or related heart problems/healthier heart <p>Three marks sub max lungs</p> <ol style="list-style-type: none"> 6. Increase in lung volume or capacity/increase in resting lung volume/increase in alveoli/more air or more oxygen 7. Increased capillarisation 8. Increase in (maximum) pulmonary ventilation 9. Increase in minute volume 10. Increase in tidal volume 11. Increase in strength of respiratory muscles 12. Decrease in lung disease/healthier lungs 	6	
21	<p>Five marks for five from:</p> <p>Four marks sub max for how to control emotions</p> <ol style="list-style-type: none"> 1. Relaxing (mentally) or Practical example, eg controlling anxiety in a tennis game 2. Keeping calm/'chilled'/deep or slow breathing/lowering arousal/controlling arousal or time-outs eg calming down before performing/getting in the zone 3. positive thinking/self-talk or setting goals or Practical example, eg thinking that you can complete a somersault in trampolining 4. Therefore not getting carried away/over-excited/controlling anger/channelling emotions or Practical example, eg trying to be less angry when 	5	<p>a. 4 marks sub max for emotional control</p> <p>b. 1 mark sub max for a reason Eg Using imagery pt 9 (how) can help to keep calm (reason) pt 17 [not pt2]</p> <p>Whereas:</p> <p>Keeping calm pt2 (how) can raise confidence (reason) pt16</p> <p>c. Accept practical examples as descriptions.</p>

Question	Answer	Marks	Guidance
	<p>someone fouls you in hockey</p> <p>5. Try to be more confident/believe in yourself/familiarise yourself with your surroundings or Practical examples, eg a cricket captain can set a field calmly and effectively</p> <p>6. Don't make inflammatory comments/avoid criticising others or Practical example, eg no back-chat to ref in football</p> <p>7. Be able to see other people's point of view/weigh things up more rationally or Practical examples, eg can see why another player in netball is angry because you have fouled them</p> <p>8. Focus/ignore/block out the crowd or Practical example, eg being focused in basketball will enable you to react quickly to referee decisions</p> <p>9. Use mental rehearsal/imagery/imagine success/visualisation</p> <p>10. Practical example a gymnast imagines a successful floor routine.</p> <p>11. Use music to calm you down or psych you up</p> <p>One mark for one of: (reason)</p> <p>12. Show etiquette/sportsmanship/be well mannered or courteous</p> <p>13. Practical example, eg in golf letting someone through who may be a quicker player</p> <p>14. So that you do not show your feelings to opponents or put yourself at a disadvantage or so you don't panic</p> <p>15. To avoid punishment/sanctions</p> <p>16. To be more prepared/psyched-up for performance/increase motivation/to increase concentration/confidence</p> <p>17. To control stress or to relax /to avoid the emotions getting the better of you so we don't get carried away or so that we can make decisions/quick decisions/to shorten reaction time</p>		

Question	Answer	Marks	Guidance
22	<p>Four marks for four from:</p> <ol style="list-style-type: none"> 1. Raises awareness of positive reasons/health benefits of participation/educates about health and fitness or diet 2. Keeps you fit/you become fitter 3. To enhance performance/ encourages you to get better at your sport or activity 4. Enjoyment/fun of following these courses leads to a healthy lifestyle 5. Measures health/fitness/diet 6. Helps to set goals for better health/fitness/diet motivates you to get fitter or be healthier 7. School provides resources/(better) equipment that can be used by all 8. Encourages participation (because of the practical element)/you have to participate in practical activities to complete the course/ to be more active 9. Provides role models in the school/others want to copy successful pupils/others around you are motivated 10. You get to try new/a range of different games/activities/different opportunities 11. You make friends with others who participate and this encourages you to participate in games/competitions with friends 12. You get reward/a certificate/qualification through participation 13. Links often made with outside clubs/agencies which encourage participation outside school 14. Extra-curricular activities are often taken up for exam candidates to improve/curricular activities are often taken up for exam candidates to improve 15. Educate about different pathways for involvement 	4	<ul style="list-style-type: none"> • Must be attempt at description for full marks to be awarded. • 1 mark max for 4 i/d's with no description

Question	Answer	Marks	Guidance
23	<p>Three marks for three from:</p> <ol style="list-style-type: none"> 1. Administers the Olympic Movement/Parallel Olympics 2. Promotes the Olympic values/run education programmes/promotes fair play 3. Selects the venue/host/city/country (for summer and winter) 4. Inspect/monitor the progress of the host 5. Owns/administers the rights to the Olympic symbol and the Games 6. Markets the Olympic Games/promotes or seeks sponsorship 7. Distributes funding. 8. Chooses the sports to be included 9. Leads in anti-doping measures/sets protocols/set up the World Anti-Doping Agency/WADA 10. Invites or withdraws invitations to compete 	3	<ul style="list-style-type: none"> • Accept: Test for drugs/doping (BOD) = point 9
24	<p>Four marks for four from:</p> <ol style="list-style-type: none"> 1. To try something different/novel/variety in life/let them have a go or experience officiating 2. Show them/teach/coach them how to officiate 3. To gain praise/positive feedback or to raise confidence 4. To gain rewards/badges 5. To make money eg by refereeing 6. To gain qualifications in order to eg umpire 7. To get involved in an activity because you are not a good player or because you enjoy power /authority 8. See role models as officials/see others officiate and want to do the same 9. To try at low level at first/have a go to see whether you enjoy it/set goals 10. Opportunities to make friends/join with others 11. Good for enjoyment/fun 	4	

Question	Answer	Marks	Guidance
	<p>12. Help to be active/get exercise/be more healthy, show how it might help health/fitness</p> <p>13. Show how it might help you become a better performer/better at your sport</p> <p>14. To help others/give something back to the activity (if ex-player)</p> <p>15. As a career route/chance to participate in high level events/Olympics</p> <p>16. All have to officiate at some time/fairness/leadership opportunities/want to be a role model</p> <p>17. To make the game fairer or to reduce unfairness</p>		

Question	Answer	Marks	Guidance	
			Content	Levels of response
25*	<p>Six marks total.</p> <p>Explain the effects of the media on young people's lifestyles</p> <p>Indicative content</p> <p>Positive aspects:</p> <ol style="list-style-type: none"> 1. Wide/intense/regular coverage of sport on TV– encourages participation 2. Eg watch Wimbledon tennis more likely to play 3. Internet/web-sites encourage interest and therefore participation 4. Eg blogs from sports people 5. Press/written media extensive coverage 6. Eg information about where to play sport 7. Encourages general interest in sport/physical activities/exercise 8. Gives ideas about new/novel activities 9. Promotes/educates/ advertises about benefits to health/well being 10. Eg shows active and healthy participants 11. Show consequences of low activity levels 12. Eg documentary about obesity 13. Can inform about how to participate 14. Can inform about where to participate 15. Entertains and therefore attracts participation (Match of the Day and football) 16. Media attracts sponsorship/funding to clubs/individuals that may then encourage more participation 17. Leading to advertising linking products with active living/draws attention to activity (via product) 18. Activity can be perceived as fashionable/cool thing to do/raise status 19. Eg extreme sports seen as 'cool' 	6	<p>Differentiating between levels look for:</p> <p>Level 1: (1–2)</p> <ul style="list-style-type: none"> • Very few indicative points made and are either all positive or all negative • Description rather than explanation • Few if any valid examples <p>Level 2: (3–4)</p> <ul style="list-style-type: none"> • Some indicative points made and likely from both positive and negative • Some explanation linking to lifestyles but little development • One or two examples <p>Level 3: (5–6)</p> <ul style="list-style-type: none"> • Many indicative points made and likely from both positive and negative • Points are developed/expanded • Clear explanations with both positive and negative points linked to lifestyles. • Several good examples used • Very few QWC errors 	<p>Levels marked question</p> <p>Level 1 (1–2 marks)</p> <p>Candidates make only one or two valid points about the effects of the media and describes only very superficially. Little or no attempt at explanation with few examples. 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>Level 2 (3–4 marks)</p> <p>Candidates make some valid points about the media with good knowledge and understanding. Some attempt at explanation with valid examples. 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>Level 3 (5–6 marks)</p> <p>Candidates make many developed points about the media with relevant examples throughout. Candidate demonstrates excellent knowledge and understanding.</p>

Question	Answer	Marks	Guidance	
			Content	Levels of response
20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39.	Media can attract funds for facilities/equipment participation can give prizes Shows successful sportspeople that inspires others to participate in different ways/role models Eg Olympic athletes winning medals Negative aspects: Negative view that media may link activity to undesirable factors for some people/alcohol/competitiveness/fast foods etc Eg over-competitiveness of rugby players in TV match Role models show unhealthy behaviour Eg Famous athlete taking drugs Role models deemed to be out of reach/unrealistic/can lower self-esteem Eg athletes that are slim and fit in athletics The availability of media may stop people participating in sport/making couch potatoes Eg Access to wide variety of sports via Sky TV Can give activities a bad name/make it seem dangerous/injurious Eg someone breaking their neck falling from the beam in gymnastics Coverage can be limiting/only some sports represented Eg mainly male sports and football represented Over-emphasis on male/able bodied sport Can encourage aggression Eg watching a fight on a rugby pitch Can encourage nationalism/prejudice/jingoism Eg show prejudice against another country via an international football match		Always indicate the level at the end of the response (L1 or L2 or L3)	Explanation clearly given. 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.
	Total	45		
	Paper Total	60		

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