

# **Physical Education**

General Certificate of Secondary Education

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

## **Mark Scheme for January 2011**

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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.

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<b>Section A – Multiple choice</b>			
<b>Question Number</b>	<b>Expected Answer</b>	<b>Marks</b>	<b>Rationale/Additional Guidance</b>
<b>1</b>	<b>Which one of the following is a suitable method for measuring your cardiovascular endurance?</b>  <b>(d)</b> The Cooper 12 minute run test	<b>[1]</b>	
<b>2</b>	<b>Which one of the following is a function of proteins as part of a balanced diet?</b>  <b>(a)</b> Helps to repair tissues in the body	<b>[1]</b>	
<b>3</b>	<b>Which one of the following is <u>not</u> a role of the school curriculum in promoting an active, healthy lifestyle?</b>  <b>(d)</b> Selecting the best performers for national teams	<b>[1]</b>	
<b>4</b>	<b>Which one of the following is an example of an outcome goal?</b>  <b>(b)</b> Trying to win a netball match against a local school	<b>[1]</b>	
<b>5</b>	<b>Which one of the following is the most appropriate method of training to improve your flexibility?</b>  <b>(c)</b> Yoga	<b>[1]</b>	
<b>6</b>	<b>Which one of the following fundamental motor skills is a main feature in playing golf?</b>  <b>(b)</b> Hitting	<b>[1]</b>	

<b>Section A – Multiple choice</b>			
<b>Question Number</b>	<b>Expected Answer</b>	<b>Marks</b>	<b>Rationale/Additional Guidance</b>
7	<p><b>One of the key processes in physical education is physical and mental capacity.</b></p> <p><b>Which one of the following best describes the physical aspect of this key process?</b></p> <p><b>(d)</b> Developing stamina</p>	[1]	
8	<p><b>Which one of the following is a good reason to do a warm up before a physical activity?</b></p> <p><b>(a)</b> To decrease the risk of injury</p>	[1]	
9	<p><b>Strength is a physical fitness component that can also help in following a healthy lifestyle.</b></p> <p><b>Which one of the following is an example of strength helping us to follow a healthy lifestyle?</b></p> <p><b>(b)</b> To be able to lift and carry heavy objects safely</p>	[1]	
10	<p><b>A key concept in physical education is performance.</b></p> <p><b>Which one of the following is an example of performance as a key concept?</b></p> <p><b>(d)</b> Being able to beat an opponent in football</p>	[1]	

<b>Section A – Multiple choice</b>			
<b>Question Number</b>	<b>Expected Answer</b>	<b>Marks</b>	<b>Rationale/Additional Guidance</b>
11	<p>There are many pathways we can choose to be involved in physical activities.</p> <p>Which one of the following describes community sport as a pathway for involvement in physical activity?</p> <p>(c) Helping to coach hockey at your local club</p>	[1]	
12	<p>Which one of the following is <u>not</u> an example of a reason for participating in physical activities?</p> <p>(b) To follow a sedentary lifestyle</p>	[1]	
13	<p>Which one of the following shows the effects of gender on participation in a physical activity?</p> <p>(c) Males are less likely to participate in traditionally female activities</p>	[1]	
14	<p>Which one of the following is <u>not</u> a good indicator of health and well-being?</p> <p>(b) High level of income</p>	[1]	
15	<p>The environment can affect participation in physical activities.</p> <p>Which one of the following is an example of a city environment having a <u>negative</u> effect on participation in physical activities?</p> <p>(c) Few areas of green space</p>	[1]	
<b>Total</b>		<b>[15]</b>	

Section B – Short Answer Questions			
Question Number	Expected Answer	Marks	Rationale/Additional Guidance
16	<p>Give <u>three</u> reasons why a performer might participate in physical activities.</p> <p><b>Three marks for three from:</b></p> <ol style="list-style-type: none"> <li>1. Health-related/less likely to be ill</li> <li>2. Physical reasons/fitness/weight control/more energy</li> <li>3. Well-being/mental reasons/stress relief/self esteem/self confidence</li> <li>4. Image/to look good</li> <li>5. Enjoyment</li> <li>6. Social/friendship/meeting friends</li> <li>7. As a hobby/something to do/keep active/to achieve your goals</li> <li>8. To experience competition/to experience winning</li> <li>9. To develop skills/to get better at the activity/to perform everyday tasks better</li> <li>10. To copy role models/significant others/parents/friends/to please others</li> <li>11. As a vocation/profession/as a job/for money/tangible rewards/cups/trophies/medals</li> <li>12. Availability of/good facilities</li> <li>13. It is compulsory in school/NC requirements</li> </ol>	<p>1</p> <p>[3]</p>	<p>Do not accept: To reduce injury</p>

Section B – Short Answer Questions			
Question Number	Expected Answer	Marks	Rationale/Additional Guidance
17	<p><b>Regularly being involved in school and community sport is a pathway for involvement in physical activities.</b></p> <p><b>Describe and give practical examples of <u>two</u> other pathways for involvement in physical activities.</b></p> <p><b>Four marks for four from:</b>  <b>Marks for two pathways max with a description for each for four marks</b>  <b>Max of 2 marks per pathway</b></p> <ol style="list-style-type: none"> <li>1. Becoming a leader/coach/teacher</li> <li>2. Example – a tennis coach</li> <li>3. Becoming an official/referee/umpire</li> <li>4. Example – must give more than just referee/umpire etc for eg mark – a referee in football/becoming an umpire in hockey</li> <li>5. Being challenged more/being involved in increasingly complex/challenging tasks</li> <li>6. Example – Training to improve in your track event</li> <li>7. Reaching the highest possible standard of involvement/get better/professional</li> <li>8. Example – Trying to get into the national team/county team</li> <li>9. Volunteering/helping</li> <li>10. Example – running activities for the local youth club</li> </ol>	<p>1</p> <p><b>[4]</b></p>	<p>Accept:  If candidate gives pathway under description or description under pathway</p> <p>If candidate gives explanation of why they are following a pathway accept as description eg become a coach because of injury</p> <p>Do not accept:  School/community sport eg performing at a local sports club</p> <p>For pt 10 accept any example which is about helping without money/just for enjoyment etc</p>

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Question Number	Expected Answer	Marks	Rationale/Additional Guidance
18	<p><b>Describe why young people may give up participating in physical activities when they leave school.</b></p> <p><b>Six marks for six from:</b></p> <ol style="list-style-type: none"> <li>1. Poor health/injury/medical reasons</li> <li>2. Disability</li> <li>3. Do not enjoy physical activities/had negative experiences at school with physical activities/(perceived) lack of ability/can't be bothered/lazy</li> <li>4. Other competing interests/social life/involved with social drugs/alcohol/other hobbies/computer games/(part time) work too time-consuming/no time</li> <li>5. Discrimination by others</li> <li>6. Pressure from peers not to participate/no friends to participate with</li> <li>7. Cultural/religious reasons/frowned upon by others</li> <li>8. Lack of confidence/self esteem/feel embarrassed</li> <li>9. Lack of role model/parental support/encouragement</li> <li>10. Few opportunities/age limitations/lack of teams/facilities/lack of green space/access (for disabled) lack of transport</li> <li>11. Lack of money/equipment</li> <li>12. Not compulsory (after 16)</li> </ol>	<p>1</p> <p><b>[6]</b></p>	



Section B – Short Answer Questions			
Question Number	Expected Answer	Marks	Rationale/Additional Guidance
20	<p><b>Decision making is an important key process in physical education.</b></p> <p>Describe <u>two</u> examples of decisions that might be made in each of the following roles:</p> <p><b>(i) Performer</b>  <b>Two marks for two from:</b>  <b>Max of 2 marks for 2 separate decisions for a performer</b></p> <ol style="list-style-type: none"> <li>1. 1<sup>st</sup> example of a decision made by a performer, eg to pass the ball in rugby</li> <li>2. 2<sup>nd</sup> example of a decision made by a performer, eg to shoot the ball in netball</li> </ol> <p><b>(ii) Coach or leader</b>  <b>Two marks for two from:</b>  <b>Max of 2 marks 2 separate decisions for a leader/coach</b></p> <ol style="list-style-type: none"> <li>3. 1<sup>st</sup> example of a decision made by a coach/leader, eg Deciding to have a time out in basketball</li> <li>4. 2<sup>nd</sup> example of a decision made by an coach/leader, eg substituting a player in a hockey match</li> </ol> <p><b>(iii) Official</b>  <b>Two marks for two from:</b>  <b>Max of 2 marks for 2 separate decisions for an official</b></p> <ol style="list-style-type: none"> <li>5. 1<sup>st</sup> example of a decision made by an official, eg indicating that a player is offside in football</li> <li>6. 2<sup>nd</sup> example of a decision made by an official, eg indicating the time as a table official in basketball</li> </ol>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p><b>[6]</b></p>	<p>Descriptions of examples can be from the same sport but must be different examples</p> <p>Accept: As a performer making a decision about the right technique to use</p> <p>Examples must be decisions</p>

Section B – Short Answer Questions			
Question Number	Expected Answer	Marks	Rationale/Additional Guidance
21	<p><b>Describe <u>five</u> characteristics of skilful movement.</b></p> <p><b>Five marks for five from: - each must be described rather than named (if named correctly but no description then three marks max)</b></p> <ol style="list-style-type: none"> <li>1. Skilful movement is learned/comes about after practice/training</li> <li>2. Efficient – they only perform using necessary movements/no waste of energy/(seemingly) effortless</li> <li>3. Consistent/(often) successful/good player/effective</li> <li>4. Pre-determined – they know what they are trying to achieve</li> <li>5. Co-ordinated/controlled/movements are linked well together/does the right thing at the right time</li> <li>6. Fluent – one move flows into another/smoothly</li> <li>7. Aesthetic – the movement looks good</li> <li>8. Confident – the performer has a positive approach/thinks they will do well</li> <li>9. Follows correct model/accurate/correct technique</li> </ol>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p><b>[5]</b></p>	<p>Max 3 marks for listed names of characteristics (even if 3 have descriptions and 2 more are names only)</p>
22	<p><b>Identify <u>four</u> different fundamental motor skills and describe why each one is important in physical activities.</b></p> <p><b>Four marks for four from: (Sub max one for 4 i/d's only)</b></p> <ol style="list-style-type: none"> <li>1. Running – eg need to run well to throw further in the javelin</li> <li>2. Throwing – need to throw well to score highly in javelin</li> <li>3. Jumping – need to jump as a follow through in javelin</li> <li>4. Kicking – need to kick to pass the ball in football</li> <li>5. Catching – need to catch as wicket keeper to get batsman out</li> <li>6. Hitting – need to hit to strike the ball in rounders to score</li> </ol>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p><b>[4]</b></p>	<p>Each skill must have an application to activities for full marks to be scored</p> <p><b>If 4 identified give 1 mark and 1 mark for each description up to a max of 4</b></p> <p>Do not accept lack of description eg running is important in football</p> <p>Accept: Running is important to beat a defender in football Running is important to catch a bus to work</p>

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Question Number	Expected Answer	Marks	Rationale/Additional Guidance
23	<p><b>Give <u>three</u> reasons why it is important to show sportsmanship when participating in physical activities.</b></p> <p><b>Three marks for three from:</b></p> <ol style="list-style-type: none"> <li>1. To play fairly/to be fair/to be generous/to show etiquette/good manners/show gratitude/maintain a positive mental attitude/feel good about yourself</li> <li>2. So that you can stick to the rules</li> <li>3. To stop/avoid injury or collision or danger/concern for the well-being of your opponent</li> <li>4. To show respect for your opponent/be friendly</li> <li>5. To ensure that everyone can play the game/to have a good game/let the game flow/help the referee/prevents anger or aggression</li> <li>6. To make it more enjoyable as a spectator/to watch</li> <li>7. To avoid arrogance/showing off/so that others will see you in a good light/to get praise/status/recognised as a fair team/otherwise you may be seen as cheating</li> <li>8. You may not be selected if not shown/could be banned</li> <li>9. To be a good role model/encourages other to show good sportsmanship.</li> </ol>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p><b>[3]</b></p>	<p>Do not accept Support the other team</p> <p>Accept BOD – Shows respect for game</p>

Question Number	Expected Answer	Marks	Rationale/Additional Guidance
24	<p><b>Speed is an important component of fitness.</b></p> <p><b>Explain, using <u>four</u> different practical examples, how speed can help in the performance of physical activities.</b></p> <p><b>Four marks for four from: must use practical examples (max of two marks if no examples)</b></p> <ol style="list-style-type: none"> <li>1. To beat your opponent in a race, eg in a sprint race</li> <li>2. Get away from your opponent eg a striker running away from a defender in football</li> <li>3. To get to the ball or location before your opponent, eg winning the ball in a hockey match</li> <li>4. To be able to put skills into operation quickly/make skills quick/effective, eg quickly perform the smash in tennis</li> <li>5. Can hit or strike with more force/makes things/projectiles go faster, eg the quicker the run-up and arm action the quicker the ball will travel when bowling in cricket</li> <li>6. You can receive the ball more effectively/you can prepare to receive/respond, eg you can get in position to return the shuttle in badminton following an opponents smash.</li> </ol>	<p>1,1</p> <p>1,1</p> <p>1,1</p> <p>1,1</p> <p>1,1</p> <p>1,1</p> <p><b>[4]</b></p>	<p>Accept Agility examples that involve speed</p> <p><b>(max of two examples from each point in points 1-6)</b></p>

Section B – Short Answer Questions			
Question Number	Expected Answer	Marks	Rationale/Additional Guidance
25*	<p><b>Describe the main characteristics of a balanced, healthy lifestyle.</b></p> <p><b>Levels marked question</b>  <b>Level 1 (1-2 marks)</b>  Candidates make only one or two valid points about the characteristics of a balanced, healthy lifestyle 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.</p> <p><b>Level 2 (3-4 marks)</b>  Candidates make some valid points about characteristics of a balanced, healthy lifestyle 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.</p> <p><b>Level 3 (5-6 marks)</b>  Candidates make many developed points about the characteristics of a balanced, healthy lifestyle.  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>		<p>Examiners must indicate which level the answer is awarded as well as annotating and giving a mark to the response.</p> <p>The following are <b>GUIDELINES ONLY</b>. Refer to <u>Level descriptors</u> at all times.</p> <p>Tick each point found in the indicative content.  <u>However the number of ticks on their own do not indicate the level.</u></p> <p>View the number of ticks/points:</p> <p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>• Point/s un-developed and few examples</li> <li>• Superficial points about diet/exercise</li> </ul> <p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>• Some points developed and examples given</li> <li>• Diet and exercise covered well</li> </ul> <p><b>Level 3</b></p> <ul style="list-style-type: none"> <li>• Most points developed or examples given</li> <li>• Diet and exercise covered well and well-being likely to be covered</li> </ul>

<b>Section B – Short Answer Questions</b>			
<b>Question Number</b>	<b>Expected Answer</b>	<b>Marks</b>	<b>Rationale/Additional Guidance</b>
	<p><b>Indicative content</b> – (Describe the main characteristics of a balanced, healthy lifestyle)</p> <ol style="list-style-type: none"> <li>1. Active/regular exercise (better candidates will give values and best according to age/abilities)/able to do everyday tasks/fitness/feel energised</li> <li>2. Healthy/lack of illness/balanced diet (better candidates will give components/positive-negative energy balance)</li> <li>3. Hydration/regular water intake (better candidates will state how much and when according to the task/s)</li> <li>4. Limited/non-use of alcohol (better candidates will give details about units per day)</li> <li>5. No smoking</li> <li>6. No (illegal)drug taking</li> <li>7. Feeling good about yourself/high self-esteem</li> <li>8. Being optimistic/cheerful/good outlook on life/satisfied with life/enjoyment/happiness</li> <li>9. Lack of stress/minimises stress/anxiety/work – life balance</li> <li>10. Helping others/having good or positive relationships/having friends/a balanced social life</li> <li>11. Working hard/having a purpose/a focus in life</li> <li>12. (Regular) access to green space/good/healthy environment</li> <li>13. Get enough/right amount of sleep</li> <li>14. Having appropriate BMI/weight</li> <li>15. Free from illness/disease</li> </ol>		
	<b>Total</b>	<b>[6]</b>	
		<b>[45]</b>	
	<b>Paper Total</b>	<b>[60]</b>	

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