

Physical Education

General Certificate of Secondary Education

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

Mark Scheme for June 2012

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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.

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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 |

- 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.

| Question | | Answer | Marks | Guidance |
|----------|--|--|-------|--|
| 1 | | b. A blood pressure test | 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. |
| 2 | | a. To aim to achieve a lower BMI score in a fitness programme | 1 | |
| 3 | | d. Increasing the likelihood of addiction | 1 | |
| 4 | | a. It enables flexibility | 1 | |
| 5 | | d. To help to prevent disease | 1 | |
| 6 | | c. Continuous jogging | 1 | |
| 7 | | b. To encourage a pupil to help to officiate in a game | 1 | |
| 8 | | d. Low participation in skiing | 1 | |
| 9 | | c. 70% of 18 year olds take part in at least one physical activity | 1 | |
| 10 | | b. Watching a football match on the television | 1 | |
| 11 | | d. To join a spin class to make friends | 1 | |
| 12 | | c. Energy intake matches energy output | 1 | |

| Question | Answer | Marks | Guidance |
|------------------------|---|---|--|
| 13 | b. Hitting | 1 | |
| 14 | a. To ensure fair play | 1 | |
| 15 | d. It allows more opportunities for outdoor activities | 1 | |
| Section A Total | | 15 | |
| 16 | <p>3 marks from:</p> <ol style="list-style-type: none"> 1. Encouragement/push you/motivating/wanting to please/setting targets/reward/give confidence/ give personal support 2. Give advice/educate you (about health and fitness)/provide healthy diet/food/learn skills from parents 3. Attend/watch events/ going to support them 4. Provide transport/lifts to venue 5. Get involved/participate themselves / show an interest in physical activities/ they are positive role models 6. Give financial support/provide/buy equipment | <p>1 1 1 1 1 1 [3]</p> | Do not accept feedback (on its own) |
| 17 | <p>3 marks from:</p> <p>1 mark sub max for eg of protein</p> <ol style="list-style-type: none"> 1. Example of a protein-rich food eg meat, fish, poultry <p>2 marks sub max for importance of protein</p> <ol style="list-style-type: none"> 2. Building blocks for body tissue/muscle / helps with growth/strength 3. Essential for repair of body tissue 4. Helps with production of haemoglobin / enzymes / hormones 5. Potential source of energy/(can) provide energy 6. As brain food/important for brain function | <p>1 1 1 1 1 [3]</p> | <p>Accept first example of a protein food only</p> <p>Other examples include: Milk, Soy Milk, Eggs, Cheese, Yogurt, Peanut Butter</p> <p>Lean Meats, Fish, and Poultry</p> <p>Beans, Tofu, Lentils</p> <p>Nuts and Seeds</p> <p>Do not accept protein supplements eg protein shakes</p> |

| Question | Answer | Marks | Guidance |
|----------|---|--|---|
| 18 | <p>4 marks from:</p> <ol style="list-style-type: none"> 1. Infections from injection site / blood infection/contamination/allergic reaction/blood illness / risk of AIDS 2. Increase in blood pressure/increase in blood viscosity 3. Strokes /blood clotting 4. Heart problems / heart attacks 5. Kidney failure / problems 6. Being banned from the sport / fined / punishment 7. Risk or ruin your reputation 8. Brings your activity into disrepute / lets other people down / it's unfair/poor role model/encourages cheating by others 9. Psychological problems / guilt 10. Addiction to <u>cheating</u> / can't stop | <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>[4]</p> | <p>Accept: Diseases through using syringes (BOD)</p> <p>Do not accept: illness / disease (vg)</p> <p>Cheating / illegal is vg</p> |

| Question | Answer | Marks | Guidance |
|----------|---|--|---|
| 19 | <p>4 marks from:</p> <ol style="list-style-type: none"> 1. To indicate how 'fit/healthy' you are 2. To recognise that they are overweight / if they are obese / how much fat/recognise that they are underweight/recognise correct weight 3. Indicates how much exercise should be done/need for an exercise programme / setting goals/ indicates what activities should not be done 4. This is a measurement of your weight (kg)/weigh them 5. Divided by your height (m)/measure their height 6. Compare score to national norms/check against BMI chart/graph 7. Age/body composition/muscle mass is another variable/factor 8. Low score (below 18) indicates underweight or weakness 9. High score then overweight/undesirable/a BMI greater than 25 indicates being overweight 10. A score between 18-25 more desirable 11. Over 40 a serious health risk 12. 30(+) indicates obesity (in adults)/health risk 13. BMI should not be the only measure for readiness to exercise 14. Should not be used to assess those who are pregnant/highly trained athletes | <p>1</p> <p>[4]</p> | <p>Accept:</p> <p>1. do not accept individual fitness components but accept general point about fitness or health</p> <p>Measurement/relationship of height and weight = pt5 and pt 4</p> |

| Question | Answer | Marks | Guidance |
|----------|---|--|---|
| 20 | <p>6 marks from:</p> <ol style="list-style-type: none"> 1. To play fairly / to play by the rules and the spirit of the game / not cheating/ no fouling eg does not handle the ball in football as an outfield player. 2. To show respect/politeness to others / not swearing eg thanking your opponents/shake hands 3. To show appreciation to officials / eg thanking them at the end of the game / shake hands with officials 4. Never argue / disagree with officials /be polite with officials / eg always getting on with the game 5. Do not stretch/bend rules to your advantage / no gamesmanship / not deliberately injuring someone eg playing to the spirit of the game 6. Lose gracefully / eg congratulate opponents who beat you 7. If you hurt someone then showing concern / eg if accidentally hurt someone stopping to help rather than carrying on 8. Do not over-celebrate when you win /do not show arrogance / not to brag if you win 9. Any other acceptable and relevant descriptions and example of sportsmanship or etiquette | <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>[6]</p> | <p>Look for descriptions</p> <p>2 marks max for a list only</p> <p>Do not accept etiquette (on its own)</p> |

| Question | Answer | Marks | Guidance |
|----------|--|---|--|
| 21 | <p>5 marks from: 1 mark sub max for an example of a warm up activity: 1. An appropriate warm-up activity (jogging/stretching etc)</p> <p>4 marks for explanation of the importance of a warm up: 2. Increase temperature (of muscles) 3. To improve performance/technique 4. Prepare body/us for exercise 5. Raise heart rate/increase blood supply 6. Rehearse skills 7. Mentally prepare/get in the right mood or frame of mind/ focus/improves reaction time 8. Increase motivation 9. Delay onset of lactic acid//less lactic acid/fatigue 10. To increase/enable flexibility/loosen joints 11. Reduces risk of muscle strain/reduce injury 12. Improves speed/strength of muscular contractions 13. Raise oxygen uptake/increase O₂ supply to muscles</p> | <p>1</p> <p>[5]</p> | <p>Accept: Pt 1 – Relevant activity eg ‘tag’ / ‘pulse raiser’/ SAQ Pt 2 – Warm-up muscles</p> <p>Pt 9 – do not accept ‘Stops’ Lactic acid</p> |
| 22 | <p>6 marks from: 1. Competence 2. (Practical example) to be able to do / carry out a physical activity to be able to cope with physical activity / to link skill and tactics and physical/mental fitness to be able to participate. 3. Performance 4. (Practical example) to be effective in physical activity / to be successful / to use physical competence and understanding to be effective. 5. Healthy, active lifestyle / to be healthy/active 6. (Practical example) (to understand the) importance of health and fitness / to try to be healthier / fitter to lead a healthy/active lifestyle / following a balanced diet / exercising regularly</p> | <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>[6]</p> | <p>Do not accept creativity (in question) Pt 2 – look for ‘able to do’/ability to do Pt4 – look for ‘effectiveness’/quality Pt6 – Look for ‘importance of’ or ‘trying to get fit/healthy’</p> <p>Do not accept practical example unless linked with correct concept</p> |

| Question | Answer | Marks | Guidance |
|----------|---|---|---|
| 23 | <p>4 marks from:</p> <ol style="list-style-type: none"> 1. Muscular endurance 2. Speed 3. Strength 4. Flexibility <p>Also accept:</p> <ol style="list-style-type: none"> 5. Agility 6. Power | <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>[4]</p> | |
| 24 | <p>4 marks from:</p> <ol style="list-style-type: none"> 1. To enjoy yourself / be more positive / sense of achievement 2. To get fit / to be able to exercise/everyday tasks for longer periods of time / to keep going / not to get tired 3. More physically effective / stronger / faster/ perform better 4. Prevents/ reduces risk of injury 5. Improve fitness of internal organs / stronger heart / lungs etc 6. To be able to recover quicker / to need shorter rest intervals / to be more active 7. To live longer 8. To be more resistant to disease / prevent illness/ keep healthy/avoid high blood pressure etc 9. To make friends / for socialising 10. To feel better / have better self esteem / feel good about yourself / good well-being / less stress/mental health 11. To maintain a healthy weight/toned/body image 12. To grow / develop well / properly 13. To gain better sleep patterns | <p>1</p> <p>[4]</p> | <p>One mark max for a list</p> <p>Embolden words are cues only and are not exclusive</p> <p>Do not accept descriptions of an active healthy lifestyle on their own</p> <p>Accept negative examples of the problems with avoiding an active healthy lifestyle, e.g. becoming weaker if you are not active = point 3</p> |

| Question | Answer | Marks | Guidance |
|----------|---|-------|---|
| 25* | <p><u>Levels of response</u></p> <p>Level 1 (1-2 marks) Candidates make only one or two valid points about reasons for non-participation. Identification of points rather than a discussion. 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) Candidates explain some valid points about reasons for non-participation. Some discussion points but mainly description. 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) Candidates make many developed points about the reasons for non-participation. Excellent discussion points. 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>The following are GUIDELINES ONLY. Refer to Level descriptors at all times. DO NOT USE TICKS FOR QUESTION 25</p> <ul style="list-style-type: none"> • Give K for each (knowledge) point found in the indicative content. • Give DEV for development of a point • Give EG for a practical example that is worthy of credit as a development or an illustration of a point (but is not a requirement) <p>The number of knowledge points does not indicate the level. Look again at the descriptors to moderate and pinpoint your mark.</p> <p>Take into account the following discriminators: Features of Level 1 <u>are likely to</u> include:</p> <ul style="list-style-type: none"> ➤ Few valid reasons for non-participation and mostly described with little explanation. ➤ Points may be made as a list rather than a discussion ➤ Very few points are developed or may have few or no practical examples <p>Features of Level 2 <u>are likely to</u> include:</p> <ul style="list-style-type: none"> ➤ Several reasons for non-participation with some explanation ➤ Some points developed well or may have some practical examples used well. <p>Features of Level 3 <u>are likely to</u> include:</p> <ul style="list-style-type: none"> ➤ A wide variety of reasons for non-participation are explained rather than described ➤ Most points are developed well or may have an illustrative practical example. |

| Question | Answer | Marks | Guidance |
|----------|---|------------|----------|
| | <p><u>Indicative content</u></p> <ol style="list-style-type: none"> 1. Poor health / fitness 2. Injury 3. Lack of money / poverty / unemployment 4. Rather watch than play or participate / sedentary lifestyle. 5. Disability makes it more difficult and therefore more likely to not participate 6. Do not enjoy physical activities / had negative experiences at school with physical activities/PE / don't have to do PE anymore / not compulsory 7. Other competing interests / social life/other hobbies/computer games 8. Not enough time / work too time-consuming / child care responsibilities 9. Discrimination by others/gender issues 10. Pressure from peers not to participate 11. Cultural reasons / frowned upon by others 12. Lack of confidence / self esteem 13. Lack of role models / parental support/encouragement 14. Few opportunities / facilities / equipment / access (for disabled) 15. Lack of awareness of opportunities / facilities 16. Lack of transport | [6] | |
| | Section B Total | 45 | |

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