OCR
RECOGNISING ACHIEVEMENT

GCSE

Physical Education

General Certificate of Secondary Education **GCSE 1970**
General Certificate of Secondary Education **GCSE 1971**

General Certificate of Secondary Education (Short Course) **GCSE 1071**

Entry Level Certificate **ELC 3980**

Mark Schemes for the Components

June 2006

1970/71/3980/MS/R/06

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MARK SCHEMES FOR THE COMPONENTS

Mark Scheme 1970/01
June 2006

SECTION A

Q1	**If a performer does not eat enough food, how could that affect performance?**	
	One mark for each correct response	
	Any response related to any of the food constituents and lack of energy, goodness etc Answers need to relate to reduce performance.	MAX 1
Q2	**More older people are now taking part in physical activity. Identify one social reason for this.**	
	One mark for one correct response	
	Meet new friends *Go with friends* *Leisure activity* *Something to do with your time (hobby)*	MAX 1
Q3	**How can the image of a physical activity affect an individual's participation in that physical activity?**	
	One mark for one correct response.	
	May be fashionable/popular – encourages participation May be too fashionable – discourages participation Rough / tough image may encourage / discourage "Nice" image / *role model* may encourage / discourage Image may be determined by "class" and affect participation. *Exciting, financial rewards*	MAX 1
Q4	**Identify one advantage that voluntary clubs and associations can give to somebody who wants to start participating in physical activity.**	
	One mark for one correct response	
	Choice / access Availability (in locality) Facilities / equipment provided – little cost Make friends Run for benefit of its members Could be cheap / *may be free* *Coaching, improving skills, fitness, health*	MAX 1
Q5	**Give two different ways that unemployment can affect participation in physical activity.**	
	Two marks, one mark for each correct response	
	Not enough money, cannot afford it etc Become lazy, lose motivation May encourage participation – more time May join clubs / teams in leagues set up for unemployed Cheap rates at local facilities may encourage participation.	1 1, 1 1 1 1 MAX 2

Q6	**Explain why performers who have a physical disability can now easily take part in physical activity.**	
	Three marks, one mark for each correct response	
	Society in general more accepting, aware Easier access to venues, increasing funding Public transport more accessible Increase availability Times specifically for disabled, *adapted rules* Increase coverage of Para-Olympics *promote participation* / World Championships Role models Improved technology, *improved equipment, improved facilities* *Specialist coaches* *Psychological benefits of being with other disabled* *Increased opportunity for career*	1, 1 1, 1 1 1 1, 1 1 1 1,1,1 1 1 1 MAX 3
Q7	**An increased heart rate benefits performers in a training session. Identify three benefits of this increase in heart rate.**	
	Three marks, one mark for each correct response	
	Increase blood flow to muscles / *to body*, increase Cardiac Output Faster *and more* delivery of oxygenated blood Faster *and more* delivery of blood nutrient Faster *and more* removal of CO_2, lactic acid, waste products Higher blood pressure Able to keep going for longer.	1, 1 1, 1 1, 1 1, 1, 1 1 1 MAX 3
Q8	**Explain why the performer who is totally focused when participating in physical activity may have an advantage over someone who is less focused.**	
	Three marks, one mark for each correct response	
	Clear mind off everything but activity, *more alert* Concentrate on tactics Mental rehearsal of skills Able to apply game plans / strategies Performance is likely to be better, *more chance of winning* More likely to attain personal high standard / excel More likely to make correct decisions / do the right thing. *More competitive (reaction time, components of fitness etc)* *Psychological benefits if applied.* *Negative perspective exemplar – less focused, may result in injury*	1, 1 1 1 1 1, 1 1 1 1 1 1 MAX 3

Q9	**Give two different ways in which age can affect a performer's stamina.**	
	Two marks, one mark for each correct response	
	Exemplar: Young child is unable to keep going, needs lots of breaks Young adult may have high levels of endurance – keep going Older adult – tires quickly, cannot keep going – stops. **Accept opposites, young = more stamina, old = less stamina** **(2 marks)**	 1 1 1 MAX 2
Q10 (i)	**Give two different ways a performer may receive a cut injury when participating in physical activity**	
	Two marks, one mark for each correct response	
	Exemplar: Body contact, impact, clash of heads Contact with equipment – studs, hockey stick, squash racket etc Fall on to hard ground, glass on pitch etc.	 1,1,1 1,1,1 1,1 MAX 2

(ii)	**What is the correct treatment for a cut.**	
	Two marks, one for each correct response	
	Raise injured part if possible / if needed Gently clean cut Dress the cut Plaster / bandage (depending on severity) Possible hospital treatment. **(RICE – any reference without application is not accepted)**	1 1 1 1 1 MAX 2 (2+2=4)

QUESTION B1

(a)	**Why are red blood cells important to the performer in physical activity?**	
	One mark for one correct response	
	Red blood cells transport oxygen Keep us alive Allows us to take part in physical activity.	1 1 1 MAX 1
(b)	**Hearing and seeing help a performer to make decisions during physical activity. Give one example of when each is used.**	
	Two marks, one mark for each correct response	
	Exemplar: Hearing team mate shout for a pass / warn they are being marked / hearing the coaches instructions etc Exemplar: See the flight of the shuttle, ball etc, position of the opposition / team mates, position of the sun etc.	1 1 MAX 2
(c)	**Identify four different ways a performer's, respiratory system may be improved as a result of regular training.**	
	Four marks, one mark for each correct response	
	Increased lung capacity Increased vital capacity: the volume of O_2 inhaled is increased, + volume of CO_2 exhaled Increased *tidal* volume: allows more air into the lungs and therefore more O_2 into blood and delivered more quickly into the lungs (gaseous exchange) Remove CO_2 more quickly Breathing recovery rate is speeded up with training Increase minute ventilation *Increased capilliarisation* Increase max V O_2	1 1, 1 1 1 1 1 1 1 1 1 1 1 MAX 4
(d) (i)	**Identify two benefits for a performer who attends extra-curricular (lunch-time and after school) practices.**	
	Two marks, one mark for each correct response	
	Improve skills / *maintain skill level / learn new skills* Improve stamina / *fitness / components of fitness / health* More practice, *more knowledge* Make new friends / develop friendships. *Representing school teams etc* *Extra coaching*	1 1 1, 1 1 1 1 MAX 2

(ii)	**Briefly explain why the National Curriculum has a good influence on participation in physical activity**	
	Three marks, one mark for each correct response	
	Provides opportunities to take part in physical activity Provides a variety of different activities, *equal opportunities* Compulsory to age 16 years, may encourage post 16 participation Trained staff Schools have excellent equipment / facilities / Sports Colleges Learning new games	1 1, 1 1 1 1 1 1 1 MAX 3
(e) (i)	**Identify three different basic abilities vital for participation in one named physical activity.**	
	Three marks, one mark for each correct response Three of: Speed Agility Co-ordination Flexibility Balance Reaction Time.	 MAX 3
(ii)	**Describe a situation when each of the abilities you have listed would be important to performance in the physical activity named in (e)(i) above.**	
	Three marks, one mark for each correct response.	
	Dependant on the activity, award marks for correct application of named ability Exemplar: Activity: Basketball Ability: Co-ordination Situation: When being passed a ball, the performer needs good co-ordination to catch the ball in order to guarantee possession Ability: Balance Situation: When jumping to catch a ball, when you land you need to have good balance so you do not get called for travelling Ability: Flexibility Situation: If passed a bad ball you might have to arch backwards or reach high in order to catch a ball.	 1 1 1 MAX 3 3+3=6

(f) (i)	**Briefly explain how muscles produce movement.**	
	three marks, one mark for each correct response	
	Muscle works by contracting / relaxing: *Tendon pulls the bone / work as levers* *Tendon attached to bone* Muscles work in pairs (antagonistic) Helped by the synergist	1 1 1 1 1 MAX 3

(f) (ii)	**Regular training makes muscle more efficient. For example, a performer's speed may be increased. This would give the performer a better chance of beating an opponent to the ball or sprinting to reach a drop shot return in badminton.** **Identify two other components of fitness and explain how training each may benefit the performer.**	
	Four marks, one mark for each named component, and one mark for explained benefits	
	Answers should be related to components of fitness: strength, stamina, suppleness (flexibility) – NOT SPEED Exemplar: Strength: Muscles can be trained to improve strength. In rugby being able to withstand a tackle / knock an opponent to the ground etc allows performer to overpower which is an advantage. Flexibility: flexibility allows a greater range of movement around the joint. Good flexibility reduces stress at the joint and can minimise injury / allow the performer to reach down low e.g. retrieve a shuttlecock. Stamina *and/or local muscular endurance*: trained muscle may allow the performer to last longer, for the competitor to use the oxygen efficiently, raise tolerance to Lactic acid, efficient removal of CO_2 etc. Local muscular endurance – will allow performers muscles to perform repeated contractions. Helpful to water polo players who need to work hard for long periods of time during the game.	1, 1 1, 1 1, 1 1, 1 MAX 4 **TOTAL 25**

QUESTION B2

(a)	**Identify one way a performer's body shape may change as a result of regular physical activity.**	
	One mark for one correct response	
	Leaner / lost fat / look thinner More toned Look like a triangle Bulky Mesomorph.	MAX 1
(b) (i)	**The table below shows the times that performers of different ages took to run 100 metres as part of a fitness test.** **Who was the slowest runner?**	
	One mark for one correct response	
	Jonathan	MAX 1
(ii)	**How old was the person who ran fastest?** 30 years / 30	MAX 1
(iii)	**Identify three possible reasons why this person was the fastest.** Why Raj ran fastest (physical reasons) Three marks, one mark for each correct response Training – Physical Training – Technical Maturity – Raj at age 30 will be close to his physical peak – Training – effects of long term training – Components of fitness – strength / flexibility / speed mature and trained, – *experience of event* – Ability to contract powerfully / optimally – *Somatotype* – *Hereditary* – *Most fast twitch muscle fibres* Candidates may also respond from a negative perspective - Children's musculature immature - Older performers muscular system in decline - Training levels reduced / stopped.	1 1 1 1 1 1 1 1 1 1 1 MAX 3

(c)	**Describe why a warm up and cool down are important in physical activity.**	
	Five marks, one mark for each correct response	
	Warm up - *Warm muscles up, raise O_2 uptake* - to prepare the body / muscles for physical exercise, *reduce possibility of injury/ helps avoid injury* - *Redirecting of blood to working muscles* - to raise the pulse rate - to warm joints / *mobilise / loosen joints / flexibility* - to rehearse skills - to mentally focus - extends participation / reduce fatigue - extend onset of lactic acid production. Cool down - to gradually lower heart rate, breathing rate - to promote *continued* blood flow - to remove lactic acid **(not to prevent)** / metabolites, repay O_2 debt - to reduce muscle soreness / stiffness, allow future participation *(aids recovery)* - to return the body to resting / relax muscles - to prevent pooling.	1, 1, 1, 1 1 1 1 1 1 1 1 1, 1 1, 1 1, 1 1 1 1 1 4/1, 1/4 MAX 5

(d) (i)	**Briefly describe one exercise that, when performed correctly, will improve flexibility of the hamstring muscle group.**	
	Two marks, one mark for each correct response	
	Exemplar: seated toe touching In seated position, legs straight (1), slowly slide hands down legs until a stretch is felt (1), hold the position (1), slowly return to original position (1) Other correct exercises include Standing stretch – finders under toes, knees bent etc Single leg stretch Hurdle stretch Using a door frame – single leg stretch. **Sit and reach test not accepted unless they mention that it is repeated.**	Sub MAX 2

(ii)	**Active and passive stretching may be used as part of a flexibility programme.** **Briefly describe active stretching and passive stretching.**	
	Two marks, one mark for each correct response	
	Active stretching: stretching carried out by performer without assistance, not bouncing, gently ease in to stretch Passive stretching: stretching carried out with assistance, performer completely relaxes.	1 1 MAX 2
(e)	**Describe why a general exercise general may be different from a programme designed for a specific physical activity.**	
	Seven marks, one for each correct response	
	General fitness programme may be: *Suitable for all* *Could be used as a leisure activity* *Tends not to be as serious* *Not as regular* ***More varied activities / exercise / not specific*** To lose weight To feel good Fitness To look good To be healthy As part of medical need etc. Activity specific programmes: - Designed to gain fitness for the activity, overload if applied - Fitness components to be addressed - Learn new skills / develop new skills / practice skills - Tactics and strategies developed - Vary accordingly to time of year e.g. when competition is due /, indoor / outdoor training / quality of opponent / competition etc.	 1 1 1 1 1 1 1 1 1 1 1 1, 1 1 1 1 1 1/6, 6/1 MAX 7 **TOTAL 22**

QUESTION B3

(a)	**Look at the picture of a PE lesson (on page 12).** **Identify four different hazards shown in the picture and explain one risk that could result from each of these hazards.**	
	Four marks, one for each correct response	
	Bench leaning on wall Staff talking + drinking coffee Door open Pupil not in proper kit 2 activities going at the same time Pupil under the basket, playing badminton. Loose basketball	1 1 1 1 1 1 1 MAX 4
	Identification of risk from stated hazard	
	Four marks, one mark for each correct response	
	Candidates response must be related to the identified hazard Pupils would not be properly supervised. Exemplar: Bench leaning on the wall – performers may not see the bench and could run into it causing an injury / performance may have to stop as bench causes an obstruction.	MAX 8 **TOTAL 8**

Mark Scheme 1971/01
June 2006

SECTION A

Q1	**If a performer does not eat enough food, how could that affect performance in Games?**	
	One mark for each correct response	
	Any response related to any of the food constituents and lack of energy, goodness etc Answers need to relate to reduce performance.	MAX 1
Q2	**More older people are now taking part in Games. Identify one social reason for this.**	
	One mark for one correct response	
	Meet new friends *Go with friends* *Leisure activity* *Something to do with your time (hobby)*	MAX 1
Q3	**How can the image of a Game affect an individual's participation in that Game?**	
	One mark for one correct response.	
	May be fashionable/popular – encourages participation May be too fashionable – discourages participation Rough / tough image may encourage / discourage "Nice" image / *role model* may encourage / discourage Image may be determined by "class" and affect participation. *Exciting, financial rewards* *Gender concerns*	MAX 1
Q4	**Identify one advantage that voluntary clubs and associations can give to somebody who wants to start participating in Games playing.**	
	One mark for one correct response	
	Choice / access Availability (in locality) Facilities / equipment provided – little cost Make friends Run for benefit of its members Could be cheap / *may be free* *Coaching, improving skills, fitness, health*	MAX 1

Q5	**Give two different ways that unemployment can affect participation in Games playing.**	
	Two marks, one mark for each correct response	
	Not enough money, cannot afford it etc Become lazy, lose motivation May encourage participation – more time May join clubs / teams in leagues set up for unemployed Cheap rates at local facilities may encourage participation.	1 1, 1 1 1 1 MAX 2

Q6	**Explain why players who have a physical disability can now easily take part in Games playing.**	
	Three marks, one mark for each correct response	
	Society in general more accepting, aware Easier access to venues, increasing funding Public transport more accessible Increase availability Times specifically for disabled, *adapted rules* Increase coverage of Para-Olympics *promote participation* / World Championships Role models Improved technology, *improved equipment, improved facilities* *Specialist coaches* *Psychological benefits of being with other disabled* *Increased opportunity for career*	1, 1 1, 1 1 1 1, 1 1 1 1,1,1 1 1 1 MAX 3
Q7	**An increased heart rate benefits Games players in a training session. Identify three benefits of this increase in heart rate.**	
	Three marks, one mark for each correct response	
	Increase blood flow to muscles / *to body*, increase Cardiac Output Faster *and more* delivery of oxygenated blood Faster *and more* delivery of blood nutrient Faster *and more* removal of CO_2, lactic acid, waste products Higher blood pressure Able to keep going for longer.	1, 1 1, 1 1, 1 1, 1, 1 1 1 MAX 3

Q8	**Explain why the players who is totally focused when participating in Games may have an advantage over someone who is less focused.**	
	Three marks, one mark for each correct response	
	Clear mind off everything but activity, *more alert* Concentrate on tactics Mental rehearsal of skills Able to apply game plans / strategies Performance is likely to be better, *more chance of winning* More likely to attain personal high standard / excel More likely to make correct decisions / do the right thing. *More competitive (reaction time, components of fitness etc)* *Psychological benefits if applied.* *Negative perspective exemplar – less focused, may result in injury*	1, 1 1 1 1 1, 1 1 1 1 1 1 MAX 3
Q9	**Give two different ways in which age can affect a player's stamina.**	
	Two marks, one mark for each correct response	
	Exemplar: Young child is unable to keep going, needs lots of breaks Young adult may have high levels of endurance – keep going Older adult – tires quickly, cannot keep going – stops. **Accept opposites, young = more stamina, old = less stamina (2 marks)**	 1 1 1 MAX 2
Q10 (i)	**Give two different ways a player may receive a cut injury when participating in Games.**	
	Two marks, one mark for each correct response	
	Exemplar: Body contact, impact, clash of heads Contact with equipment – studs, hockey stick, squash racket etc Fall on to hard ground, glass on pitch etc.	 1,1 1,1,1 1,1 MAX 2

(ii)	**What is the correct treatment for a cut?**	
	Two marks, one for each correct response	
	Raise injured part if possible / if needed Gently clean cut Dress the cut Plaster / bandage (depending on severity) Possible hospital treatment. **(RICE – any reference without application is not accepted)**	1 1 1 1 1 MAX 2 (2+2=4)

QUESTION B1

(a)	**Why are red blood cells important to a Games player?**	
	One mark for one correct response	
	Red blood cells transport oxygen Keep us alive Allows us to take part in Games.	1 1 1 MAX 1
(b)	**Hearing and seeing help a performer to make decisions during Games. Give one example of when each is used.**	
	Two marks, one mark for each correct response	
	Exemplar: Hearing team mate shout for a pass / warn they are being marked / hearing the coaches instructions etc Exemplar: See the flight of the shuttle, ball etc, position of the opposition / team mates, position of the sun etc.	1 1 MAX 2
(c)	**Identify four different ways a player's, respiratory system may be improved as a result of regular training.**	
	Four marks, one mark for each correct response	
	Increase lung capacity Increased vital capacity: the volume of O_2 inhaled is increased, + volume of CO_2 exhaled Increased *tidal* volume: allows more air into the lungs and therefore more O_2 into blood and delivered more quickly into the lungs (gaseous exchange) Remove CO_2 more quickly Breathing recovery rate is speeded up with training Increase minute ventilation *Increased capilliarisation* Increase max V O_2	1 1, 1 1 1 1 1 1 1 1 1 1 MAX 4
(d) (i)	**Identify two benefits for a player who attends extra-curricular (lunch-time and after school) practices.**	
	Two marks, one mark for each correct response	
	Improve skills / *maintain skill level / learn new skills* Improve stamina / *fitness / components of fitness/ healthy* More practice, *more knowledge* Make new friends / develop friendships. *Representing school teams etc* *Extra coaching*	1 1 1, 1 1 1 1 MAX 2

(ii)	**Briefly explain why the National Curriculum has a good influence on participation in Games.**	
	Three marks, one mark for each correct response	
	Provides opportunities to take part in Games Provides a variety of different activities, *equal opportunities* Compulsory to age 16 years, may encourage post 16 participation Trained staff Schools have excellent equipment / facilities / Sports Colleges Learning new games	1 1, 1 1 1 1 1 1 1 MAX 3
(e) (i)	**Identify three different basic abilities vital for participation in one named Game.**	
	Three marks, one mark for each correct response Three of: Speed Agility Co-ordination Flexibility Balance Reaction Time.	MAX 3
(ii)	**Describe a situation when each of the abilities you have listed would be important to performance in the Game named in (e)(i) above.**	
	Three marks, one mark for each correct response.	
	Dependant on the activity, award marks for correct application of named ability Exemplar: Activity: Basketball Ability: Co-ordination Situation: When being passed a ball, the performer needs good co-ordination to catch the ball in order to guarantee possession Ability: Balance Situation: When jumping to catch a ball, when you land you need to have good balance so you do not get called for travelling Ability: Flexibility Situation: If passed a bad ball you might have to arch backwards or reach high in order to catch a ball.	1 1 1 MAX 3 3+3=6
(f) (i)	**Briefly explain how muscles produce movement.**	
	three marks, one mark for each correct response	
	Muscle works by contracting / relaxing: *Tendon pulls the bone / work as levers* *Tendon attached to bone* Muscles work in pairs (antagonistic) Helped by the synergist	1 1 1 1 1 MAX 3

(f) (ii)	**Regular training makes muscle more efficient. For example, a player's speed may be increased. This would give the performer a better chance of beating an opponent to the ball or sprinting to reach a drop shot return in badminton.** **Identify two other components of fitness and explain how training each may benefit the player.**	
	Four marks, one mark for each named component, and one mark for explained benefits	
	Answers should be related to components of fitness: strength, stamina, suppleness (flexibility) – NOT SPEED Exemplar: Strength: Muscles can be trained to improve strength. In rugby being able to withstand a tackle / knock an opponent to the ground etc allows performer to overpower which is an advantage. Flexibility: flexibility allows a greater range of movement around the joint. Good flexibility reduces stress at the joint and can minimise injury / allow the performer to reach down low e.g. retrieve a shuttlecock. Stamina *and/or local muscular endurance*: trained muscle may allow the performer to last longer, for the competitor to use the oxygen efficiently, raise tolerance to Lactic acid, efficient removal of CO_2 etc. Local muscular endurance – will allow performers muscles to perform repeated contractions. Helpful to water polo players who need to work hard for long periods of time during the game.	1, 1 1, 1 1, 1 1, 1 MAX 4 **TOTAL 25**

QUESTION B2

(a)	**Identify one way a player's body shape may change as a result of regular participation in Games.**	
	One mark for one correct response	
	Leaner / lost fat / look thinner More toned Look like a triangle Bulky Mesomorph.	MAX 1
(b)	**The table below shows the times that players of different ages took to run 100 metres as part of a fitness test.**	
(i)	**Who was the slowest runner?**	
	One mark for one correct response	
	Jonathan	MAX 1
(ii)	**How old was the person who ran fastest?** 30 years / 30	MAX 1
(iii)	**Identify three possible reasons why this person was the fastest.** Why Raj ran fastest (physical reasons) Three marks, one mark for each correct response Training – Physical Training – Technical Maturity – Raj at age 30 will be close to his physical peak – Training – effects of long term training – Components of fitness – strength / flexibility / speed mature and trained, – *experience of event* – Ability to contract powerfully / optimally – *Somatotype* – *Hereditary* – *Most fast twitch muscle fibres* Candidates may also respond from a negative perspective - Children's musculature immature - Older players muscular system in decline - Training levels reduced / stopped.	1 1 1 1 1 1 1 1 1 1 1 MAX 3

(c)	**Describe why a warm up and cool down are important in Games.**	
	Five marks, one mark for each correct response	
	Warm up - *Warm muscles up, raise O_2 uptake* - to prepare the body /muscles for physical exercise, *reduce possibility of injury/ helps avoid injury* - *Redirecting of blood to working muscles* - to raise the pulse rate - to warm joints / *mobilise / loosen joints / flexibility* - to rehearse skills - to mentally focus - extends participation / reduce fatigue - extend onset of lactic acid production. Cool down - to gradually lower heart rate, breathing rate - to promote *continued* blood flow - to remove lactic acid **(not to prevent)** / metabolites, repay O_2 debt - to reduce muscle soreness / stiffness, allow future participation *(aids recovery)* - to return the body to resting / relax muscles - to prevent pooling.	1, 1, 1, 1 1 1 1 1 1 1 1 1, 1 1, 1 1, 1 1 1 1 1 4/1, 1/4 MAX 5

(d) (i)	**Briefly describe one exercise that, when performed correctly, will improve flexibility of the hamstring muscle group.**	
	Two marks, one mark for each correct response	
	Exemplar: seated toe touching In seated position, legs straight (1), slowly slide hands down legs until a stretch is felt (1), hold the position (1), slowly return to original position (1) Other correct exercises include Standing stretch – finders under toes, knees bent etc Single leg stretch Hurdle stretch Using a door frame – single leg stretch. **Sit and reach test not accepted unless they mention that it is repeated.**	Sub MAX 2

(ii)	**Active and passive stretching may be used as part of a flexibility programme.** **Briefly describe active stretching and passive stretching.**	
	Two marks, one mark for each correct response	
	Active stretching: stretching carried out by performer without assistance, not bouncing, gently ease in to stretch Passive stretching: stretching carried out with assistance, performer completely relaxes.	1 1 MAX 2
(e)	**Describe why a general exercise general may be different from a programme designed for a specific Game.**	
	Seven marks, one for each correct response	
	General fitness programme may be: *Suitable for all* *Could be used as a leisure activity* *Tends not to be as serious* *Not as regular* ***More varied activities / exercise / not specific*** To lose weight To feel good Fitness To look good To be healthy As part of medical need etc. Activity specific programmes: - Designed to gain fitness for the activity, overload if applied - Fitness components to be addressed - Learn new skills / develop new skills / practice skills - Tactics and strategies developed - Vary accordingly to time of year e.g. when competition is due /, indoor / outdoor training / quality of opponent / competition etc.	 1 1 1 1 1 1 1 1 1 1 1 1, 1 1 1 1 1 1/6, 6/1 MAX 7 **TOTAL 22**

QUESTION B3

(a)	**Look at the picture of a PE lesson (on page 12).** **Identify four different hazards shown in the picture and explain one risk that could result from each of these hazards.**	
	Four marks, one for each correct response	
	Bench leaning on wall Staff talking + drinking coffee Door open Pupil not in proper kit 2 activities going at the same time Pupil under the basket, playing badminton Loose basketball	1 1 1 1 1 1 1 MAX 4
	Identification of risk from stated hazard	
	Four marks, one mark for each correct response	
	Candidates response must be related to the identified hazard Pupils would not be properly supervised. Exemplar: Bench leaning on the wall – players may not see the bench and could run into it causing an injury / performance may have to stop as bench causes an obstruction.	MAX 8 **TOTAL 8**

Mark Scheme 1071/01
June 2006

SECTION A

Q1	**If a player does not eat enough food, how could that affect performance in Games?**	
	One mark for each correct response	
	Any response related to any of the food constituents and lack of energy, goodness etc Answers need to relate to reduce performance.	(1) (MAX 1)
Q2	**Identify one reason a Games player might have for wanting to play against other teams.**	
	One mark for one correct response	
	Play against others of similar/higher standard; Love of competition; To improve. Win awards Enjoyment See how good they are	(1) (1) (1) (1) (1) (1) (MAX 1)
Q3	**Explain why good personal hygiene is good for a player's health.**	
	One mark for one correct response	
	Prevent infection/illness Prevent athletes foot / Verruca etc; Keeps cuts etc clean.	(1) (1), (1) (1) (MAX 1)
Q4	**Describe two possible problems a Games player may have when copying the skills of another player.**	
	Two marks, one mark for each correct response	
	Not being guided by coach / no feedback; Not good enough to do it/not physically able to play Not followed whole, part of routine; Not able to practice it enough; It may be wrong anyway; May lead to injury; May not be useful for the team.	(1) (1) (1) (1) (1) (1) (1) (MAX 2)
Q5	**(a) Identify one physical activity that could be used in continuous training.**	
	Jogging/running Swimming Cycling Aerobics	(1) (1) (1) (1) (MAX1)
	(b) Give one physical advantage for a player who uses this continuous training method.	
	Lower heart rate **More stamina / keep going for longer / muscular endurance** **Maintain skill levels for longer.** **Stronger / fitter.**	(1) (1) (1) (1) (MAX 1)

Q6	**Give two different ways that age can affect a player's stamina**	
	Two marks, one mark for each correct response	
	Exemplar: Young child is unable to keep going, needs lots of breaks Young adult may have high levels of endurance – keep going Older adult – tires quickly, cannot keep going – stops. **Accept opposites, young = more stamina, old = less stamina** **(2 marks)**	(MAX 2)
Q7	**Describe three different ways a coach can analyse performance of a Games player.** **Three marks, one mark for each correct response**	
	Observing in practice; Observing in game situation; Comparison with others, data analysis; Success – passes, shots, catches, goals etc; Video analysis / slow motion etc.	(1) (1) (1) (1) (1), (1) (MAX 3)
Q8	**An increase in heart rate benefits Games players in a training session. Identify three benefits of this increase in heart rate.** **Three marks, one mark for each correct response**	
	Increase blood flow to muscles / *to body*, increase Cardiac Output Faster *and more* delivery of oxygenated blood Faster *and more* delivery of blood nutrient Faster *and more* removal of CO_2, lactic acid, waste products Higher blood pressure Able to keep going for longer.	(1),(1) (1),(1) (1),(1) (1),(1),(1) (1) (1) (MAX 3)
		TOTAL 15

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SECTION B

B1	(a) Identify one personal reason for taking part in Games.	
	One mark	
	Enjoyment; Competition; Love playing; Rewards / awards Keep fit / healthy Lose weight Socialise	(1) (1) (1) (1) (1) (1) (1) (MAX 1)
	(b) Hearing and seeing help a player to make decisions during Games. Give one example of when each is used.	
	Two marks, one mark for each correct response	
	Exemplar: Hearing team mate shout for a pass / warn they are being marked / hearing the coaches instructions etc Exemplar: See the flight of the shuttle, ball etc, position of the opposition / team mates, position of the sun etc.	(MAX 2)
	(c) Identify one way in which a player may obtain feedback through knowledge of results.	
	One mark for one correct response	
	Result of the game Goal being scored / point being won Judges score e.g. Judo	(1) (1) (1) (MAX 1)
	(d) Identify and describe the type of motivation that keeps players of all abilities playing for many years.	
	Two marks, one mark for correct id. And one mark for correct explanation	
	(i) Intrinsic motivation. (ii) You like it for its own sake, love it, etc; Inner desire that lasts a long time etc.	(1) (1) (MAX 2)
	(e) Identify two different basic abilities that are vital for participation in one named Game	
	Two marks, one mark for each correct response (i) Two of: Speed Agility Co-ordination Flexibility Balance Reaction Time.	(MAX 2)
	(ii) **Describe a situation when each of the abilities you have listed would be important to performance in the Game named in (e)(i) above.**	
	Two marks, one mark for each correct response.	
	Dependant on the activity, award marks for correct application of named ability Exemplar: Activity: Basketball; Ability: Co-ordination; Situation: When being passed a ball, the performer needs good co-ordination to catch the ball in order to guarantee possession; Ability: Balance;	

	Situation: When jumping to catch a ball, when you land you need to have good balance so you do not get called for travelling; Ability: Flexibility; Situation: If passed a bad ball you might have to arch backwards or reach high in order to catch a ball.	(MAX 2)
		Total 10 marks

B2	**(a) Identify one way a player's body shape may change as a result of regular participation in Games.**	
	One mark for one correct response	
	Leaner / lose fat / look thinner More toned; Look like a triangle; Bulky; Mesomorph.	(MAX 1)
	(b) Briefly describe one test that can be used to measure local muscular endurance of the arms	
	One mark for one correct response	
	Press ups, inherently descriptive. Pull ups Chin ups	(MAX 1)
	(c) The table below shows the times that players of different ages took to run 100 metres as part of a fitness test. Who was slowest runner?	
	One mark for one correct response	
	Jonathan.	(MAX 1)
	How old was the person who ran fastest?	
	One mark for one correct response	
	30 years / 30.	(MAX 1)
	Identify two possible reasons why this person was the fastest.	
	Two marks, one mark for each correct response	
	Why Raj ran fastest (physical reasons) Two marks, one mark for each correct response Training – Physical Training – Technical Maturity – Raj at age 30 will be close to his physical peak – Training – effects of long term training – Components of fitness – strength / flexibility / speed mature and trained, – *experience of event* – Ability to contract powerfully / optimally – *Somatotype* – *Hereditary* – *Most fast twitch muscle fibres* Candidates may also respond from a negative perspective - Children's musculature immature - Older players muscular system in decline - Training levels reduced / stopped.	(MAX 2)

	(d) Describe why a warm up and cool down are important in Games.	
	Three marks, one mark for each correct response	
	Warm up - *Warm muscles up, raise O_2 uptake* - to prepare the body /muscles for physical exercise, *reduce possibility of injury/ helps avoid injury* - *Redirecting of blood to working muscles* - to raise the pulse rate - to warm joints / *mobilise / loosen joints / flexibility* - to rehearse skills - to mentally focus - extends participation / reduce fatigue - extend onset of lactic acid production. Cool down - to gradually lower heart rate, breathing rate - to promote *continued* blood flow - to remove lactic acid **(not to prevent)** / metabolites, repay O_2 debt - to reduce muscle soreness / stiffness, allow future participation *(aids recovery)* - to return the body to resting / relax muscles - to prevent pooling.	2/1, 1/2 (MAX 3)
	(e) Active and passive stretching may be used as part of a flexibility programme.	
	Two marks, one mark for each correct response	
	Active stretching: stretching carried out by player without assistance, not bouncing; gently ease in to stretch. Passive stretching: stretching carried out with assistance; player completely relaxes.	(1) (1) (MAX 2)
	(f) Explain why a general exercise programme may be different from a programme designed for a specific Game.	
	Four marks, one mark for each correct response.	
	General exercise programme may be: *Suitable for all* *Could be used as a leisure activity* *Tends not to be as serious* *Not as regular* **More varied activities / exercise / not specific** To lose weight To feel good Fitness To look good To be healthy As part of medical need etc.	

	Activity specific programmes: - Designed to gain fitness for the activity, overload if applied - Fitness components to be addressed - Learn new skills / develop new skills / practice skills - Tactics and strategies developed - Vary accordingly to time of year e.g. when competition is due /, indoor / outdoor training / quality of opponent / competition etc.	1 / 3, 3 / 1 (MAX 4)

B2	**Look at the picture of a PE lesson.**	
	(a) Identify three different hazards shown in the picture and explain one risk that could result from each of these hazards	
	Loose basketball Bench leaning on wall Staff talking + drinking coffee Door open Pupil not in proper kit 2 activities going at the same time Pupil under the basket, playing badminton. Shiny floor	
	(b) Candidates response must be related to the identified hazard **Pupils would be properly supervised.**	
	Exemplar: Bench leaning on the wall – performers may not see the bench and could run into it causing an injury / performance may have to stop as bench causes an obstruction	Sub max marks 3 /3 **TOTAL 6**

General Certificate of Secondary Education
Physical Education (1970)
June 2006 Assessment Series

Component Threshold Marks

Component	Max Mark	a	b	c	d	e	f	g
01 Written Paper	80	67	60	54	45	36	27	18
02 Coursework	60	51	45	39	33	27	21	15
82Coursework c/f	60	51	45	39	33	27	21	15

Overall

	Max Mark	A*	A	B	C	D	E	F	G	U
Overall Threshold marks	200	174	160	146	132	111	90	69	48	0

The cumulative percentage of candidates awarded each grade was as follows:

	A*	A	B	C	D	E	F	G	U	Total No. of Cands
	4.63	18.77	40.89	64.68	87.55	96.44	98.90	99.72	100	18486

18486 candidates were entered for aggregation this series

For a description of how UMS marks are calculated see;
www.ocr.org.uk/OCR/WebSite/docroot/understand/ums.jsp

Statistics are correct at the time of publication

General Certificate of Secondary Education (Short Course)
Physical Education (Games) (1071)
June 2006 Assessment Series

Component Threshold Marks

Component	Max Mark	a	b	c	d	e	f	g
01 Written Paper	50	37	32	27	24	21	18	15
02 Coursework	60	51	45	39	33	27	21	15
82 Coursework c/f	60	51	45	39	33	27	21	15

Overall

	Max Mark	A*	A	B	C	D	E	F	G	U
Overall Threshold marks	200	172	154	136	119	103	87	71	55	0

The cumulative percentage of candidates awarded each grade was as follows:

	A*	A	B	C	D	E	F	G	U	Total No. of Cands
	1.29	5.78	20.26	41.55	64.63	81.72	90.66	96.39	100	2024

2024 candidates were entered for aggregation this series

For a description of how UMS marks are calculated see;
www.ocr.org.uk/OCR/WebSite/docroot/understand/ums.jsp

Statistics are correct at the time of publication

General Certificate of Secondary Education
Physical Education (Games) (1971)
June 2006 Assessment series

Component Threshold Marks

Component	Max Mark	a	b	c	d	e	f	g
01 Written Paper	80	67	60	54	45	36	27	18
02 Coursework	60	51	45	39	33	27	21	15
82 Coursework c/f	60	51	45	39	33	27	21	15

Overall

	Max	A*	A	B	C	D	E	F	G	U
Overall Threshold marks	200	174	160	146	132	111	90	69	48	0

The cumulative percentage of candidates awarded each grade was as follows:

	A*	A	B	C	D	E	F	G	U	Total No. of Cands
	2.15	10.02	27.32	51.53	80.03	94.41	98.45	99.62	100	9804

9804 candidates were entered for aggregation this series

For a description of how UMS marks are calculated see;
www.ocr.org.uk/OCR/WebSite/docroot/understand/ums.jsp

Statistics are correct at the time of publication

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