

GCSE

# PHYSICAL EDUCATION

48901: Knowledge and Understanding for the Active Participant  
(Short Course)  
Mark scheme

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June 2014

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Version: 1.0 Final

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Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available from [aqa.org.uk](http://aqa.org.uk)

### Section A – Part 1 Multiple Choice

Award **one** mark for each correct answer.

**1** Which one of the following is **not** a core theme of the Healthy Schools Programme?  
**[1 mark]**

The National Curriculum for physical education

**2** Which **one** of the following is a role that can be adopted as part of the GCSE Physical Education Course?  
**[1 mark]**

Official

**3** Which **one** of the following components of fitness is best improved through 'continuous training'?  
**[1 mark]**

Cardiovascular endurance

**4** Which **one** of the following statements best describes the term 'progression' when training?  
**[1 mark]**

Training is increased gradually as the body adjusts to the increased demands

**5** Which **one** of the following statements best describes the term 'adduction' at a ball and socket joint?  
**[1 mark]**

The movement of a limb towards the midline of the body

**Section A – Part 2 Short answer questions**

<b>6</b>	Name the <b>two</b> types of movement that can occur at a hinge joint.	<b>[2 marks]</b>
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Award **one** mark for correctly naming each type of movement that can occur at a hinge joint.

- Flexion or bending or decreasing the angle (between the bones).
- Extension or straightening or increasing the angle (between the bones).

<b>7 (a)</b>	What is meant by the term ‘reaction time’?	<b>[1 mark]</b>
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Award **one** mark for stating what is meant by the term reaction time.

Reaction time is:

how fast or how quickly or the time taken (for the body, or part of the body) to respond to a stimulus.

Accept appropriate examples, eg time taken by a sprinter at the start of a 100m race to move the body after the sound of the starting gun.

<b>7 (b)</b>	What is meant by the term ‘balance’? Give an example from a physical activity where a performer uses balance.	<b>[2 marks]</b>
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Award **one** mark for stating what is meant by the term balance.

The ability to:

- maintain a given posture to be able to stay level or stable
- keep the centre of gravity over the base
- maintain equilibrium
- control the body in movement and stillness.

Accept any other suitable response.

Award **one** mark for an example of where a performer uses balance.

- Handstand (in gymnastics).
- Holding the ‘set’ position in the starting blocks (in athletics).
- A skier staying upright whilst moving downhill.

Accept any other suitable response.

**8 (a)** What is meant by the term ‘fatigue’?

**[1 mark]**

Award **one** mark for stating what is meant by the term fatigue.

Fatigue is a feeling of **extreme** or **severe** (physical or mental) tiredness or exhaustion.

**8 (b)** Explain how fatigue may occur **and** state the negative effect that it can have on a performer in a named physical activity.

**[2 marks]**

Award **one** mark for how fatigue may occur.

Caused by:

- over exertion
- prolonged physical activity
- build-up of lactic acid
- lack of oxygen to the muscles
- when energy demand out-strips supply.

Accept any other suitable response.

Award **one** further mark for stating the negative effect that it can have on a performer in a named physical activity.

A performer may:

- lose concentration
- be substituted
- make unforced errors
- not be able to (keep up with) play.

Accept any other suitable response.

**NB** Do **not** accept performance will decrease/get worse unless qualified.

**9 (a)** An ectomorph is one body type. Name **two** other body types.

**[2 marks]**

Award up to **two** marks for naming other body types.

- Endomorph
- Mesomorph

**9 (b)** Describe an ectomorph.

**[3 marks]**

Award up to **three** marks for the correct description of an ectomorph.

An ectomorph is:

- slender or slim or thin or skinny
- thin arms and legs
- narrow shoulders
- narrow hips
- very little muscle
- very little fat
- long (tall) – accept short.

**9 (c)** Explain **one** advantage that having an ectomorph body type would give in a named physical activity.

**[2 marks]**

Award up to **two** marks for explaining an advantage that having an ectomorph body type would give in a named physical activity.

Examples include:

- in endurance activities (marathon or long distance running) it would be easier to run/ because very little weight to be carried around
- in high jump a lighter body weight/ would make it easier to jump over the bar.
- in netball it would be an advantage because a goal shooter would have a higher reach/ to give the team a higher chance of scoring.
- in basketball it would be an advantage because it would be easier for the player to shoot/ as they are closer to the basket or the opposition wouldn't be able to block the shot.

Accept any other suitable response.

**NB** The advantage must be given to credit the explanation.

**Section B – Questions based on the preliminary material**

**10 (a)** State and explain the type of strength that would help the Westshore netball players to be more successful when rebounding near the post.

**[2 marks]**

Award **one** mark for stating the type of strength that would help the Westshore netball players to be more successful when rebounding near the post.

- Explosive Strength

Award **one** further mark for an explanation.

- Allows the players to jump higher or further or as high as you can.

**10 (b)** Apart from a decrease in strength, state **two** physical effects of ageing on the body **and** explain how each may decrease the performance of a Westshore netball player.

**[4 marks]**

Award **one** mark for stating each physical effect of ageing on the body and **one** further mark for explaining how each may decrease the performance of a Westshore netball player (2x2).

- Oxygen capacity reduces/ become tired quicker so struggle to compete late in games.
- Flexibility decreases/ find it difficult to stretch for passes which may result in more interceptions.
- Speed decreases/ unable to move around court quickly and get away from a marker.
- Agility decreases/ unable to change direction quickly and lose a marker.
- Co-ordination decreases/ more likely to drop the ball.
- Reaction time increases/ less likely to be able to intercept the ball.

Accept any other suitable response.

**NB** Do **not** accept power.

**10 (c)** State **two** different types of sponsorship **and** explain how each could help to improve the players' performance.

**[6 marks]**

Award **one** mark for each different type of sponsorship and up to **two** further marks for an explanation of how each could help to improve the players' performance (2x3).

- Equipment eg balls/ higher quality/ enables advanced skills to be developed.
- Clothing eg team kit/ which boosts confidence or morale/ so that they work better as a team.
- Footwear/ improves grip/ to stop them from slipping.
- Transport and travel/ enter more competitions a greater distance away/ to play a greater variety of teams.
- Money/ to employ a coach/ to develop advanced skills.
- Facilities/ train more often/ to develop fitness.
- Entry fees or league fees/ enter more competitions/ play at a higher level.

Accept any other suitable response.

<b>10 (d)</b>	Explain how Miss Tears could help Westshore Netball Club attract junior membership through her role as a physical education teacher at the local secondary school.	<b>[8 marks]</b>
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**Please use the following grid to award a mark for both the content and the Quality of Written Communication (QWC) based on the following information.**

<b>Level 3</b>	<p><b>6-8 marks      Detailed and accurate</b></p> <p>Demonstrates detailed knowledge and thorough understanding of the ways that Miss Tears could help Westshore Netball Club attract junior membership through her role as a physical education teacher at the local secondary school.</p> <p>Answers should include three explanations, <b>two</b> of which must be detailed.</p> <p><b>NB</b> Two detailed explanations (maximum 6 marks).</p> <p>Students spell, punctuate and use the rules of grammar accurately and use a wide range of specialist terms precisely.</p>
<b>Level 2</b>	<p><b>3-5 marks      Sound and generally accurate</b></p> <p>Demonstrates sound knowledge and understanding of the ways that Miss Tears could help Westshore Netball Club attract junior membership through her role as a physical education teacher at the local secondary school.</p> <p>Answers should include <b>two</b> sound explanations.</p> <p><b>NB</b> One detailed explanation (maximum 3 marks).</p> <p>Students spell, punctuate and use the rules of grammar with reasonable accuracy and use a range of specialist terms appropriately.</p>
<b>Level 1</b>	<p><b>1-2 marks      Basic</b></p> <p>Demonstrates basic knowledge and understanding of the ways that Miss Tears could help Westshore Netball Club attract junior membership through her role as a physical education teacher at the local secondary school.</p> <p><b>NB</b> A list of ways with no explanation (maximum 1 mark).</p> <p>Students spell, punctuate and use the rules of grammar with some accuracy and use a limited number of specialist terms.</p>
<b>0 marks</b>	No creditworthy material.

QWC is part of the award of marks in levels marked questions only. In levels marked answers the quality of physical education is assessed and a level mark awarded based on the content. As this is sometimes the case, the physical education may be sound at a particular level but the examiner may not be sure as to whether there is quite enough to raise the mark within that level. In this case the examiner should consider the QWC of the answer. QWC that fulfils the criteria for the level should lead to a rise in the mark but where QWC does not fulfil the criteria, the answer should remain at the mark first thought appropriate.

In cases where QWC has been used in the award of marks, the examiner should indicate this in a comment box say 'QWC raised one mark'. QWC cannot be used to raise a candidate's mark into the next level.

Examples of content could include:

- Netball on curriculum providing basic skills to encourage further participation.
- Expertise in Netball allows sessions to be fun and interesting to encourage students to take part.
- Role model due to her playing netball.
- Run extra-curricular clubs or provide fixtures to extend interest and skills further.
- Creating school-club links by getting coaches from the club to run sessions in school/providing flyers to encourage students to join the club.
- Provide facilities at the school for the club to train at which is a familiar environment for students so make them more inclined to join club.
- Working with National Governing Body.

### Example Answers

Level 3 (8 marks)

Miss Tears could make sure netball is on the curriculum so students are playing it. This will allow them to develop their basic skills which will hopefully motivate them to participate in netball outside of school. In addition to this Miss Tears may arrange for some coaches from Westshore Netball Club to come into school and run some taster sessions for students to encourage them to attend the club on an evening. To help with this they will distribute flyers to promote the club. This will enable the students to become familiar with the coaches at the club which will help integrate them if they attend the club. Miss Tears could arrange for the club to move its training and matches to the school site. As this venue is familiar with students it could encourage them to join the club as they will not be going somewhere they are uncomfortable with.

Level 2 (4 marks)

Miss Tears could make sure netball is on the curriculum so students are playing it. This will allow them to develop their basic skills which will hopefully motivate them to participate in netball outside of school. In addition to this Miss Tears may arrange for some coaches from Westshore Netball Club to come into school and run some taster sessions for students to encourage them to attend the club on an evening.

Level 1 (1 mark)

Miss Tears could make sure netball is on the curriculum so students are playing it.

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### Assessment Objectives

Question Number	Assessment Objectives		Total Marks
	AO1	AO3	
1	1		1
2	1		1
3	1		1
4	1		1
5	1		1
6	2		2
7(a)	1		1
7(b)	2		2
8(a)	1		1
8(b)	2		2
9(a)	2		2
9(b)	3		3
9(c)		2	2
10(a)	1	1	2
10(b)	2	2	4
10(c)	2	4	6
10(d)	3	5	8
<b>Total marks</b>	<b>26</b>	<b>14</b>	<b>40</b>

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