



General Certificate of Secondary Education

**Physical Education
(Double Award)**

48905 Unit 5: Written Paper

Specimen Mark Scheme

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

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' 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 to download from the AQA Website:
www.aqa.org.uk

Copyright © 2010 AQA and its licensors. All rights reserved.

COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

- 1 (a) Award **one** mark for a correct response.
Guidance that a player or performer can see/look at. (1 mark)
- (b) Award up to **two** marks for a correct response.
A teacher or coach:
– showing you a video or DVD/ of someone performing a lay up shot in basketball
– showing you a photo or poster/ of someone performing a lay up shot in basketball
– giving you a demonstration/ of performing a lay up shot in basketball (2 marks)
- (c) Award up to **three** marks for a correct response.
It is helpful to a beginner/ as they may not know what a lay up shot is/ what it looks like/ or how it is performed.
They can see clearly the correct model/ and copy it. (3 marks)
- 2 (a) Award up to **two** marks for a correct response
A skill that takes place in an ever changing environment/ movements vary as a result of opponents or other environmental factors. (2 marks)
- (b) Award **one** mark for correctly stating an appropriate example.
A skill from a game, e.g. dribbling the ball in hockey, football, basketball. (1 mark)
- (c) Award **one** mark for correctly stating “Variable”. (1 mark)
- 3 Award up to **four** marks for an appropriate description of a basic skill/technique/movement.
Catching in a named game/ arms extended/ fingers reaching towards the ball/ eyes on the ball/ hands and arms “give”/ as ball is caught/ the ball is brought in towards the body. (4 marks)
- 4 Award up to **two** marks for each correct description.
It is non weight bearing/ so will not cause damage to joints.
It develops fitness/ as it raises heart rate.
It uses muscles in both the arms/ and legs.
Can be performed all year round/ as it is indoors.
Can be done at your own pace/ and you can do as much or as little as you want.
It is relatively cheap/ and there may be concessions for the elderly. (4 marks)
- 5 (a) Award up to **three** marks for the description and explanation of each appropriate fitness test selected. Note the test must be appropriate to cardiovascular fitness, agility and the other aspect chosen by the candidate.
- Cardiovascular endurance – Cooper 12 minute run – run for 12 minutes and record the number of metres run, multi-stage fitness test.
Strength - hand grip dynamometer.
-

Agility – Illinois agility test.
Coordination – alternate hand ball throw.
Balance – stork stand.
Power/strength – standing broad jump/vertical jump.
Reaction time – ruler drop test.
Speed – sprint tests.

(6 marks)

- (b) Award **one** mark for each appropriate station named (5 max).

(5 marks)

- (c) Award up to **two** marks for explaining the order of the activities.
Avoid overuse injuries/ by ensuring that the same muscle groups are not used at consecutive stations.

(2 marks)

- (d) Award up to **two** marks for the explanation of each appropriate activity selected.
Note the test must be appropriate to cardiovascular fitness, agility and the other aspect chosen by the candidate.

(6 marks)

- (e) Award up to **two** marks for describing each appropriate risk assessment or safety procedure.
Checking equipment/ to make sure it is stable.
Checking the floor/ to ensure it is not slippery.
Ensure mats are positioned where needed/ to cushion the performer against contact with the floor.
Check trainers are tied up/to prevent tripping.

(4 marks)

- (f) Award up to **two** marks for the description of each appropriate warm up exercise.
E.g. Quadriceps stretch

(4 marks)

- (g) Award up to **four** marks for describing overload and how it could be applied.
The principle that fitness is improved through training more than normal/ in terms of frequency/intensity/or time each week.
Jane could increase intensity by working harder at each station/ using more effort/ or spending longer at each station/ increasing time/frequency/ training more often.

(4 marks)

- (h) Award up to **two** marks for the description of the monitoring of the programme.
Devising a table to record results/ for comparison from week to week/ to see progress.

(2 marks)

- 6** (a) Award up to **two** marks for the explanation of each harmful effect of the diet.
Excess fats/ will build up cholesterol levels/ which build up on the walls of arteries/ and could cause heart problems/circulatory problems/high blood pressure.
Lack of fresh vegetables and fruit/ will result in insufficient minerals/ or vitamins/ which can make the body more prone to illness.

(4 marks)

- (b) Award up to **two** marks for advice about healthy eating

Level 0 0 marks	Inappropriate answer showing no understanding.
Level 1 1 mark	Candidates' answers show basic understanding. Candidates spell, punctuate and use the rules of grammar with some accuracy and use a limited number of specialist terms appropriately.
Level 2 2-3 marks	Candidates' answers show reasonable understanding. Candidates spell, punctuate and use the rules of grammar with reasonable accuracy and use a range of specialist terms appropriately.
Level 3 4 marks	Candidates' answers show sound understanding. Candidates spell, punctuate and use the rules of grammar accurately and use a wide range of specialist terms precisely and adeptly.

Eat less fatty foods/ especially saturated fats.
 Eat more fresh vegetables/fresh fruit/ containing minerals and vitamins.
 Eat a balanced diet/ more proteins/ for essential amino acids.
 Cut down on sweets/crisps/junk food/ eating in between meals.

(4 marks)

- (c) Award up to **three** marks for describing a healthy packed lunch.
 Wholemeal/brown bread instead of white.
 Thinner slices of cheese or ham/ but not both/ include tomato/ onion/ or other fresh salad.
 Replace crisps with an apple/ orange/ pear/ some form of fruit.
 Replace coca cola/ with water/or diet coke.
 Remove pork pie/pastie.

(3 marks)

- (d) Explanation of ways exercise can be increased

Level 0 0 marks	Inappropriate answer showing no understanding.
Level 1 1-2 marks	Candidates' answers show basic understanding. Candidates spell, punctuate and use the rules of grammar with some accuracy and use a limited number of specialist terms appropriately.
Level 2 3-4 marks	Candidates' answers show reasonable understanding. Candidates spell, punctuate and use the rules of grammar with reasonable accuracy and use a range of specialist terms appropriately.
Level 3 5-6 marks	Candidates' answers show sound understanding. Candidates spell, punctuate and use the rules of grammar accurately and use a wide range of specialist terms precisely and adeptly.

Take part in PE lessons/ to use up calories/ keep weight constant/ help to lose weight.
 Walk to or from school/ get fresh air/ feel better.
 Cycle to or from school/ uses more energy/ turn fat to muscle.

(6 marks)

- (e) Award up to **two** marks for a correct response
 Tyrone should get a medical check up/ get advice from a nurse/doctor/ go to a gym for an assessment of fitness levels and suitable activities.

(2 marks)

This page is intentionally blank