

# **Physical Education**

General Certificate of Secondary Education **GCSE J586**

General Certificate of Secondary Education (Short Course) **GCSE J086**

## **Mark Schemes for the Units**

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**January 2010**

**J586/J086/MS/R/10J**

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**General Certificate of Secondary Education**

**GCSE Physical Education J586**

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## B451 An introduction to Physical Education

Question Number	Expected Answer	Marks
1	<p>Which one of the following is an example of an important role of an official in physical activities?</p> <p>(b) To ensure that rules are followed correctly</p>	[1]
2	<p>Why is flexibility considered a component of a fit and healthy lifestyle?</p> <p>(a) To avoid straining muscles during physical activities</p>	[1]
3	<p>Which one of the following is a health screening test?</p> <p>(c) Blood pressure test</p>	[1]
4	<p>Which one of the following pairs of fitness components is yoga likely to develop?</p> <p>(c) Strength and flexibility</p>	[1]
5	<p>Many people participate in physical activities and follow an active, healthy lifestyle. Which one of the following is a <u>health</u> reason for regular participation in physical activities?</p> <p>(d) To manage stress more effectively</p>	[1]
6	<p>Which one of the following is <u>not</u> a pathway for involvement in physical activities?</p> <p>(d) To regularly watch your favourite football team</p>	[1]
7	<p>Discrimination is one reason why some people do not participate in physical activities. Which one of the following is an example of discrimination?</p> <p>(c) Women not being allowed to play golf at peak times at their golf club</p>	[1]

Question Number	Expected Answer	Marks
8	<b>Which one of the following pairs shows two good examples of characteristics of a balanced, healthy lifestyle?</b>  (b) Nutritional diet and regular water drinking	[1]
9	<b>Which one of the following is the best example of a fundamental motor skill?</b>  (c) Simple run up the pitch in football	[1]
10	<b>A healthy, active lifestyle helps to improve and maintain mental health. Which one of the following is an example of an improvement in mental health?</b>  (d) More able to think positively	[1]
11	<b>One of the key concepts in physical education is creativity. Which one of the following is an example of creativity in physical education?</b>  (b) Thinking of new movements in a gymnastics sequence	[1]
12	<b>To show competence in physical education, which one of the following would be most applicable?</b>  (a) To select the right skill at the right time	[1]
13	<b>Why is a cool down important after exercise?</b>  (d) To speed up the removal of lactic acid	[1]
14	<b>One characteristic of skilful movement is that the movement is aesthetically pleasing. Which one of the following best describes this characteristic?</b>  (c) The movement looks good	[1]

Question Number	Expected Answer	Marks
15	<p>Which one of the following is an example of a performance goal?</p> <p>(b) To improve your technique</p>	[1]
	<b>Total</b>	<b>[15]</b>
16	<p>Other than being aesthetic, identify <u>two</u> other characteristics of skilful movement, giving a practical example for each.</p> <p><b>2 marks for 2 from:</b></p> <ol style="list-style-type: none"> <li>1) Efficient/economic/effortless</li> <li>2) Pre-determined/knows what is needed/what they are doing/goal directed/known how you are going to win/predictable</li> <li>3) Consistent</li> <li>4) Coordinated/control</li> <li>5) Confident</li> <li>6) Fluent/flowing/smooth</li> <li>7) Successful/follows technical model/more likely to beat an opponent</li> <li>8) Learned</li> </ol> <p><b>2 marks for 2 suitable practical examples</b></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>[4]</b></p>

Question Number	Expected Answer	Marks
17	<p><b>Give a practical example of a warm up activity <u>and</u> explain why a warm up is important before exercise.</b></p> <p><b>1 mark for:</b> an appropriate warm-up activity (jogging/stretching etc)</p> <p><b>3 marks for 3 from:</b></p> <ol style="list-style-type: none"><li>1) Increase temperature (of muscles)</li><li>2) To improve performance/technique</li><li>3) Prepare body for exercise</li><li>4) Raise heart rate/increase blood supply</li><li>5) Rehearse skills</li><li>6) Mentally prepare/get in the right mood or frame of mind/focus/increase motivation</li><li>7) Delay onset of lactic acid/fatigue</li><li>8) To increase/enable greater flexibility/loosen joints</li><li>9) Reduces risk of muscle strain/reduce injury</li><li>10) Improves speed/strength of muscular contractions</li><li>11) Raise oxygen uptake/increase O<sub>2</sub> supply to muscles</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>1</p> <p>1</p> <p><b>[4]</b></p>

Question Number	Expected Answer	Marks
18	<p><b>Describe the possible pathways of involvement in physical activities.</b></p> <p><b>6 marks for 6 from:</b></p> <ol style="list-style-type: none"> <li>1) <b>Participating</b> (regularly) in activity</li> <li>2) In <b>PE lessons/NC/classes</b> by participating/coaching/officiating</li> <li>3) <b>Extra-curricular</b> activities/clubs/<b>school teams</b></li> <li>4) Member of <b>external sports teams/exercise clubs</b></li> <li>5) <b>Coaching/teaching/leading</b> new skills</li> <li>6) <b>Officiating</b>/judging in a physical activity</li> <li>7) <b>Starting off at basic level</b> of activities/other roles</li> <li>8) <b>Refinement of skills</b>/getting help and advice/being coached/<b>practising</b></li> <li>9) Getting to the <b>next tier/level/representing county</b>/moving up the performance pyramid</li> <li>10) Developing <b>physical health/fitness</b>/following a healthy lifestyle</li> <li>11) <b>Volunteering</b> to help or get involved</li> <li>12) As a <b>career/professional</b></li> <li>13) Getting <b>qualifications</b>/scholarship</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>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p><b>[6]</b></p>



Question Number	Expected Answer	Marks
19	<p>Identify <b>two</b> positive and <b>two</b> negative effects of the family on participation in physical activities.</p> <p>4 marks for 4 from:</p> <p><b>Positive - 2 sub max</b></p> <ol style="list-style-type: none"> <li>1) Give <b>personal support</b>/encouragement/push you</li> <li>2) Give <b>advice</b>/educate you (about health and fitness)</li> <li>3) <b>Attend</b>/watch events</li> <li>4) Provide <b>transport</b>/lifts to venue</li> <li>5) Get involved/<b>participate themselves</b>/show an interest in physical activities/they are positive role models</li> <li>6) Give <b>financial</b> support/provide/buy equipment</li> </ol> <p><b>Negative - 2 sub max</b></p> <ol style="list-style-type: none"> <li>1) Show <b>little support/interest</b>/they are indifferent</li> <li>2) <b>Do not attend</b>/watch events</li> <li>3) <b>Poor role</b> models/they <b>do not participate</b> themselves</li> <li>4) Give no/<b>little financial support</b>/unable to provide money</li> <li>5) Stop/<b>obstruct</b> participation/concern over injury/cultural barriers</li> <li>6) <b>Do not have transport</b></li> <li>7) They <b>push you too hard</b>/expectations too high</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>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>1</p> <p>[4]</p>



Question Number	Expected Answer	Marks
21	<p data-bbox="322 245 667 272"><b>Describe circuit training.</b></p> <p data-bbox="322 312 591 339"><b>5 marks for 5 from:</b></p> <ol data-bbox="322 347 1406 644" style="list-style-type: none"><li data-bbox="322 347 1196 375">1) A series of exercises/stations of <b>different exercises</b>/activities</li><li data-bbox="322 379 898 406">2) Each exercise has its own <b>repetitions</b></li><li data-bbox="322 411 1010 438">3) A whole <b>circuit can be repeated</b> several times</li><li data-bbox="322 443 1010 470">4) There may be a <b>time limit</b> for reps/sets/circuits</li><li data-bbox="322 475 949 502">5) <b>Body weight</b> is the main resistance factor</li><li data-bbox="322 507 1406 534">6) <b>Different muscle groups/parts of the body</b> are exercised/all-body work out</li><li data-bbox="322 539 1196 566">7) Can <b>incorporate skills</b> rather than just fitness type exercises</li><li data-bbox="322 571 1055 598">8) The score/<b>time can be recorded</b> (for future goals)</li><li data-bbox="322 603 808 630">9) Periods of <b>rest</b> between station</li></ol>	<p data-bbox="1973 347 1995 375">1</p> <p data-bbox="1973 379 1995 406">1</p> <p data-bbox="1973 411 1995 438">1</p> <p data-bbox="1973 443 1995 470">1</p> <p data-bbox="1973 475 1995 502">1</p> <p data-bbox="1973 507 1995 534">1</p> <p data-bbox="1973 539 1995 566">1</p> <p data-bbox="1973 571 1995 598">1</p> <p data-bbox="1973 603 1995 630">1</p> <p data-bbox="1966 651 2002 678"><b>[5]</b></p>

Question Number	Expected Answer	Marks
22	<p>One of the measures or indicators of health and well-being is access to green space – in other words open spaces for exercise. Identify <u>three</u> other measures or indicators of health and well-being.</p> <p><b>3 marks for 3 from:</b></p> <ol style="list-style-type: none"> <li>1) <b>Satisfaction</b> with life/contentment</li> <li>2) Frequency of <b>positive feelings</b>/feeling good/positive/looking on the bright side/happy/positive mental health</li> <li>3) The frequency of activities/how <b>active</b> you are/get involved in sport/exercise</li> <li>4) How well you <b>look after yourself</b>/drugs/alcohol/diet/following a balanced, <b>healthy lifestyle</b></li> <li>5) Self <b>pride/self esteem/have a place in society</b></li> <li>6) How lonely you are/amount/quality of <b>friendships</b>/having support of others/socially healthy</li> <li>7) <b>Health screening aspects</b>/levels of blood pressure/cholesterol/BMI</li> <li>8) <b>Confidence</b>/levels of stress/anxiety</li> <li>9) <b>Fitness</b> tests</li> <li>10) Good <b>sleep</b> patterns</li> <li>11) Questionnaires/PARQ</li> <li>12) <b>Not being poor</b>/in poverty</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>1</p> <p>1</p> <p>1</p> <p><b>[3]</b></p>
23	<p>Explain how vitamins <u>and</u> minerals contribute to our health.</p> <p><b>(Vitamins)</b></p> <ol style="list-style-type: none"> <li>1) Prevent infections/illness</li> <li>2) Help to produce energy</li> <li>3) Helps with metabolism/with body systems working effectively</li> </ol> <p><b>(Minerals)</b></p> <ol style="list-style-type: none"> <li>4) Needed for strong/healthy bones/teeth/skin</li> <li>5) Essential for blood/helps with carrying oxygen</li> <li>6) Essential for effective growth/development</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>

Question Number	Expected Answer	Marks
24	<p><b>One way of assessing the body's readiness for exercise is through health screening. Identify <u>three</u> other ways of assessing the body's readiness for exercise.</b></p> <p><b>3 marks for 3 from:</b></p> <ol style="list-style-type: none"> <li>1) Fitness tests</li> <li>2) Body mass index/BMI</li> <li>3) Cardiovascular tests/Cooper 12 minute run test/Multi-stage fitness test/checking heart rate recovery</li> <li>4) Strength test/grip dynamometer test</li> <li>5) Muscular endurance/sit-up test</li> <li>6) Speed test/30 m sprint test</li> <li>7) Agility/balance/coordination test</li> <li>8) Flexibility test/sit and reach test</li> <li>9) Power test/standing broad jump</li> <li>10) Questionnaire/PARQ/questioning about how they feel</li> <li>11) Visual assessment/do they look ready for exercise</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>1</p> <p>1</p> <p><b>[3]</b></p>

Question Number	Expected Answer	Marks
25	<p data-bbox="322 245 1727 272"><b>Describe how you would evaluate <u>and</u> help to improve someone's performance in a physical activity.</b></p> <p data-bbox="322 304 658 331"><b>Levels marked question</b></p> <p data-bbox="322 371 589 399"><b>Level 1 (1-2 marks)</b></p> <p data-bbox="322 405 1868 469">Candidates make only one or two valid points about evaluating and describe only very superficially. Few links are made with improvement.</p> <p data-bbox="322 475 1619 502">There is little or no use of technical vocabulary and sentences have limited coherence and structure.</p> <p data-bbox="322 509 757 536">There is much irrelevant material.</p> <p data-bbox="322 542 1319 569">Errors in grammar, punctuation and spelling may be noticeable and intrusive.</p> <p data-bbox="322 609 589 636"><b>Level 2 (3-4 marks)</b></p> <p data-bbox="322 643 1834 707">Candidates make valid points about evaluating and demonstrate good knowledge and understanding. Good links are made with improvement.</p> <p data-bbox="322 713 1688 740">There is some use of technical vocabulary and sentences for the most part are relevant and are coherent.</p> <p data-bbox="322 746 1178 774">There are occasional errors in grammar, punctuation and spelling.</p> <p data-bbox="322 813 589 841"><b>Level 3 (5-6 marks)</b></p> <p data-bbox="322 847 1648 874">Candidates make several developed points about evaluation. Excellent links made with improvements.</p> <p data-bbox="322 880 1464 908">Candidates demonstrate excellent knowledge and understanding of the factors involved.</p> <p data-bbox="322 914 1861 941">Candidates give relevant material that is clearly structured and using appropriate terminology and technical vocabulary.</p> <p data-bbox="322 948 1162 975">There are few if any errors in grammar, punctuation and spelling.</p>	

Question Number	Expected Answer	Marks
25 continued	<p><b>Indicative content</b></p> <p><b>Evaluation:</b></p> <ol style="list-style-type: none"> <li>1) Observe/<b>watch</b> performance/use video</li> <li>2) Time/take <b>measurements</b> of performance/stats</li> <li>3) <b>Identify strengths and weaknesses</b></li> <li>4) Assess against <b>previous targets</b></li> <li>5) Use <b>peer assessments</b></li> <li>6) <b>Self assessments</b></li> <li>7) <b>Fitness tests</b>/measurements</li> </ol> <p><b>Improvements:</b></p> <ol style="list-style-type: none"> <li>8) Improve by <b>goal (SMART) setting</b>/performance/outcome goals/telling them what's wrong</li> <li>9) <b>Encourage</b>/support/reward/raise confidence</li> <li>10) <b>Punish</b> or withdraw reward if failure</li> <li>11) Show <b>role models</b>/good technical models</li> <li>12) Set (progressive) <b>practices</b>/teach <b>skills</b>/techniques</li> <li>13) <b>Monitor/record</b> progress</li> <li>14) <b>Educate</b> them/give them more knowledge (about how to improve)</li> <li>15) Improve <b>fitness</b></li> <li>16) Improve <b>psychological readiness</b>/mental rehearsal/focus</li> </ol>	
	<b>Total</b>	<b>[6]</b>
	<b>Paper Total</b>	<b>[45]</b>
	<b>Paper Total</b>	<b>[60]</b>

## B453 Developing Knowledge in Physical Education

Question Number	Expected Answer	Marks
1	<p><b>Which one of the following is an example of intrinsic motivation when learning physical activity skills?</b></p> <p>(a) Enjoyment of the activity</p>	[1]
2	<p><b>Which of the following bones meet to form the elbow joint?</b></p> <p>(c) Humerus, radius and ulna</p>	[1]
3	<p><b>Which one of the following best describes the role of tendons?</b></p> <p>(a) They attach muscles to bones</p>	[1]
4	<p><b>Which one of the following is a long term effect of healthy, active lifestyle?</b></p> <p>(d) Stroke volume increases</p>	[1]
5	<p><b>How would you minimise the risks associated with exercising in a fitness centre?</b></p> <p>(b) Check that all equipment is working properly</p>	[1]
6	<p><b>Which one of the following best describes aerobic training?</b></p> <p>(a) Long intervals of slow work</p>	[1]



Question Number	Expected Answer	Marks
7	<p><b>Local authorities attempt to encourage more participation in physical activities. Which one of the following is a local authority facility?</b></p> <p>(a) Leisure centre swimming pool</p>	[1]
8	<p><b>Which one of the following is an example of a media promotional campaign to promote a healthy, active lifestyle?</b></p> <p>(c) Leaflets on a balanced diet in the local library</p>	[1]
9	<p><b>Which one of the following is a potential hazard whilst participating in a physical activity in an outdoor adventure area?</b></p> <p>(a) Slippery rocks</p>	[1]
10	<p><b>Which one of the following is the best description of the specificity training principle whilst weight training?</b></p> <p>(b) Concentrate on training muscles in the upper body</p>	[1]
11	<p><b>Which one of the following is an example of the skeleton as a support structure?</b></p> <p>(d) Helping with correct posture</p>	[1]
12	<p><b>Which one of the following would be a good example of personal protective equipment to reduce the risk of injury if participating in a physical activity?</b></p> <p>(a) A gum shield in hockey</p>	[1]

Question Number	Expected Answer	Marks
13	<b>Which one of the following is the best example of a ‘SMART’ goal set to improve performance of an official in a physical activity?</b>  (c) To learn the signal for offside by this time next week	[1]
14	<b>Which one of the following movements best describes flexion around a joint?</b>  (a) Lowering your body using your arms in the press–up position	[1]
15	<b>Which one of the following would you recommend to prevent inflammation of the joints during or after physical activity?</b>  (d) Do not do too much activity at any one time	[1]
	<b>Total</b>	<b>[15]</b>

Question Number	Expected Answer	Marks
16	<p><b>Identify <u>four</u> types of feedback</b></p> <p><b>4 marks for 4 from:</b></p> <ul style="list-style-type: none"> <li>(1) Intrinsic</li> <li>(2) Extrinsic</li> <li>(3) Knowledge of results</li> <li>(4) Knowledge of performance</li> <li>(5) Terminal</li> <li>(6) Concurrent/continuous</li> <li>(7) Positive</li> <li>(8) Negative</li> </ul>	<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>[4]</b></p>
17	<p><b>A key process in physical education is to learn and develop skills and techniques. Describe, using practical examples, <u>three</u> methods that might be used to learn and develop skills and techniques.</b></p> <p><b>6 marks for 6 from:</b></p> <ul style="list-style-type: none"> <li>(1) Copying others/modelling</li> <li>(2) Practical example – watching a netball pass and copying it</li> <li>(3) Trial and error</li> <li>(4) Practical example – trying to hit the shuttle in badminton and eventually hitting it correctly and then repeating the correct action</li> <li>(5) Watching/being influenced by role models/significant others/those we look up to/experts</li> <li>(6) Practical example – watching a Premiership footballer and copying their techniques</li> <li>(7) Trying hard/effort/being motivated</li> <li>(8) Practical example trying really hard to learn to hit the ball in tennis</li> <li>(9) Practise/rehearsal/whole or part learning/other practice methods</li> <li>(10) Practical example – going over and over the skill of shooting in basketball</li> <li>(11) Get feedback/reinforcement</li> <li>(12) Practical example – coach saying ‘well done’ if skills in netball are performed correctly</li> </ul>	<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>1</p> <p>1</p> <p>1</p> <p><b>[6]</b></p>

Question Number	Expected Answer	Marks
18	<p>Fig. 1 below shows a leg exercise.</p> <p>Using Fig. 1 identify:</p> <p>(i) The name and type of joint involved in the movement (ii) The articulating bones associated with this movement (iii) The type of movement taking place</p> <p>5 marks in total</p> <p>(i) 2 marks for: (1) Name – knee (2) Type – hinge/synovial</p> <p>(ii) 2 marks for: (3) Femur (4) Tibia</p> <p>(iii) 1 mark for: (5) Extension</p>	<p>1 1  1 1  1 <b>[5]</b></p>



Question Number	Expected Answer	Marks
20	<p><b>Explain why mental preparation can enable fair play <u>and</u> improve performance in physical activities.</b></p> <p><b>4 marks for 4 from</b></p> <ul style="list-style-type: none"> <li>(1) Helps to control emotions/arousal/calms you down</li> <li>(2) You can then make more logical/calmer decisions/play fairer/show sportsmanship</li> <li>(3) Can also cope better with stress/anxiety/focusing/not be distracted</li> <li>(4) Helps with concentration/selective attention/focusing/not be distracted</li> <li>(5) Will be able to react quicker</li> <li>(6) Can raise confidence/think positively</li> <li>(7) Can also raise motivation/arousal if needed/'psychs' you up/prepares you for action</li> </ul>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p><b>[4]</b></p>
21	<p><b>Describe the training method of plyometrics. What type of physical activities is plyometrics particularly good for?</b></p> <p><b>3 marks for 3 from:</b></p> <ul style="list-style-type: none"> <li>(1) Plyometrics involves bounding/hopping</li> <li>(2) Jumping/in–depth jumping</li> <li>(3) When the athlete jumps onto (and off boxes)</li> <li>(4) Muscles have to work <b>concentrically</b> (jumping up)</li> <li>(5) (and) eccentrically (landing)</li> <li>(6) important that the muscles are warmed and stretched before attempting this type of training</li> <li>(7) This type of training is very strenuous on the muscles and joints and a reasonable amount of fitness must be present before this training is attempted</li> </ul> <p><b>1 mark for (type of activity)</b></p> <ul style="list-style-type: none"> <li>(8) This type of training is designed to improve dynamic strength/plyometrics improve the speed with which muscles contract/power/any sport that involves sprinting, throwing and jumping will benefit from this type of training/players of many team sports such as netball or rugby</li> </ul>	<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>[4]</b></p>

Question Number	Expected Answer	Marks
22	<p><b>Describe the roles of <u>both</u> the International Olympic Committee and the British Olympic Association.</b></p> <p><b>4 marks from 4 from:</b></p> <p><b>IOC – 3 marks sub-max</b></p> <p>(1) Owns all the rights to the Olympic symbol and the Games</p> <p>(2) This is the world body that administers the Olympic Movement</p> <p>(3) Members (are appointed to the IOC and) are responsible for selecting the host cities of the Olympics Games (both summer and winter)/monitor progress of host city's preparations</p> <p>(4) Consider activities included in the Olympics</p> <p><b>BOA – 3 marks sub-max</b></p> <p>(5) The BOA supplies the delegates for the National Olympic Committee (NOC)</p> <p>(6) The BOA is responsible for the planning and execution of the Great Britain Olympic Team's participation in the Olympic and Olympic Winter Games</p> <p>(7) Works with the Olympic Governing Bodies</p> <p>(8) Selects Team GB from the best sportsmen and women</p> <p>(9) Independent from government/no political interests</p> <p>(10) Dependent upon commercial sponsorship and fundraising income</p> <p>(11) Responsibility for developing the Olympic Movement through the UK</p> <p>(12) Delegating funding</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>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p><b>[4]</b></p>
23	<p><b>Explain the function of synovial fluid in joints.</b></p> <p><b>3 marks for 3 from:</b></p> <p>(1) It lubricates the joint</p> <p>(2) Thus protecting (cartilage)/prevents injury</p> <p>(3) Ensures smooth/unobstructed/efficient movement/prevents friction</p> <p>(4) This is secreted into the joint by the synovial membrane e.g. knee joint</p> <p>(5) Nourishes the cartilage</p> <p>(6) Helps to stabilise the joint</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p><b>[3]</b></p>

Question Number	Expected Answer	Marks
24	<p><b>Give <u>four</u> ways in which a participant in a physical activity might minimise the risk of injury.</b></p> <p><b>4 marks from 4 from: (accept examples of the following)</b></p> <ul style="list-style-type: none"> <li>(1) Correct clothing/footwear</li> <li>(2) Personal protective equipment</li> <li>(3) Follow health and safety procedures/following rules/fair play/checking facilities/equipment</li> <li>(4) Lift and carry equipment correctly</li> <li>(5) Exercise/compete at appropriate level/style</li> <li>(6) Warm up/cool down/appropriate physical preparation/training</li> <li>(7) Correct technique/skills</li> <li>(8) Stop/cease activity</li> </ul>	<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>[4]</b></p>
25	<p><b>Using your knowledge of current government initiatives related to healthy eating and exercise, explain how they might help young people to follow a healthy, active lifestyle.</b></p> <p><b>Level marked question</b></p> <p><b>Level 1</b> <b>1-2 marks</b></p> <p>Candidates make only one or two valid points about initiatives and describe rather than explain and only very superficially. Few links are made with young people. 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>	



Question Number	Expected Answer	Marks
25 continued	<p><b>Level 2</b> <b>3-4 marks</b> Candidates make at least three valid points about different initiatives, including healthy eating and exercise. Demonstrate good knowledge and understanding. Good links are made with young people. 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</b> <b>5-6 marks</b> Candidates make several developed points about initiatives that are fully explained. Excellent links made with young people. Candidates demonstrate excellent knowledge and understanding of initiatives involved. Candidates give relevant material that is clearly structured and using appropriate terminology and technical vocabulary.</p> <p>There are few if any errors in grammar, punctuation and spelling.</p> <p><b>Indicative content</b></p> <ol style="list-style-type: none"> <li>(1) Healthy Living programme</li> <li>(2) Aimed to tackle barriers of limited parental awareness of weight status and associated health risks/parental beliefs that a healthy lifestyle is too challenging/pressures on parents which undermine healthy food choices/a perception that there are limited opportunities for active lifestyles</li> <li>(3) 5 A Day message/5 (+) fruit and veg each day</li> <li>(4) Walking to school/use of bikes to get to school</li> <li>(5) Simple message easy to understand/has little scientific standing but is known by many so very motivating</li> <li>(6) Top tips for Top Mums/advice to mothers</li> <li>(7) Encourages parents across the country to share tips and ideas with each other on how they get their children to eat more fruit and vegetables</li> </ol>	

Question Number	Expected Answer	Marks
<b>25</b> <b>continued</b>	(8) Fruit and veg of different colours provide a wide range of vitamins, minerals, fibre and healthy antioxidants, which can help to protect the body throughout life (9) Promotion of healthy diets and physical activity in the run up to the 2012 Olympics/2012 initiatives for health (10) "Change4Life" healthy lifestyles marketing initiative (11) Partnerships with commerce to appeal to young people/more motivating/attractive to young (12) Five Choices to help you stay healthy (13) You should not smoke/Do some regular physical activity/Eat a healthy diet/Try to lose weight if you are overweight or obese/Don't drink too much alcohol (14) 30 mins of moderate aerobic physical activity, on most days (15) Minimum of two sessions of muscle – strengthening activities per week (not on consecutive days) (16) Children and teenagers should get at least one hour a day of moderate physical activity (17) Can be achieved by a mixture of play/PE/games/dance/cycling/a brisk walk to school/sports/various outdoor activities or equivalent. (18) School based initiatives/SSCO's (19) Other relevant government initiatives/sport action zones or equivalent (20) 5 hours of high quality PE and sport per week	<b>[6]</b>
	<b>Total</b>	<b>[45]</b>
	<b>Paper Total</b>	<b>[60]</b>

# Grade Thresholds

General Certificate of Secondary Education  
Physical Education (J586 J086)  
January 2010 Examination Series

## Unit Threshold Marks

Unit		Max Mark	A*	A	B	C	D	E	F	G
B451	Raw	60	53	47	41	36	30	24	19	14
	UMS	40	36	32	28	24	20	16	12	8

Statistics are correct at the time of publication.

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