

GCSE

Physical Education

Unit **B453**: Developing Knowledge in Physical Education

General Certificate of Secondary Education

Mark Scheme for June 2016

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All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Annotations in scoris

	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	Unclear
	Benefit of doubt
	Incorrect
	Level 1
	Level 2
	Level 3
	Repeat
	Correct
	Vague
	Noted but no credit given
	S (indicates 'sub max reached')
	Example
	Knowledge
	Development

[The following questions should be annotated with ticks to show where marks have been awarded in the body of the text question 16-25]

Section A – Multiple choice			
Question Number	Expected Answer	Marks	Rationale/Additional Guidance
1	c.	[1]	
2	d.	[1]	
3	a.	[1]	
4	c.	[1]	
5	b.	[1]	
6	b.	[1]	

Section A – Multiple choice			
Question Number	Expected Answer	Marks	Rationale/Additional Guidance
7	c.	[1]	
8	a.	[1]	
9	d.	[1]	
10	d.	[1]	
11	c.	[1]	

Section A – Multiple choice			
Question Number	Expected Answer	Marks	Rationale/Additional Guidance
12	a.	[1]	
13	b.	[1]	
14	c.	[1]	
15	c.	[1]	
		Total	[15]

Section B – Short Answer Questions			
Question Number	Expected Answer	Marks	Rationale/Additional Guidance
16	<p>Three marks for three from:</p> <p>1 Gives shape/support /structure/(to help) posture or to hold up body/hold body together</p> <p>2 Blood (cell) production or supplies (red) blood (cells)</p> <p>3 Protection / avoids injury/allows risk-free movement / protects (vital) organs</p> <p>4 Movement/leverage/levers / muscle attachment</p> <p>5 Mineral store</p>	[3]	<ul style="list-style-type: none"> • Red blood cells = vg • minerals = vg • moveable = vg • shape = BOD
17 (a) (b)	<p>Four marks for four from:</p> <p>Sub max of two marks for functions:</p> <ol style="list-style-type: none"> 1. Join/connect bone to bone 2. Prevents movements that are extreme / or prevents injury or controls movement 3. Prevents dislocation 4. Stabilise joints (during movement) <p>Sub max of two marks for description of how joints are inflamed</p> <ol style="list-style-type: none"> 1. Due to arthritis or osteoarthritis or joint disease 2. Damage/injury (to the joint) or twisting/tearing/pulling the joint/sprain/strain/ligaments/tendons or dislocation/bones rubbing against each other or wearing down cartilage 3. Due to tendonitis 4. Due to overuse/lack of rest 5. Due to repetitive movements 	[4]	<ul style="list-style-type: none"> • Do not accept single word answers • Take care with sub max - 2 marks <p>(For function) Do not accept:</p> <ul style="list-style-type: none"> • strength = vg • allows/helps with movement = vg • shock absorber = vg • allow for flexibility = vg • keep bones in place =vg • protect joints = vg • attach/connects bones =vg • stop unnecessary movement=vg <p>(b) (how inflamed)</p> <ul style="list-style-type: none"> • putting too much pressure on them vg • tennis elbow = vg • wear and tear = vg • overwork = vg • long period of high intensity exercise = vg • immune system = vg • obesity or too much pressure on the joint=vg • repetitive strain = 1 mark only (pt5)

Section B – Short Answer Questions			
Question Number	Expected Answer	Marks	Rationale/Additional Guidance
18	<p>Six marks for Six from:</p> <ol style="list-style-type: none"> 1. Relaxation or get rid of stress or control/lower arousal/anxiety/calming down or controlling adrenaline or not to panic 2. Eg Thinking calm thoughts before taking a penalty in hockey 3. Focussing/visualising/using imagery on important aspects or concentrating or selective attention or blocking out distractions or memorising/remembering (movements/routines)or gets you in the zone or better decision making 4. Eg Concentrating on the opponents racket when facing a tennis serve or ignoring crowd noise during gymnastic routine 5. Raising confidence / making you believe in yourself / raise your self-esteem or having a positive approach/being positive or using self-talk or you clear negative thoughts. 6. Eg Convincing yourself that you will score when 1:1 with the goalkeeper in football 7. Raising arousal or motivating 8. Eg 'Psyching up' before a scrummage in a rugby game or positive thinking before a serve in tennis 9. Improve performance or increased chance of success/scoring 10. Eg Perform better in a boxing bout/play better in tennis tournament 	[6]	<ul style="list-style-type: none"> • Odd numbers = description • Even numbers = example • Sub max 2 marks for each numbered point on the question paper • Must have <u>effect</u> if marks to be given - if practical example does not give an effect then no mark Eg using imagery in gymnastics = no marks (no effect) Eg using imagery to recognise the right moves in gymnastics = 2 marks (pts 3 and 4) • Practical example must be a scenario rather than simply the name of the sport Eg accept gymnastics routine but not "gymnastics" • Accept example with embedded description of effects: Eg 'ignoring the crowd when in a football game if there is much cheering' = 2 marks (pts 3 and 4) • getting into the right mind set = vg • 'In basketball it will help you feel less anxious' = one mark for effect but no marks for the vague example • Steadying your nerve before taking a bowl in cricket = one mark for effect (pt 1) and one mark for the example (pt 2)

Section B – Short Answer Questions			
Question Number	Expected Answer	Marks	Rationale/Additional Guidance
19	<p>Sub max of three marks for the description from:</p> <ol style="list-style-type: none"> Happens during exercise <u>Changes /increase/more</u> blood/ <u>redistribution</u> of blood to the (working) <u>muscles</u> or vasodilation of blood vessels Decrease in blood flow to other organs or vasoconstriction of blood vessels <p>Sub max of one mark for practical example</p> <ol style="list-style-type: none"> Any relevant practical example – see guidance 		<ul style="list-style-type: none"> 'blood goes to working muscle' = vg (pt 2) The practical example (pt 4) must link to pts 2 or 3 <p>Example answers:</p> <ul style="list-style-type: none"> Give a mark for a practical example if any of points <u>2 or/and 3</u> are covered by the example Eg 'when playing football (pt 1) more blood goes to the legs' = pt 2 and 4 (because this is an example of point 2) = 3 marks in total When a netball player sprints for the ball (pt1), blood is directed away from her internal organs (pt 3)/(and pt 4) and to the working muscles of her legs (pt 2) = 4 marks in total
		[4]	

Section B – Short Answer Questions			
Question Number	Expected Answer	Marks	Rationale/Additional Guidance
20	<p>Five marks for five from:</p> <p>Positive</p> <ol style="list-style-type: none"> Promotes/shows benefits of sport/exercise or increases interest/participation through sports coverage Promotes healthy eating/weight control Motivates through role models/sports stars/successful/attractive people want to look like them Campaigns e.g. Fit for Life or advertises about health / sport Wide variety of sports coverage on some channels/some minority sports or promotes different sports Have created funds/sponsorship that can be used to encourage health Gives information/educates about consequences of unhealthy lifestyles or how to be healthy <p>Negative</p> <ol style="list-style-type: none"> May reinforce unhealthy lifestyle/alcohol/smoking/drugs consumption/gambling or reinforces/promotes too much weight loss / eating disorders or promoting unattainable body image Too much contact with the media discourages activity or 'couch potato' syndrome Minority sports under-represented / not many sports shown / represented or only a narrow representation of sports are shown / represented Under-representation/misrepresentation of minority groups/older performers/women's sport/activity/lack of female role models/disability sport/lack of role models with disabilities May identify the drawbacks / dangers of (too much) exercise or risk of injury due to too much exercise/(some) "healthy foods" (that might discourage healthy lifestyles) 	[5]	<p>Accept:</p> <ul style="list-style-type: none"> Shows good role models = pt 3 Adverts about (dangers) of smoking/alcohol = (pt 4) 'People who are influenced by the promotion of alcohol in the media and drink more' = pt 8 <p>Do not accept:</p> <ul style="list-style-type: none"> Opposite (direct) points for two marks eg promotes healthy eating (pt 2) and promotes unhealthy eating (pt 8) = one mark only. <p>...but accept:</p> <ul style="list-style-type: none"> Promotes healthy eating (pt 2) and promotes unhealthy lifestyles (pt 8) <p>Do not accept:</p> <ul style="list-style-type: none"> Advertise facilities/local gym=vg Promote healthy lifestyle (repeat of question) = vg (pt 1) Shows bad role models = vg People who are influenced by role models = vg (no explanation of influence) 'People are influenced by the consumption of alcohol' = vg (no explanation of influence) A role model promoting healthy diet = pt 3 only

Section B – Short Answer Questions			
Question Number	Expected Answer	Marks	Rationale/Additional Guidance
21	<p>Four marks for four from:</p> <ol style="list-style-type: none"> 1. Administers /organises the (Olympic) Movement/(Olympic) Games / Parallel Olympics 2. Promotes the Olympic values / run education programmes / promotes fair play or they set out the rules or make sure that the rules are followed 3. Selects the venue / host / city / country (for summer and winter) 4. Inspect / monitor the progress of the host or working with the host nation 5. Owns/administers the rights to the Olympic symbol and the Games 6. Markets the (Olympic) Games / promotes or seeks sponsorship or advertises the (Olympic) Games 7. Distributes funding or invests in/finances the Olympic Games. 8. Chooses the sports to be included 9. Leads in anti-doping measures / sets protocols / set up the World Anti-Doping Agency / WADA 10. Invites (countries) or withdraws invitations to compete 	[4]	<p>Chooses the officials = vg Organises events = vg</p>

Section B – Short Answer Questions			
Question Number	Expected Answer	Marks	Rationale/Additional Guidance
22	<p>Three marks for three from:</p> <ol style="list-style-type: none"> 1. Success/recognition or to become famous or Eg winning a trophy 2. Certificates or qualifications or badge or Eg for passing a level two football coach award 3. Career as a coach or to look good on your CV or e.g. to become a full-time tennis coach 4. Money/financial reward or Eg Being paid as the athletics coach 5. Praise or Eg Your teacher praises you for becoming a junior coach 6. Being accepted into a group/making friends or friends/parents encourage you (to be a coach) or making parents/friends proud of you Eg you now have friends you gained whilst coaching at the youth club. 7. Role models or Eg watching a premier league football coach and wanting to be like him. 8. To support your child / your child's friends (if you are a parent who has become a coach) or to support your (local) community 	[3]	<ul style="list-style-type: none"> • Look for description rather than single-word answers. • Must be related to <u>motives to be a coach</u> • Credit practical examples if description of extrinsic motives is inherent • Watching others = vg (pt7) • Watching others and aspiring to be like them = 1 mark (pt7)
23	<p>Six marks for six from:</p> <ol style="list-style-type: none"> 1. Practice/rehearsal or repetitive skill drills 2. Eg practising the forehand in tennis 3. Through trial and error/having a go/learn by doing or trial and improvement 4. Eg trying out different ways of stopping a hockey ball with your stick 5. Copying others/shadowing or observational learning /watching or by demonstration/ modelling 6. Eg copying a video / demonstration of a badminton serve 7. More likely if others are significant/role models/professionals 8. Eg You are copying an international shooting the basketball 9. Being coached/taught/verbal guidance 10. Eg Feedback (from others) about throwing a javelin 11. (Operant) conditioning / positive reinforcement 12. Eg Being praised by a coach when you make a good tackle in rugby 	[6]	<ul style="list-style-type: none"> • <u>Sub max of three marks for identification</u> (odd numbers) • <u>Sub max three marks for practical examples</u> (even numbers) • <u>Practical examples must make reference to a skill (accept gymnastics/dance routine as a skill and 'shot' in golf/tennis etc</u> • Football trick = BOD • Juggling = BOD • Incorrect method identified = no mark for example

Section B – Short Answer Questions			
Question Number	Expected Answer	Marks	Rationale/Additional Guidance
24	<p>Four marks for four from:</p> <ol style="list-style-type: none"> 1. Exam courses / qualifications eg GCSE PE encourages them to study and understand more about healthy lifestyle 2. Through PE lessons / (National) curriculum or eg practical lessons on fitness that may encourage activity 3. Through extra-curricular activities or fixtures or teams eg sports days that would promote more activity 4. Through links with external clubs or agents or eg links with local hockey or rugby clubs 5. School trips (to appropriate venues) or eg school trip to the Olympic site 6. Through PSHE / cross curricular initiatives or educating/ informing about benefits of exercise/activity/ healthy eating or drawbacks of inactivity/unhealthy diet or via leaflets/posters or through assemblies or promotion of healthy lifestyle to parents 7. Encourage active playtimes or eg equipment <u>on playgrounds</u> 8. Use role models / teachers / significant performers eg the PE teacher is very fit and active and encourages participation 9. Using rewards/ prizes / positive reinforcement / praise for (high) activity (levels) 10. Healthy food in the canteen 	[4]	<p>Accept</p> <ul style="list-style-type: none"> • valid examples as explanations • Selling fruit and vegetables (pt10) <p>Do not accept:</p> <ul style="list-style-type: none"> • Provide facilities/equipment • Compulsory exercise • Promote healthy lifestyle (in the question)

Section B – Short Answer Questions			
Question Number	Expected Answer	Marks	Rationale/Additional Guidance
25*	<p><i>Using practical examples, explain how different types of feedback can motivate young people to follow an active, healthy lifestyle.</i></p> <p>Six marks total.</p> <p>Levels marked question</p> <p><u>Level 1 (1-2 marks)</u> Candidates describes only very superficially. Little or attempt at explanation. There is little or no use of technical vocabulary and sentences have limited coherence and structure. There is much irrelevant material. Errors in grammar, punctuation and spelling may be noticeable and intrusive.</p> <p><u>Level 2 (3-4 marks)</u> Candidates make some attempt at explanation with good knowledge and understanding. Material largely relevant.. 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><u>Level 3 (5-6 marks)</u> Candidates make many explained and developed points. Candidate demonstrates excellent knowledge and understanding of the factors involved. Candidate gives relevant material that is clearly structured and using appropriate terminology and technical vocabulary. There are few if any errors in grammar, punctuation and spelling.</p>		<p>Differentiating between levels look for:</p> <p>Level 1:</p> <ul style="list-style-type: none"> - Description rather than explanation - Very narrow range of types with little or no development - Very few links between feedback and motivation - Few if any practical examples - Some inaccuracies <p>Level 2:</p> <ul style="list-style-type: none"> - Some explanation - Some different types with some development points - Some links between feedback and motivation - Some relevant practical examples <p>Level 3:</p> <ul style="list-style-type: none"> - Points are developed / expanded - Clear explanations - Different types clearly linked to motivation - Many relevant practical examples that <i>link well with active and healthy lifestyle for full marks</i>

Section B – Short Answer Questions			
Question Number	Expected Answer	Marks	Rationale/Additional Guidance
	<p>Indicative content –</p> <ul style="list-style-type: none"> • Knowledge of results • Eg Teacher gives the pupil her latest BMI score and this motivates her to be more healthy or A gymnast finds out her score at the end of her routine • Knowledge of performance • Eg An athlete is told by his coach that his long jump techniques needs improving or a coach in football telling how well you played • Intrinsic feedback–from within/kinesthesia/proprioception • Eg a young person enjoys his exercise class or a swimmer feels that his leg kick is going well • Extrinsic feedback–from the environment • Eg the doctor tells the young person that he is not fit enough or the coach gives feedback on technique • Positive feedback - praise or getting a reward for doing something correct or constructive criticism • Eg your parents praise your change to a healthier diet or your parents say well done for reaching the netball finals • Negative feedback–criticism • Eg your teacher criticises your unhealthy diet or your coach tells you off for losing the tennis match • Continuous/constant feedback–all the time • Eg the fitness instructor gives you feedback about how well you are trying throughout the class or coaching during a trampolining routine • Terminal feedback–at the end of the activity • Eg the exercise teacher tells the young person about the time it took to complete an exercise circuit or teacher gives feedback on tennis technique at the end of the lesson. 	[6]	<p>Always indicate the level at the end of the response</p> <ul style="list-style-type: none"> • Use K for method • Use DEV or EG for links to motivation
	Total	[45]	
	Paper Total	[60]	

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