



**General Certificate of Secondary Education
June 2010**

**Physical Education
Short Course**

48901

**Knowledge and Understanding for the
Active Participant**

Unit 1

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.

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Section A – Part 1 Multiple choice

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

1 *All of the following are invasion games **except**:* (1 mark)

Tennis

2 *All of the following could control physical activities **except**:* (1 mark)

Processes

3 *The type of strength which can be applied to an immovable object is known as:* (1 mark)

Static

4 *In a weight training session, the number of times that you lift the weights is known as:* (1 mark)

Repetitions

5 *When taking part in training, the minimum heart rate that you need to reach to improve your fitness is known as the:* (1 mark)

Training threshold

Section A – Part 2 Short answer questions

- 6** *Components of fitness are important for sports performers.*
- 6 (a)** *What is meant by the term 'timing'? Give **one** example from a physical activity where a performer uses timing. (2 marks)*

Award **one** mark for a correct explanation of timing and **one** mark for a correct example from a physical activity.

Timing:

- the ability to produce the correct movement at the optimum time
- the ability to coincide movements in relation to external factors.

Physical activity examples:

- a tennis player timing the service action to hit the ball
- a footballer using timing in order to shoot effectively at the goal
- a cricketer timing their swing for optimum contact with the ball
- golfer/ rounders/ softball, etc.

Accept the above plus any other suitable examples.

- 6 (b)** *What is meant by the term 'agility'? Give **one** example from a physical activity where a performer uses agility. (2 marks)*

Award **one** mark for a correct explanation of agility and **one** mark for a correct example from a physical activity.

Agility:

- the combination of flexibility and speed
- the ability to move quickly, changing direction and speed.

Physical activity examples:

- a hurdler in athletics going over the hurdle
- a soccer, or hockey player, dribbling with the ball
- a gymnast performing a floor routine
- a skier performing a slalom run.

Accept the above plus any other suitable examples.

7	<i>The Healthy Schools Programme has been introduced nationally into schools.</i>	
7	(a) <i>Explain what the Healthy Schools Programme is.</i>	<i>(2 marks)</i>

Award up to **two** marks for a correct explanation of the Healthy Schools Programme.

Reference to a programme which improves or develops fitness and health award **one** mark only.

- A long-term government initiative/ designed to make a significant difference to the health and achievement of children and young people.
- Young people should then be able to make informed health and life choices/ in order to reach their full potential.
- It involves a whole school approach/ to physical, emotional and social wellbeing focused on four core themes.

Accept the above plus any other suitable examples.

7	(b) <i>There are four core themes in the Healthy Schools Programme. Name two of the four core themes and describe their importance.</i>	<i>(4 marks)</i>
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Award **one** mark for each of the four core themes named correctly (maximum of 2) and **one** further mark per core theme for describing it:

- **personal, social and health education**/ incorporating Sex and Relationship Education/ also the five national outcomes of 'Every Child Matters' for children/ making a positive contribution to economic wellbeing
- **healthy eating**/ to give the confidence, skills, knowledge and understanding to make healthy food choices/ ensure that healthy and nutritious food and drink is available across the school day./ Working with School Food Trust to support healthy eating
- **physical activity**/ making sure this contributes significantly to the 'being healthy' national outcome for children/ that young people are provided with a range of opportunities to be physically active
- **emotional health and wellbeing**/ linked to the five national outcomes for children and young people/ helping children and young people understand and express their feelings/ build their confidence/ and emotional resilience/ and therefore their capacity to learn.

8 *Competitions are arranged in different ways, including the 'knock-out' format.*

*State **two** advantages of using the 'knock-out' format. (2 marks)*

Award **one** mark for each correctly identified advantage of knock-out competitions:

- it can cater for a large number of entries
- high excitement levels as losers are excluded
- relatively easy to organise and run
- teams play at their best from the start of the competition or risk being knocked out
- competition is quicker.

Accept the above plus any other suitable examples.

9 *A lot of sport is shown on television.*

Describe the ways in which the director of a televised sports programme could influence how sport will be seen by television viewers. (3 marks)

Award up to **three** marks for correctly describing the influence that a director might have on the programme for the viewers not the sport.

Examples include:

- there can be a very positive influence as all of the action can be shown/ from fair and unbiased angles./ They can also influence the commentators or summarisers to be fair in their commentary and show a balanced content./ They can decide to not show disruptive aspects/ such as streakers on the pitch/ so that this sort of behaviour is not encouraged
- they can have a negative influence as they may choose to show certain parts of the action/ they can even edit shows or programmes which can give a false impression of the actual events./ They can choose to focus on poor attitudes/ or even poor behaviour by fans, to sensationalise certain aspects and give a sport, or individual a bad name
- can have a positive influence by using effects such as action replays or different camera angles, or microphones by the pitch or ref link.

Accept the above plus any other suitable examples.

Section B – Questions based on the preliminary material

10 (a) *John has chosen to take GCSE PE. Describe **two** benefits that he is likely to get.* (4 marks)

Award up to **two** marks for each clearly described benefit.

Examples include:

- physical benefits/ such as improved levels of fitness/ better body shape/ improved skill or performance levels/ better health or maintaining an active lifestyle
- academic benefits/ such as a good examination result/ gaining a qualification
- gaining a qualification/ which could lead to a further qualification or onto future employment in the area
- increased knowledge/ theoretical or practical examples of this
- emotional benefits/ such as greater self-esteem/ and emotional health and wellbeing.

Accept the above plus any other suitable examples.

10 (b) *How could John improve his performance levels in football? Remember his school is committed to their Physical Activity Policy and would have good provision.* (6 marks)

Award up to **six** marks for identifying improvements which could be made.

Examples include:

- core PE provision/ with all benefits which would ensure regular participation in a variety of activities which could include specific options in a Key Stage 4 option block. This could be linked with reference to both/either PESSCL and PESSYP and the benefits this is likely to bring about
- whole school policies/ cross curricular links and the specific benefits this might bring
- GCSE option time/ and the opportunities to carry out additional theory and practical work when the activity is being covered
- links to local sports clubs which could include the local soccer club or academy/ to receive specialist coaching
- outside visits to specific providers/ to use different or better facilities
- extra-curricular clubs and provision/ which could enable John to develop his skills in terms of training or team play
- positive staff attitudes/ offering encouragement to bring about improvement
- make use of school facilities to train
- improve levels by training, eg working on skill level
- improve levels by training, eg working on fitness levels
- improve levels of performance by observing live or recorded performances
- improve levels of performance by increasing knowledge and understanding of the game/ through adopting different roles, eg officials understand the rules
- make use of school facilities to train.

There could be one or two of the above points which are expanded upon or more than one of the particular aspects identified.

Accept the above plus any other suitable examples.

11 *In order to be assessed in the Fitness and Health activity area, John has decided to plan a training programme.*

11 (a) *Explain how John would calculate his maximum heart rate. (2 marks)*

Award up to **two** marks for correctly explaining how the training threshold is worked out:

- 220 minus age (which is 15) = 205

11 (b) *Plan and describe an appropriate training programme for John. Include all the relevant principles of training, except training zones.*

(Answer in continuous prose) (8 marks)

Award up to **eight** marks for both outlining and explaining an appropriate programme which could be designed and implemented.

NB Responses should relate to a training programme and not individual sessions.

Examples include:

- initial consideration of the age factor, as John is only 15 there may be concerns over certain aspects of weight training taking into account health and safety aspects
- consideration of the various principles of training to include specificity, progression, overload (to include frequency, intensity and duration or reference to the FIT acronym), reversibility, repetition and sets, training thresholds and rest and recovery (**max one mark** for stating the principles of training)
- specific training methods to be considered and possibly employed, such as weight training, circuit training or even combination training and skills training relevant to a specific activity
- time scales to be considered and the factor of availability of facilities/equipment, etc
- the advantages and disadvantages of the available training programmes and emphasis on fitness/skills techniques
- personal/individual factors specific to John such as gender, physique, his activity levels, etc
- levels of preparation and quality of teaching received in order to help prepare him to work on this programme/ also possible resources available to assist with this learning.

Accept the above plus any other suitable examples.

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.

QWC is part of the award of marks in the questions requiring continuous prose answers only. In these answers the quality of the content is assessed and a level mark awarded accordingly to that content. As is sometimes the case, the knowledge of 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 the rise in the mark but where the 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 saying 'QWC raised mark to show an upward trend'. QWC cannot be used to raise a candidate's mark into the next level.

Level 0 = 0 marks	Inappropriate answer showing no clear outline and description regarding the training programme chosen.
Level 1 = 1–2 marks	Candidates' answers show basic justification for the training programme chosen. Candidates spell, punctuate and use the rules of grammar with some accuracy and use a limited number of specialist terms appropriately.
Level 2 = 3–5 marks	Candidates' answers show reasonable justification for the training programme chosen. Candidates spell, punctuate and use the rules of grammar with reasonable accuracy and use a range of specialist terms appropriately.
Level 3 = 6–8 marks	Candidates' answers show good justification for the training programme chosen. Candidates must consider at least two aspects of designing a training programme. Candidates spell, punctuate and use the rules of grammar accurately and use a wide range of specialist terms precisely and adeptly.