



**General Certificate of Secondary Education
(Short Course)
June 2012**

Physical Education

48901

(Specification 4890)

**Unit 1: Knowledge and Understanding for the
Active Participant (Short Course)**

Final

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 events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process 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 standardisation each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised 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 from: aqa.org.uk

Copyright © 2012 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.

Section A – Part 1 Multiple choice

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

1 Which **one** of the following activities would be most suitable for an ectomorph?
(1 mark)

High jump

2 Which **one** of the following describes the Fartlek training method? (1 mark)

Speed play

3 Which **one** of the following is the term used for the compulsory Physical Education programme provided by schools? (1 mark)

National Curriculum

4 Which **one** of the following activities would be **least** suitable for an 11 year old?
(1 mark)

Weight training

5 Which **one** of the following does **not** usually decrease with age? (1 mark)

Skill

Section A – Part 2 Short answer questions

- 6** Schools can influence participation in physical activity in different ways.

Explain how teachers can have a **positive** influence on participation. (2 marks)

Award up to **two** marks for an explanation of how teachers can have a positive influence on participation.

- General positive teaching attitude or enthusiasm/ can encourage participation.
- Experience or expertise of staff/ in certain activities can encourage interest in that activity.
- The playing ability of staff/ as they act as role models.
- Making the activity fun or challenging/ can make you want to take part.
- Offer extra-curricular activities/ to promote participation in a particular sport.

Accept any other suitable response.

- 7** Movement is brought about by the muscular and skeletal systems working together.

Using an example, explain how muscles and bones work together to produce movement. (4 marks)

Award **one** mark for identifying a relevant example.

Award a further **three** marks for an explanation of how muscles and bones work together to produce movement.

- Muscles are attached to bones via tendons.
- The origin is attached to the bone that doesn't move/ the insertion is attached to the bone that moves.
- Muscles can only pull/ and are arranged in pairs (antagonistic).
- One contracts (shortens or flexes or agonist or prime mover)/ and one relaxes (lengthens or antagonist).
- Ligaments keep the joint stable.
- Movement can only occur at a joint.

8 Sports quiz programmes are often on television.

State **two** other types of television programme that promote or cover sport and give an example of each. *(4 marks)*

Award **one** mark for each type of programme and **one** further mark for the example, up to a maximum of **four** marks (2 x 2 marks).

- Live sports coverage/ eg Ford Super Sunday
- Highlights programmes/ eg Match of the Day
- Documentaries/ eg Inside Sport
- News bulletins/ eg Sky Sports News
- Educational programmes/ eg Peak Performance
- Entertainment/ eg Soccer AM

Accept any other suitable response.

9 People are encouraged to live a healthy active lifestyle.

Using **five** examples, state how people could make their everyday lifestyle more healthy **and** active. *(5 marks)*

Award up to **five** marks for examples of how people could make their everyday lifestyle more healthy **and** active.

NB To achieve maximum marks students must give both healthy **and** active examples (accept 4+1).

- Use the stairs instead of the escalator or lift.
- Use a bike as a form of transport where possible.
- If you use the bus get off a stop earlier to walk part of the journey.
- Don't allow yourself to be driven short distances, walk instead.
- Do some form of exercise – gardening, hoovering, active sport.
- Follow a balanced diet or eat more fruit and vegetables or '5 a day'.
- Eat less fats or sugars or salts.
- Ensure they have suitable amounts of rest.
- Regular medical check-ups.
- Socialise with others.
- Have a work-life balance.
- Maintain personal hygiene.
- Do not use drugs eg alcohol, tobacco.
- Less TV or less time on computer.

Accept any other suitable response.

Section B – Questions based on the preliminary material

- | | |
|---------------|--|
| 10 (a) | During his Community Sports Leadership Award course, David had to organise a half-day football tournament for local primary schools.

Describe a type of competition that would allow maximum participation if five teams were involved. <i>(2 marks)</i> |
|---------------|--|

Award up to **two** marks for a description of the type of competition.

- Round robin or league/ where all teams play each other/ all teams play the same number of games.

- | | |
|-------------------|---|
| 10 (b) (i) | Name one type of strength that David would use in the 100 metres. <i>(1 mark)</i> |
|-------------------|---|

Award **one** mark for naming a type of strength.

- Explosive
- Dynamic
- Static

- | | |
|--------------------|--|
| 10 (b) (ii) | Using an example, explain why improved levels of the strength you named in 10 (b) (i) would help David in the 100 metres. <i>(3 marks)</i> |
|--------------------|--|

Award **one** mark for the example and **two** further marks for explaining why improved levels of strength would help David in the 100 metres.

- Explosive strength – when leaving the blocks/ improved levels will give an initial burst of speed/ to get in front or win the race.
- Dynamic strength – during the race/ improved levels maintain form, speed or cadence/ to maintain or improve position.
- Static strength – when holding the set position/ improved levels will be able to hold the position/ and prevent a false start.

NB The type of strength identified in 10(b)(i) must be correct for marks to be awarded in 10(b)(ii).

If the example does not match the type of strength given in 10(b)(i) no marks can be awarded.

10	(c)	David regularly coaches junior athletes at his local athletics club. State and describe three qualities that David needs to be an effective coach. <i>(6 marks)</i>
-----------	------------	--

Award **one** mark for stating and **one** mark for describing each quality that David needs to be an effective coach, up to a maximum of **six** marks (3 x 2 marks).

- Patience/ in order to ensure that skills are acquired and developed appropriately.
- Empathy/ to understand the needs of the performer.
- Good communication/ to get his point across clearly.
- Knowledge/ to improve or analyse performance effectively.
- Good leadership/ to be able to take the performer forwards.
- Organised/ to deal with different abilities and situations.
- Previous experience of the event/ to offer an insight to what is involved.
- Enthusiastic or motivated or supportive/ to encourage children to do well or take part.
- Confidence/ so that he can coach effectively without being intimidated.
- Good listener/ in order to respond to the needs of the performer.
- Skilful/ to be able to demonstrate correctly.
- Reliable/ turning up on time.
- Creativity/ makes coaching interesting so that they don't get bored or stay focused.

10 (d)	<p>As a 100 metre sprinter, David uses interval training as part of his training programme.</p> <p>Describe what is meant by 'interval training'. Using your knowledge of training zones and the principles of training, explain how interval training can be used to improve performance in a 100 metre race.</p> <p style="text-align: center;">(Answer in continuous prose) <i>(8 marks)</i></p>
---------------	---

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 levels marked questions 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'. QWC cannot be used to raise a candidate's mark into the next level.

Level 3	<p>6 – 8 marks</p> <p>Interval training described and applied. Full explanation of training zones and at least two of the principles of training or two aspects of overload identified and applied and the link to how they can be used to improve performance clearly made.</p> <p>Students spell, punctuate and use rules of grammar accurately and use a wide range of specialist terms precisely.</p>
Level 2	<p>3 – 5 marks</p> <p>Interval training described. Some explanation of training zones and at least one of the principles of training identified with application and the link to how it can be used to improve performance made.</p> <p>NB No explanation of training zones OR no explanation of principles of training (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>
Level 1	<p>1 – 2 marks</p> <p>Interval training described but limited attempt made to explain training zones and the principles of training.</p> <p>Students spell, punctuate and use the rules of grammar with some accuracy. Limited use of specialist terms.</p>
0 marks	<p>No creditworthy material.</p>

Examples of content could include:

- interval training is periods of work and periods of rest, with variations of the two. For David it should be short interval training with short periods of work up to approx 15 seconds at maximum levels with realistic recovery time possibly up to 2 minutes
- training needs to be above the anaerobic training threshold or in the anaerobic training zone, which is 80-90% of maximum heart rate to improve performance. Details of actual heart rate levels may be calculated
- principle of specificity can be applied by making the work specific to the activity so it should be carried out on the track using muscle groups used in the action possibly also including practice dipping at the finish or coming out of the blocks
- principle of progression can be applied by gradually building up the workload and allowing the body to adapt at each small step
- principle of overload is applied by ensuring the body is challenged to work harder than it usually is. This can be done by manipulating the frequency by increasing the number of interval sessions in the week. The intensity of the interval session can be increased by increasing the number of sets or increasing the number of repetitions in each set. The time can be manipulated to the rest time between intervals
- tedium considered in relation to motivation.

Example Answers

Level 1 (1 mark)

Interval training is intervals of work and intervals of rest which David can do on the track. David will need to be in his anaerobic training zone if the interval training is going to help improve his performance.

Level 2 (4 marks)

Interval training is a good training method for David as he can do it on the track so he does periods of work using his sprinting and periods of rest in between. This means he is applying the principle of specificity using a training method that is suited to his sport. David can make the intervals the same distance as his sprint race or slightly harder so he puts himself under pressure. Because sprinting is anaerobic David will need to work in his anaerobic training zone which is at least 80% of his maximum heart rate and hard work.

Level 3 (8 marks)

Interval training is periods of work and periods of rest, as a sprinter this training method is suitable as he can do repetitions of his sprinting distance on the track. This is the principle of specificity. It is important that David uses the principle of overload and puts his body under pressure so he can improve, he can do this by changing the intensity of his interval session by adding repetitions to each set or by adding a set. He needs to build this up gradually to use the principle of progression so he does not get injured. He could also increase the frequency of his training sessions to make sure he improves, instead of 2 interval sessions he could do 3 sessions a week within his training programme. He can tell if he is working hard enough by checking his heart rate which should be in the anaerobic training zone and is 85% of his maximum heart rate. Maximum heart rate is 220 – age.