

**OCR GCSE (SHORT COURSE) IN PHYSICAL EDUCATION (GAMES) 1071**

**SPECIMEN ASSESSMENT MATERIALS**

These specimen assessment materials are designed to accompany OCR GCSE (Short Course) specification in Physical Education (Games) for teaching from September 2001.

Centres are permitted to copy material from this booklet for their own internal use.

OCR has prepared new specifications to incorporate the range of features required by new GCSE and subject criteria. The specimen assessment material accompanying the new specifications is provided to give Centres a reasonable idea of the general shape and character of the planned question papers in advance of the first operational examination.

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Question Paper 1

Mark Scheme Paper 1

**Oxford Cambridge and RSA Examinations**  
**General Certificate of Secondary Education**

**(SHORT COURSE) PHYSICAL EDUCATION (GAMES)**

**1071**

**Specimen Paper 2003**

Additional materials: None  
Candidates answer on the question paper.

**TIME** 1 hour

Candidate Name	Centre Number	Candidate Number											
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**INSTRUCTIONS TO CANDIDATES**

- Write your name in the space above.
- Write your Centre number and Candidate number in the boxes above.
- Answer all the questions.
- Write your answers, in blue or black ink, in the spaces provided on the question paper.
- Read each question carefully and make sure you know what you have to do before starting your answer.

**INFORMATION FOR CANDIDATES**

- The number of marks is given in brackets [ ] at the end of each question or part question.
- The total number of marks for this paper is 50.
- You will be assessed on the quality of written communication in **Section B, questions B1 and B2.**
- **Four** marks will be available for the quality of written communication.

## Section A

Answer **all** questions in this section.

- 1 Identify **one** indoor game in which the following aspects of fitness would be particularly important:

(a) good flexibility;

\_\_\_\_\_ [1]

(b) strength.

\_\_\_\_\_ [1]

- 2 Explain how participation in games can improve fitness and health.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ [1]

- 3 If you were trying to persuade someone to take part in your favourite game what **two** reasons would you give them for taking part?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ [2]

- 4 Identify **two** components of a balanced diet and explain the importance of each component to the team game player.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ [2]



## Section B

Answer **all** questions in this section.

### B1: Factors affecting participation and performance.

Lisa is a good Badminton player who competes for both her school and local club.

- (a) Which function of the skeleton will be most important to Lisa when playing Badminton?

\_\_\_\_\_

[1]

- (b) Identify the basic abilities which Lisa requires in order to play Badminton.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

[2]

- (c) Explain **two** ways in which Lisa's coach could motivate her to improve her performance in Badminton.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

[2]



**B2: The relationship between health, fitness and games.**

At the start of the Under-16 Hockey team’s pre-season training Jon, Paul, Kevin and Ajay took part in a series of fitness and skill tests. Each test was timed and the results recorded on the table below.

**HOCKEY FITNESS AND SKILL TESTS**

	Shuttle sprint 10 x 10 m	Dribble round cones	Target shooting (Shots on goal in 1 minute)	4 laps of the Hockey pitch	Sit-ups (in 1 minute)
Jon	24 secs.	31 secs.	14	5 mins. 30 secs.	14
Paul	15 secs.	25 secs.	9	6 mins. 6 secs.	20
Kevin	18 secs.	35 secs.	12	6 mins. 45 secs.	18
Ajay	21 secs.	28 secs.	4	5 mins. 23 secs.	35

(a) If you have to choose one of the Hockey players to play in a position where speed and dribbling ability are important considerations, which player would you choose?

\_\_\_\_\_ [1]

(b) Running continuously for long periods of time is important to mid field players. Based on the test results which of the boys is most suited to this role?

\_\_\_\_\_ [1]

(c) Each of the tests taken by Jon, Paul, Kevin and Ajay measures a specific component of skill or fitness. Identify those tests which are skill related and those which are fitness related and explain.

Skill related tests:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Fitness related tests:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ [2]

(d) Identify and explain **two** factors that may have affected the test results achieved by Jon, Paul, Kevin and Ajay.

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[2]

(e) In order for Jon to improve the weaknesses and maintain the strengths identified in the fitness and skill tests, explain in detail **two** training principles and **two** training methods he needs to follow during the year.

Training principles:

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Training methods:

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[4]

**[TOTAL 10]**

**B3: Risk assessment in games.**

**(a)** Identify and explain **two** precautions that games players could take to reduce the chances of blisters occurring.

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[2]

**(b)** Identify **two** potential hazards that games players need to be aware of when performing or training outdoors during the winter.

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[2]





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MARK SCHEME

**Specimen Paper 2003**

## Section A

1	a	Badminton/fencing/squash etc.	1 mark
	b	Basketball/tennis/judo etc.	1 mark
2		Feel good/strong heart/stronger muscles/greater flexibility/improved CV endurance/muscular endurance/reduce heart disease/heart attack/improve skill level.	1 mark
3		Health/fitness/leisure interest/friendship/to socialise/peer pressure/vocation.	2 marks
4		Carbohydrates - provide main source of energy. Proteins - for muscular growth and repair. Water - maintain fluid balance, keeps us from dehydrating. Fats - warmth/protection of vital organs/reserve fuel supply. Vitamins - regulate chemical reactions/growth and repair. Minerals - each has its own role, e.g. calcium needed for muscles. To work and for bones to be strong.	2 marks, one for each explained dietary component.
5		It helps the games player to relax, focus/concentrate on their game plan, mentally rehearse movements.	3 marks
6		Soccer/hockey or other prolonged game. Explanation: CO = max. amount of blood pumped by the heart in 1 min. Blood carries O <sub>2</sub> to the working muscles which require it. Can supply the same amount of blood at a lower heart rate. High CO <sub>2</sub> therefore means activity can go on longer at the same intensity. Delays the onset of lactic acid build up in the muscles. Repay the O <sub>2</sub> debt more quickly. Recover after exercise more quickly.	4 marks, no mark for naming an activity. 4 marks for four of.

## Section B

### B1: Factors effecting participation and performance.

1	a	Movement.	1 mark
	b	Speed, agility, co-ordination, flexibility, balance, reaction time.	2 marks
	c	Coaches motivating strategies are largely extrinsic. Praise. Give rewards/prizes. Award badges/certificates. Set goals/targets (p.b.) Make it enjoyable.	2 marks for two of.
	d	Health. Body image improvement. Leisure interest/enjoyment. Friendship/socialize. Copy role model. Become a professional.	4 marks for four of.
	e	Lower resting heart rate. Heart muscle increases in size. Stroke volume increases. Cardiac output increases. Capillary network in the muscles increases. Blood pressure lowers. Minute ventilation increases/can take in more O <sub>2</sub> per min. Gaseous exchange becomes more efficient. CO <sub>2</sub> max. increases. Recovery rate after exercise shortens. Work longer before building up an O <sub>2</sub> debt. Hemoglobin content of blood increases.	5 marks for five of. (Answers must relate to training effects, not immediate short-term effects).

<b>Quality of written communication</b>		
Candidates spell, punctuate and use the rules of grammar with reasonable accuracy; they use a limited range of specialist terms appropriately.		1 mark
Candidates spell, punctuate and use the rules of grammar with considerable accuracy; they use a good range of specialist terms adeptly and with precision.		2 marks

**B2: The relationship between health, fitness and games.**

2	a	Paul	1 mark
	b	Ajay	1 mark
	c	Skill related: Dribbling round cones, target shots on goal. Fitness related: Shuttle sprint, 4 laps of the Hockey pitch, sit-ups.	2 marks, 1 for one, two or three correct, 2 marks for four or five correct.
	d	Good/poor diet or related answers e.g. not enough carbohydrates in diet. Physique/somatotype e.g. overweight (endomorph) effect endurance. Tall, may effect flexibility. Mesomorph greater strength/power. Injury reduce performance levels. Illness reduce performance levels. Non-smoking/drugs. Too much alcohol. Stress e.g. worrying about exams. Level of physical development, some develop earlier than others.	2 marks for two of.
	e	<b>Training Principles:</b> He must plan his training so that his fitness <b>peaks</b> at the right time of the season (e.g. cup or league run). His training should gradually <b>progress</b> i.e. gets harder over time. He should try to work harder each session so as to <b>overload</b> his body systems compared to what it is normally used to doing. Allow them to adapt. FITT e.g. run further/do more reps/lift heavier weights /train more often/longer. All his training will need to be specific to the particular fitness component he is working on. <b>Training methods:</b> <b>Continuous or fartlek</b> training will improve his cardio vascular endurance. (Mention of appropriate heart rate training zone can be credited.) <b>Active or passive stretching</b> will improve flexibility. <b>Sprint training</b> will improve his speed. <b>Weight training</b> (isotonic) <b>plometrics</b> will improve his standing broad jump and aid speed. <b>Circuit training</b> will help maintain his muscular endurance.	4 marks 2 marks for principles of training and 2 marks for methods of training. 1 mark for correctly identifying each principle of training and 1 mark for correctly mentioning each method of training.

<b>Quality of written communication</b>	
Candidates spell, punctuate and use the rules of grammar with reasonable accuracy; they use a limited range of specialist terms appropriately.	1 mark
Candidates spell, punctuate and use the rules of grammar with considerable accuracy; they use a good range of specialist terms adeptly and with precision.	2 marks

### B3: Risk assessment in games.

3	a	Wear good boots or avoid tight fitting boots (one of ). Wear moulded studs on hard ground. Wear in new boots before playing in them. Padded socks/socks that don't rub.	2 marks for two of.
	b	Frozen pitch/waterlogged pitch. Badly rutted/uneven running pitch. Foreign objects on pitch (glass/cans/dog mess/etc.). Posts and nets not secured properly. Lime used to mark out the pitch. Players not wearing correct kit (e.g. shin guards). Extremely cold weather – hypothermia.	2 marks for two of.
	c	Examples: Cricket: leg pads, thigh pads, arm guards, gloves, helmets, abdominal protection (boxes). All used to protect different parts of the body from the ball. Football: shin pads; protection from kicks during tackles. Rugby: gum shields to protect teeth from contact injuries, shoulder pads and shin pads to protect against injuries to different parts of the anatomy, skull caps to protect the head. Hockey: Full body protection and helmet (compulsory) for all goalkeepers, shin pads, hand guards and gum shield to protect shins, hands and teeth against contact/ball injuries.	4 marks, one for each game and the different methods of protection used and an explanation of why used.

