

GCSE 2004
June Series



Mark Scheme

Physical Education (Games) Short Course (3588/W)

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Physical Education

2004

Games (Short Course)

- 1 (a) (i) Award **one** mark for each correctly stated reason why taking regular exercise can generally improve health.

Examples include:

- It can help to relieve tension and stress.
- It can help to reduce the chances of getting illnesses and diseases.
- It can help to improve sleep and sleep patterns.
- It can tone up the body and lead to improvements in posture.
- It can improve basic levels of strength.
- It can improve basic levels of stamina.
- It can improve basic levels of flexibility.

Accept the above plus any other suitable specific physiological examples.

(max 2 marks)

- (ii) Award up to **two** marks for correctly explaining why the amount of exercise required might vary between individuals.

Examples include:

- Energy requirements might vary due to factors such as age/, gender/ and activity/exercise level/level of performance.
- The actual physical condition of an individual may also vary, such as possible illness or injury/ which could prevent them from exercising.

Accept the above plus any other suitable examples.

(max 2 marks)

- (b) (i) Award up to **two** marks for correctly explaining what is meant by specific fitness.

Example:

- The level of fitness which is required/ for a performer who is taking part in particularly demanding activity/ or sport at a high level.

Accept the above plus any other suitable examples.

(max 2 marks)

- (ii) Award up to **three** marks for a correct response, **which must relate particularly to the stated games activity.**

The elements required for a correct response are: what the aspect is/ why it is important/ and appropriate game example.

Example:

Soccer – high endurance levels/agility/mobility/ would be required to allow them to be effective throughout the total game period/ at the required or high level.

(max 3 marks)

- (c) (i) Award **one** mark for each correctly stated benefit.
- (To increase) muscle strength, either general or specific
 - (To improve) muscle tone.

Accept the above plus any other suitable examples.

(max 2 marks)

- (ii) Award up to **two** marks for a correct explanation.
This is the lowering of fitness or loss of fitness levels / due to stopping or decreasing levels of training. / This is the reverse effect of progression and you lose its effects/ quicker than it is gained.

(max 2 marks)

- (d) Award up to **two** marks for a correct response.
- Through stretching activities such as static stretching / active stretching / and passive stretching/or an example of it.
 - Through mobility exercises/ which stretch muscle groups around joints.

(max 2 marks)

2 (a) (i) Award **one** mark for each correctly stated somatotype.

- Endomorph
- Mesomorph
- Ectomorph

(max 2 marks)

(ii) Award up to **three** marks for a correct description. To achieve the marks the candidate must state what the particular characteristics are of their chosen body type, how this would then be used to advantage and how it would make them more effective.

Example:

- Basketball – extreme ectomorphs are generally tall and thin. / Their long legs and long arms / enable them to receive higher passes and shoot at the basket more easily.

Accept the above plus any other suitable examples.

(max 3 marks)

(b) (i) Award up to **two** marks for a correct response.

- It allows the performance to be accurately recorded.
- The performance may be reviewed and replayed as many times as necessary.
- Enhancements such as freeze frame or frame advancement can be used to look at specific aspects or phases of the performance.

Accept the above plus any other suitable responses.

(max 2 marks)

(ii) Award up to **two** marks for a correct response.

- Faults in a performance can be identified and considered.
- Improvements or alternatives can be considered and tried.
- Future performance can also be filmed, recorded and analysed and compared to the initial one.
- Actually seeing the performance gives much more accurate knowledge of results.

Accept the above plus any other suitable responses.

(max 2 marks)

(c) (i) Award up to **two** marks for a correct response.

- Baggy clothing could be dangerous in an activity such as trampolining / where it might get caught in the bed or the springs.
- The clothing might also be a piece of protective equipment such as a padded goalkeeper's shirt / which can protect from any impact injuries.
- Clean and specific sport clothing / prevents the possibility of infections and diseases being picked up or passed on to others.

Accept the above plus any other suitable examples.

(max 2 marks)

(ii) Award up to **two** marks for a correct response.

- Generally footwear can give support to arches and ankle joints. / This lessens the effect of impact when running or jumping.
- Specific footwear may aid with grip or comfort / such as running spikes or studded boots.
- Specific footwear such as goalkeepers' kickers in hockey / specifically protects the foot area from the hard ball.

Accept the above plus any other suitable examples.

(max 2 marks)

(iii) Award up to **two** marks for a correct response.

- Equipment requirements / such as safety wear, gum shields, batting helmets etc. make sure that performers are protected.
- Specific rules regarding appearance / such as nails kept short in netball and loose hair tied back in gymnastics and trampoline, plus the non-wearing of jewellery.
- Specific rules of activities / to prevent either foul or dangerous play.

Accept the above plus any other suitable examples.

(max 2 marks)

3 (a) (i) Award up to **two** marks for a correct response.

- General staff attitude can influence, either positively or negatively.
- The experience of staff in various activities, or a range of activities, can be influential.
- The playing ability and level of staff expertise can be influential.
- Specific staff interest in particular activities will usually lead to a rise in participation in that particular activity.

Accept the above plus any other suitable responses.

(max 2 marks)

(ii) Award up to **two** marks for a correct response.

- Good facilities or a lack of suitable ones / will affect levels positively or negatively.
- Specific facilities, such as squash court or fitness suites / will encourage specific participation in particular sports or activities.

Accept the above plus any other suitable responses.

(max 2 marks)

(iii) Award up to **two** marks for a correct response.

- Specific links can encourage extra participation. / Pupils will be able to continue an activity outside of school.
- Sports not catered for in school could be covered outside of school. / This would enable pupils to take up new activities.

Accept the above plus any other suitable responses.

(max 2 marks)

(b) (i) Award up to **two** marks for a correct response.

Examples:

- Soccer – the high profile of some performers / linked with great financial rewards for the top players has encouraged more young people to get involved.
- Fitness training – the importance of maintaining health and fitness / to improve quality of life has encouraged more adults to get involved.
- Fitness – the greater provision of specific clubs and facilities / has given people the opportunity to be able to take part.
- Trends – such as: gymnastics (every four years following an Olympics) / raises the profile of an activity and therefore encourages greater participation.

Accept the above plus any other suitable responses.

(max 2 marks)

(ii) Award up to **two** marks for a correct response.

Examples include:

- Boxing – the dangers inherent in the sport and several recorded deaths / have led to young people being discouraged from taking it up, especially by parents.
- Rugby (in some schools and areas) – because of the perceived dangers of it as a contact sport and the qualifications needed to teach it / has resulted in less provision (this could also be applied in some instances with regard to cricket and trampoline within schools).

Accept the above plus any other suitable responses.

(max 2 marks)

(c) Award up to **two** marks for each correct response *3 x 2 marks total*

Examples include:

- Organising local and national competitions; / this can range from local leagues and teams right through to international competitions
- Team selection; / they choose and select regional and international teams and players
- To keep players and participants informed / ranging from coaching information, rule changes, equipment provision etc.
- Maintaining relationships with the media / including negotiating television rights and advertising etc.
- Drafting the rules and laws of the game or activity / This includes upholding them and considering any changes.

Accept the above plus any other suitable responses.

(d) (i) Award up to **two** marks for a correct response. Note that both positive and negative influences can be considered.

Examples include:

- If the peer group is positive about sport or sporting activity / it is likely that they will want to be taking part and encourage others to do so
- If the peer group has negative attitudes, and alternative choices to spend leisure time on / it is likely that they will not be positive about participating and might even actively discourage participation.

Accept the above plus any other suitable responses.

(max 2 marks)

(ii) Award up to **two** marks for a correct response. Note that both positive and negative influences can be considered.

- Parents can have a positive influence and / assist via transport / finance / positive role model / equipment provision / encouragement / attending competitions and offering vocal support etc.
- Parents can have negative influence / discouraging participation / even actively prohibiting participation in some activities / refusing finance or equipment provision / not allowing time for practice or competition etc.

Accept the above plus any other suitable responses.

(max 2 marks)

**MARKING CRITERIA FOR QUALITY OF
WRITTEN COMMUNICATION****3588/W**

High Performance	Candidates spell, punctuate and use the rules of grammar with almost faultless accuracy, deploying a range of grammatical constructions; they use a wide range of specialist terms adeptly and with precision.	3 marks
Intermediate Performance	Candidates spell, punctuate and use the rules of grammar with considerable accuracy; they use a good range of specialist terms with facility.	2 marks
Threshold Performance	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy; they use a limited range of specialist terms appropriately.	1 mark
Below Threshold Performance		0 marks