



## General Certificate of Secondary Education

# Physical Education Games 3588 (Short Course)

## Mark Scheme

### *2006 examination – June series*

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.

## Physical Education

### 2006

#### Games (Short Course)

1 (a) (i) Award **one** mark for **each** reason for a warm-up. This includes:

- To reduce injury
- To increase the body temperature
- To increase the range of movement
- To increase heart rate
- To increase breathing rate
- For psychological reasons
- Skill preparation
- To gradually increase effort to full pace.

Accept all of the above plus any other suitable examples.

*(max 2 marks)*

(ii) Award **one** mark for each reason why a warm-down should be completed.

- To allow the body to recover
- to prevent the possibility of soreness / stiffness/ aching
- safe removal of lactic acid
- not warming down can cause blood to 'pool' in the veins
- to gradually decrease effort to resting levels.

Accept all of the above plus any other suitable examples.

*(max 2 marks)*

(b) (i) **One** mark should be awarded for considering what being healthy is. Reference should be made to physical, social or mental well being/the absence of disease/illness.

*(max 1 mark)*

(ii) **One** mark should be awarded for considering what general fitness is. Reference should be made to the ability of your body to cope with the demands of everyday life.

*(max 1 mark)*

(iii) Up to **two** marks for considering how the elements combine.

- It is necessary to be healthy in order to attain basic fitness
- Higher levels of competition put more strain on a performer
- Even minor health problems(colds, hay fever etc.) can result in poor performance
- Regular check ups, inoculations will be essential
- Dietary requirements should be considered.

Accept all of the above plus any other suitable examples.

*(max 2 marks)*

- (c) Award up to **three** marks for a full description and explanation.
- The demands on a top level performer are greater/as they may have to perform at a faster rate or a more competitive rate or higher level.
  - They would therefore have to improve either speed or endurance levels/to cope with these demands.
  - Basic levels of fitness would not be sufficient/performers would need to have a high level of specific fitness.
  - Club standard performer takes part to keep fit and international standard performer keeps fit to take part.

Accept all of the above plus any other suitable examples.

*(max 3 marks)*

- (d) Award **one** mark for each correct type of strength and a further **one** mark for an accurate example from a **named physical activity**.

Dynamic strength/muscular endurance/endurance strength

e.g. maintaining a long rally in tennis or badminton requires dynamic strength in all the muscle groups.

Static strength/maximum strength

e.g. a rugby scrum requires static strength.

Explosive strength/muscular power

e.g. jumping to head a football.

**One** mark for the type and **one** mark for the example (2 x 2marks)

Accept the above plus any other suitable examples.

*(max 4 marks)*

- 2 (a) (i) Award up to **one** mark for an advantage of interval training:
- You can mix aerobic and anaerobic work
  - Less chance of boredom
  - Easy to see when an athlete gives up
  - Easy to monitor progress.

Accept all of the above plus any other suitable examples.

*(max 1 mark)*

- (ii) Award up to **two** marks for an explanation of progression:  
Gradually increase /decrease resting interval/increase active interval.

*(max 2 marks)*

- (b) (i) Award up to **three** marks for considering the need to follow the rules. Reasons must be stated with clarification regarding what needs to be done. If just a list of reasons is given then award a maximum of **two** marks.
- In a rugby lineout not tackling the man in the air/waiting for him to come down/to prevent injury.
  - In football no two-footed tackles/to prevent injury to the player/from studs.

*(max 3 marks)*

Accept the above plus any other suitable examples.

- (ii) Award up to **three** marks for considering the need for checking equipment. Reasons must be stated with clarification regarding what needs to be done. If just a list of reasons is given then award a maximum of **two** marks.
- The equipment used must be the correct equipment for the activity/Wearing athletics spikes in football/would be dangerous and could cause injury.
  - The equipment used must be worn or set up correctly./Hockey or cricket pads should be done up correctly so that they do not fall off/and cause injury.
  - The equipment must be in good condition./Studs must not be sharp./(Rusty goal posts may collapse) / and cause injury.
  - Football/Hockey goals/Basketball backboards etc. all secure so they will not fall/collapse /and cause injury.

*(max 3 marks)*

Accept the above plus any other suitable examples.

- (c) (i) Award **one** mark for correctly identifying physiological factors as being those which directly affect the body or body systems.

*(max 1 mark)*

- (ii) Award **one** mark for correctly identifying psychological factors as affecting the state of mind.

*(max 1 mark)*

- (iii) Award up to **four** marks for giving correct examples for each and correctly describing the effect it can have.

**One** mark for each example plus **one** mark for the effect (2 x 2 marks)

Physiological factor	Effect on performance
Illness or medical condition such as asthma	Performer has difficulties breathing/negative effect on performance
Fatigue	Decrease in skill level/may have to stop

Accept the above plus any other suitable response.

Psychological factor	Effect on performance
Tension/anxiety	Causes drop in performance level
Motivation	Can have a positive effect – inspires performer to higher level Can have a negative effect – can cause drop in performance due to extra pressure

Accept the above plus any other suitable response.

*(max 4 marks)*

- 3 (a) (i) Award up to **two** marks for correctly describing a positive effect your peer group might have on participation.

- If your peer group or friends enjoy taking part in an activity and / or appreciate the benefits/they will encourage and motivate others to join in as well.

Accept the above and any other suitable responses.

*(max 2 marks)*

- (ii) Award up to **two** marks for correctly describing a negative effect your socio-economic group might have on participation.

- An individual from a low socio-economic group will not be very wealthy/so will not be able to take part in activities/that need expensive equipment/or are expensive.

Accept the above and any other suitable responses.

*(max 2 marks)*

- (b) (i) Award up to **two** marks for correctly identifying and explaining **one** benefit that being a coach can bring.

- Can give advice during the activity/to enable performers to improve performance or correct errors (benefit to those being coached).
- Prepare performers for an activity or match/to enable performers to produce their best (benefit to those being coached).
- Self worth/leadership opportunities/a chance to gain qualifications (benefit to person fulfilling the role).

Accept the above and any other suitable responses.

*(max 2 marks)*

(ii) Award up to **two** marks for correctly identifying and explaining **one** benefit that being an official can bring.

- Greater knowledge of the rules/allows the performer to play take part in the activity more effectively.
- When unable to participate actively/can still contribute to the activity.
- School has the benefit of additional officials/releasing the staff to concentrate on teaching.

Accept the above and any other suitable responses.

*(max 2 marks)*

(iii) Award up to **two** marks for correctly identifying and explaining **one** benefit that being an organiser can bring.

- Through taking on the responsibility/an insight into organisational skills is gained.
- If it is an activity you are not particularly able at/it gives you an opportunity still to get involved.
- As it is not only the teacher who is the organiser/it enables more activities to be organised.

Accept the above and any other suitable responses.

*(max 2 marks)*

(c) Award **one** mark for each stated advantage and a further **one** mark for the accompanying description. (3 x 2 marks).

Individual's advantage:

- Increased knowledge about sport, health and fitness/will make individuals more aware of their bodies and the need for good health and fitness.
- Career advancement/better prepared for a career in sport or allow entry onto further/higher education courses.
- Greater subject choice for the students.

School's advantage:

- Makes better use of school facilities/it is like having an additional subject.
- Raises the profile of the subject, improves status/seen as same as other exam subjects and not just as a core or non-exam subject.
- Raises the profile of the school with more GCSE passes.

Accept the above and any other suitable responses.

*(max 6 marks)*

(d) Award up to **two** marks for a full description of what each organisation does (2x2 marks).

(i) The role of the NCF is:

- coach education which has the effect of producing better quality coaching in the country
- provides information and resources to coaches
- runs coaching courses at a range of levels.

*(2 marks)*

(ii) The role of Sport England is:

- to raise standards of performance/which has the effect of performers gaining more medals in competition
- develops sport at grass roots level/promotes excellence in sport
- promotes sports opportunities for groups under represented in sport e.g. women/ethnic minorities/sports people with disabilities
- responsible for giving out National Lottery funding to sport for sport provision e.g. to build or improve facilities
- runs Centres of Excellence / an example.

*(2 marks)*

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<b>MARKING CRITERIA FOR QUALITY OF WRITTEN COMMUNICATION</b>
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**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