



General Certificate of Secondary Education

Physical Education 3586 (Short Course) *Specification A*

Mark Scheme

2005 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 (Short Course) Specification A

- 1 (a) (i) Award up to **two** marks for a correct description of posture:
- the position in which a person holds their body
 - standing upright/ with very little effort
 - the position the body is held in/ when standing, walking or sitting
 - straight back/head up.

Accept the above plus any other suitable example.

(2 marks)

- (ii) Award **one** mark for **each** correct example of poor posture identified.

Examples include:

- curved back leading to permanent deformity of the spine
- strained back and abdominal muscles
- bowed back (lordosis)/ rounded shoulders (kyphosis)/ sideways curvature (scoliosis).

Accept the above plus any other suitable examples.

(2 marks)

- (iii) Award **one** mark for a correct explanation of muscle tone and **one** for how it can help with good posture.

Examples include:

- the tension which remains in the muscles/ even at rest / which enables the body to keep the muscles in the correct position
- the body being kept primed and ready for instant action / with the joints held firm by extensor and flexor muscles working at the same time

Accept the above plus any other suitable examples.

(2 marks)

- (b) (i) Award **one** mark for a correct explanation of balance and **one** mark for a correct example from a physical activity.

Balance

- the ability to retain the centre of mass above the base of support
- physical stability in which the weight of the body is distributed evenly.

Physical activity examples

- a gymnast being able to maintain a controlled handstand
- a sprinter holding themselves in the set position at the start of a race
- maintaining good footwork when landing in netball or basketball
- footballer maintaining position on ball when being tackled
- player preparing to shoot/move/save.

Accept the above plus any other suitable examples.

(2 marks)

- (ii) Award **one** mark for a correct explanation of co-ordination and **one** mark for a further example from a physical activity.

Co-ordination

- the ability to use two or more body parts together
- the ability to properly control your body when performing a physical activity
- balanced or skilful movement.

Physical activity examples

- a pole vaulter linking all the sequences of their jump
- a tennis service action
- batting in cricket or rounders.

Accept the above plus any other suitable examples.

(2 marks)

- (c) (i) Award up to **two** marks for a correct explanation of what feedback is.

Example:

- This is the information a performer receives back from a performance. / It can be in the form of continuous; terminal; knowledge of results; knowledge of performance; internal, intrinsic; external, extrinsic; positive or negative.

NB Just a list of types of feedback is not acceptable.

(2 marks)

- (ii) Award up to **one** mark for identifying what motivation is.

Examples:

- It is an incentive /or desire to do well / and this in turn means that the performer is more likely to want to do well / and will therefore put more effort into acquiring the skills necessary which in effect can increase the levels of skill acquisition.

(1 mark)

- (iii) Award up to **two** marks for the effect of motivation on skill acquisition.

- Motivation can be either intrinsic, considering such factors as internal drive; satisfaction or pride; a challenge; to keep fit; or for enjoyment / or extrinsic, considering such factors as external rewards such as money; prizes; cups or medals. / This in turn leads to greater interest in acquiring skills / which in turn leads to higher levels of skill acquisition.

Note that negative effects are also acceptable.

(2 marks)

2 (a) Award up to **two** marks for each correct explanation of the following terms.

(i) Frequency – how many times you train or perform a particular activity, / which must be increased, perhaps from twice a week to every other day.
Accept the above plus any other suitable examples.

(2 marks)

(ii) Intensity – how hard you train on a particular exercise or activity. / This also needs to be increased by working harder gradually each session, such as increasing the number of repetitions or sets.
Accept the above plus any other suitable examples.

(2 marks)

(iii) Duration – how the time, or length of time a particular exercise or activity is performed. / It could be the length of each session or the amount of time spent on each particular aspect within a session that increases.
Accept the above plus any other suitable examples.

(2 marks)

(b) (i) Award up to **one** mark for correctly identifying a correct type of physical activity.

Example – either endurance identified specifically or an activity/event which clearly requires high endurance levels.

(1 mark)

(ii) Award up to **two** marks for explaining what altitude training is.

- this involves performers going to specific areas where they are able to train at high altitude at heights significantly above sea level
- the air becomes less dense/ and the pressure of the oxygen decreases.

Accept the above plus any other suitable examples.

(2 marks)

(iii) Award up to **two** marks for correct examples of benefits gained.

- This means that some actual physiological changes occur, / which increases the oxygen carrying capacity of the blood
- Increases red blood cells
- Improves overall standard of performance.

(2 marks)

(c) (i) Award up to **two** marks for correctly stating what muscular endurance is.

Examples

- the ability to use voluntary muscles / many times/ without getting tired
- the amount of dynamic strength in a muscle / with its ability to keep working for a long period of time.

Accept the above plus any other suitable examples.

(2 marks)

- (ii) Award up to **two** marks for correctly describing a specific way of increasing muscular endurance.

Examples:

- sit-ups / performing a sit-up for a maximum period
- chin-ups / performing chin-ups for a maximum period
- dips / performing dips for a maximum period
- press-ups / performing press-ups for a maximum period.

Award **one** mark maximum for just identifying a training method or exercise with no further development.

Accept the above plus any other suitable examples.

(2 marks)

- 3 (a) (i) Award up to **four** marks for identifying the provisions made by schools. These include the following:

- Providing a broad and balanced PE provision
- covering the six identified activity areas within the national curriculum
- providing timetabled lessons within the core programme for all pupils
- providing extra provision which could be in the form of GCSE provision or similar such as JSLA
- cross-curricular provision across different subject areas
- opportunities to adopt different roles
- a compulsory activity – National Curriculum.

Note that an appropriate list is acceptable **or** one or more aspects further developed.

Accept the above plus any other suitable examples.

(4 marks)

- (ii) Award up to **two** marks: **one** mark for stating what extra curricular activities are and **one** further mark for a suitable example.

Extra-curricular: provision made in addition to the normal school timetable, over and above the statutory provision.

Examples include:

- lunchtime and after school practices
- clubs
- teams
- societies
- trips.

NB Just naming a sport/activity without relating it to the above is not acceptable.

Accept the above plus any other suitable examples.

(2 marks)

- (b) Award up to **three** marks for identifying greater participation and up to **three** further marks for considering the management and officials' roles. **NB maximum 4 marks**

Greater participation

- a greater level of social acceptability for women to taking part in sport/as it is no longer thought of as unfeminine
- greater opportunities as more sports, activities and clubs are being formed/ Women's soccer is now the fastest-growing sport in the country
- equal opportunities/ which allows women more chances to take part in sport
- changing attitudes in schools/ which now allows access to more sports for girls as part of their timetabled provision
- events are now open to women/ which they were not allowed to compete in before/ e.g. marathons and distance events, pole vault.

Accept the above plus any other suitable examples.

Management and officials' roles

- more provision equals more opportunities/ and as more clubs and organisations are formed/ more vacancies arise for women
- equal opportunities/ means that women are not now discriminated against/ and can now have roles in male sports/ eg. Wendy Thoms and Karen Brady in soccer and female referees in snooker etc.

Accept the above plus any other suitable examples.

(Maximum 4 marks)

- (c) Award **two** marks for **each** correct response.

Examples:

- Greater understanding / through use of video / digital cameras /other coaching aids – all of which enable a performer to learn more about performing not only of themselves but also of others
- Greater knowledge / through IT as an information source through internet / CD ROMs / DVD / video so that subject information is easier to collect and get hold of
- For storing, processing and collating information / through word processing / spreadsheets etc as a means of presenting material even.

Accept the above plus any other suitable responses.

(4 marks)

- (d) (i) Award **one** mark for correctly identifying an appropriate activity and up to **two** further marks for the explanation regarding why, and how, it has become more popular.

Examples:

- Soccer / through the growth of role models such as David Beckham and Michael Owen / which encourages young people to follow in their footsteps and either play the sport or get involved even as a spectator
- Rugby / through increased success of the sport, possibly through increased media coverage / which has raised the profile of the sport and made it more popular.

Accept the above plus any other suitable examples.

(3 marks)

- (ii) Award **one** mark for correctly identifying an appropriate activity and up to **two** further marks for the explanation regarding why, and how, it has become less popular.

Examples:

- Boxing / due to safety concerns / as the dangers of taking part in terms of medical problems caused there has been a public backlash against what is thought to be an unacceptable activity
- Netball / due to the rise in opportunities in other sports, such as women's soccer / the increased choice has led to a decline in some traditional ladies activities where the image of a rival sport is seen to be more appealing.

Accept the above plus any other suitable examples.

(3 marks)

<p style="text-align: center;">MARKING CRITERIA FOR QUALITY OF WRITTEN COMMUNICATION 3586/W</p>
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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