



General Certificate of Secondary Education

Physical Education 3586/W Short Course

Specification A

Mark Scheme

2007 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.

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

Examples include:

- it can help to reduce tension/ stress
- it can help to reduce the chance of getting illnesses and disease
- it can help to improve sleep and sleep patterns
- it can help tone up the body / 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
- it can improve fitness levels.

Accept the above plus any other suitable examples.

(max 1 mark)

- (ii) Award up to **two** marks for correctly explaining why the amount of exercise carried out, 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 or psychological 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 **one** mark for being able to state what power is, i.e. the combination of the (maximum) amount of speed with the (maximum) amount of strength.

(max 1 mark)

Award **one** further mark for a correct example such as:

- Rugby players pushing in the scrum generating power to push back opponents
- Sprinter in athletics pushing off from the starting blocks in the start phase.

Accept the above plus any other suitable examples.

(max 1 mark)

- (ii) Award **one** mark for being able to state what reaction time, is i.e. the amount of time taken to respond to something/ the speed of response to external events.

(max 1 mark)

Award **one** further mark for a correct example such as:

- Fielder catching a ball close to a bat
- Racket player responding to a hard hit shot.

Accept the above plus any other suitable examples.

(max 1 mark)

- (c) Award up to **two** marks for **each** different description and example of how strength and stamina can affect your ability to carry out everyday tasks. Candidates can make both positive and negative comments.

Examples include:

Lack of strength or increased strength/ could make it more difficult or easier to

- Stand on your feet/all day/for a long period of time
- Carry shopping or heavy objects/over a long distance/for a long period of time
- Open jars/which are tightly shut
- Complete housework/for a sustained amount of time/in a large area
- Carry children/over a considerable distance/for a long time
- Consider references to static/dynamic/explosive strength – if qualified

Lack of stamina could make it more difficult to

- Stack shelves/repeatedly/for a long period of time
- Keep walking/ for a period of time/while shopping
- Work/for long hours.

Accept the above plus any other suitable examples.

(max 4 marks)

- (d) (i) Award up to **two** marks for a correct explanation and example of good posture:
- The correct position the body is held in /when standing, walking or sitting/standing upright/with a straight back/head up/upright/with ease

Accept the above plus any other suitable examples.

(max 2 marks)

- (ii) Award **one** mark for a correct explanation of muscle tone and **one** more for a description of 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.

(max 2 marks)

- 2 (a) (i) Award up to **two** marks for explaining what is meant by specificity:
- A training method or system/which is particularly suited to one particular sport or one particular aspect of fitness
 - Concentrating on one particular area/such as building up strength in the legs/or working on increasing endurance.

Accept the above plus any other suitable examples.

(max 2 marks)

- (ii) Award up to **two** marks for explaining what is meant by overload:
- Making the body work harder/in order to improve it
 - Having a capacity for training/then increasing this
 - Frequency of training/training more often
 - Intensity of training/training harder
 - Duration of training/training for longer.

Accept the above plus any other suitable examples.

(max 2 marks)

- (b) (i) Award **one** mark for **each advantage** of choosing circuit training:
- It is quick and easy to set up
 - It requires little specialist equipment – if any
 - Many people can work in a fairly small area
 - It can be adapted to many different forms
 - It can work on skill or fitness, or both – accept one component of fitness only once
 - Levels or targets can easily be increased
 - It is one of the most effective ways of training.

Accept the above plus any other suitable examples.

(max 2 marks)

- (ii) Award **one** mark for a correct **disadvantage**:
- Not really suitable for only one person
 - Someone needs to set up and run the circuit
 - Not suitable for very specific training such as weight training
 - May not be possible to monitor everyone at once
 - Incorrect technique can lead to safety concerns
 - Possible boredom/tedium factors
 - Possible specialist equipment needed.

Accept the above plus any other suitable examples.

(max 1 mark)

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

(max 2 marks)

- (ii) Award up to **two** marks for correctly describing a way of increasing muscular endurance:
- 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
 - Low weights/high reps.

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

Accept the above plus any other suitable examples.

(max 2 marks)

- (d) (i) Award up to **two** marks for correctly stating what fatigue is:
- When the body, or parts of the body, get so tired/through the amount of work they have been called on to do/ that they stop working properly, or sometimes altogether.

Accept the above plus any other suitable examples.

(max 2 marks)

- (ii) Award up to **two** marks for correctly giving an example of fatigue occurring in a physical activity:
- A games player being so tired near the end of a game/that their skill levels decrease and/or they are no longer able to carry on.

Accept the above plus any other suitable examples.

(max 2 marks)

- 3 (a) (i) Award up to **two** marks for a correct response.
- General teaching 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 examples.

(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 courts or fitness suites/ will encourage specific participation in particular sports or activities

Accept the above plus any other suitable examples.

(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
 - Links with such organisations as Youth Sports Trust etc.

Accept the above plus any other suitable examples.

(max 2 marks)

- (b) (i) Award **one** mark for identifying what a role model is:
- Someone whose life and behaviour is taken as an example to follow by someone else.

(max 1 mark)

- (ii) Award **one** mark for **each** correctly given example of a role model making an activity more popular:
- Financial gains seen to be achieved are attractive
 - The fame attached might be a factor
 - Raising the profile of an activity or sport
 - Getting a higher level of media attention
 - To emulate their success or achievement.

(max 3 marks)

(c) Award up to **two** marks for **each** correct response:

- 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
- 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/this also includes taking the necessary disciplinary action
- Select and appoint national team managers, coaches etc
- Promoting the sport through publicity or equivalent.

Accept the above plus any other suitable examples

(max 6 marks)

(d) Award up to **three** marks for identifying greater participation and up to a further **three** marks for considering the management and officials' roles.

NB Maximum = 4 marks

Greater participation:

- A greater level of social acceptability for women taking part in sport
- Sport no longer thought of as unfeminine
- Greater opportunities as more sports, activities and clubs are being formed/ e.g. women's soccer is now the fastest growing sport in the country
- Equal opportunities / this allows women more chance to take part in sport
- Changing attitudes in school / now allowing access to more sports for girls as part of their timetabled provision
- Events are now open to women / some of which they were not allowed to compete in before/ such as marathons, other distant events, pole vault etc.

Accept the above plus any other suitable examples

Management and officials' roles

- More provision equals more opportunity
- As more clubs and organisations are formed/ more vacancies arise for women
- Equal opportunities legislation
- Women are no longer discriminated against
- There are now more roles in men's sports as well with some role models /e.g. Wendy Toms and Karren Brady in soccer and female referees in snooker etc.

Accept the above plus any other suitable examples

(max 4 marks)

**MARKING CRITERIA FOR QUALITY OF
WRITTEN COMMUNICATION**

3586/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