



General Certificate of Secondary Education

Physical Education

Specification B Short Course

3587/W

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.

A1

- (a) **one** from:
- ball and socket; accept “ball” or “socket”
 - hinge;
 - pivot;
 - gliding;
 - condyloid;
 - saddle;
 - synovial;
 - freely moveable;
 - fixed/immoveable.
- (1 mark)*
- (b) **two** such as:
- biceps;
 - triceps;
 - pectorals;
 - abdominals;
 - intercostal;
 - deltoids;
 - trapezius;
 - latissimum dorsi;
 - heart/cardiac;
 - brachialis.
- (2 marks)*
- (c) **three** such as:
- the brain;
 - CNS;
 - PNS;
 - the spinal cord/spine;
 - motor nerves;
 - motor end plates;
 - sensory nerves;
 - synapses;
 - sight senses/receptors/eyes;
 - sound senses/receptors/ears;
 - touch senses/receptors;
- accept* nerves.
accept neurones.
- (3 marks)*
- (d) (i) resistance in the cardio-vascular system (one mark) to the flow of blood round the body (one mark).
force of the blood (one mark) passing through an artery (one mark)
accept a measure of blood flow/pace at which blood flows around the body.
a measure of the blood flow through an artery = 2 marks
do not accept the speed at which blood travels/how fast blood travels.
- (ii)
- blood pressure goes up during physical activity;
 - blood pressure stays low/is lowered in the long term.
- (2+2) (4 marks)*

- (e) reasons such as ...
- to maintain circulation;
 - to maintain body temperature;
 - to maintain (normal) body function;
 - to transport oxygen;
 - to transport nutrients;
 - to transport hormones;
 - to keep blood sugar levels up;
 - to remove wastes; (sweating/urinating)
 - to prevent heat stroke;
 - to prevent cramp;
 - to prevent de-hydration; (accept dizziness/nausea/fatigue/loss of concentration)
 - for body systems to function efficiently/ to maintain chemical reactions.

maintain by ...

- drinking fluids before an activity;
- drinking fluids during an activity;
- drinking fluids after an activity;
- drinking regularly;
- drinking fluids during a break.

(3+2)/(2+3)/(4+1) (5 marks)

A2

(a) a person who coaches/teaches/choreographs/officiates/manages/instructs/captains a group of people or team. (1 mark)

(b) **two** such as:

- physiotherapist/osteopath;
- psychologist;
- research scientist/designer of sports equipment;
- nutritionist/dietician;
- masseur;
- a personal trainer;
- a fitness coach/instructor.

accept a coach/a club doctor (not doctor)/a drug tester/a PE teacher/a PE lecturer

(2 marks)

(c) **three** such as:

- fair play – don't attempt to cheat;
- assisting an opponent/colleague in the event of injury/potential danger;
- shaking hands before and after a competition; (including 3 cheers and clapping)
- accepting decisions;
- calling a 'let' in a disputed decision;
- no time wasting;
- accepting victory and defeat without arrogance or resentment;
- thanking officials;
- kicking ball out of touch when someone is injured;
- walking in cricket;
- admitting a foul in snooker.

NB not gamesmanship

(3 marks)

(d) why? ... because there are:

- more sports available to females;
- more competitions/events/leagues available to females;
- more coaches available to females;
- more role models available to females;
- more opportunities at school available to females;
- changes to lifestyle;
- more encouragement available to females;
- more times available to play due to female/male role changes/traditions;
- more favourable attitudes towards female participation/equality for women;
- well publicised/promoted campaigns to increase female participation;
- women's only sessions in clubs/centres;
- changing attitudes/ambitions amongst women;
- increased chance of sponsorship for elite women athletes/earning money;
- more female sports coverage on TV/media;
- more childcare available.

(4 marks)

- (e) examples could be taken from sports where scores/ results are determined by judges as in gymnastics, skating, combat sports, diving, trampolining:
- moves are given a difficulty rating or tariff;
 - errors attract a pre-determined deduction;
 - final result is the average of a team / panel of judges;
 - most extreme scores (highest and lowest) are disregarded;

examples could be taken from sports where scores/ results may be influenced by decisions taken as games and athletics:

- not being biased;
- consistently applying the rules;
- playing an advantage;
- consulting with assistant officials;
- using the third umpire/ video referee;
- using technology such as 'cyclops';
- using the photo finish;
- being in a good position for viewing incidents;
- being qualified;
- attending training/ refresher courses;
- stewards enquiry;
- checking equipment e.g. weights of throwing implements,
- weight categories in boxing;
- checking rule compliance;
- referees/assessors

(5 marks)

B1

- (a) improving general physical fitness by:
- exercising regularly;
 - exercising above the training threshold;
 - minimum 30 minutes per session;
 - minimum 2/3 sessions per week/more often;
 - including work on all the ‘S’ factors;
 - including work on all the areas of the body;
 - including work with aerobic and/or anaerobic benefits;
 - including activities of a general overall body conditioning nature;
 - including activities/exercises of a specific nature (where there may be need for a temporary focus);
 - including training methods in variety;
 - monitoring and recording work via H. Rate/times distances/numbers of reps/weight poundages;
 - take rest/sleep in conjunction with exercise;
 - making a change in lifestyle involving exercise, e.g. walking instead of taking the car;
 - taking part in some sort of activity, e.g. dancing, swimming, running;
 - carrying out daily tasks e.g. walking the dog, gardening;
 - going to/joining a club, class or sports centre/gym;
 - healthy/balanced diet – reference to food, alcohol or smoking. *(max 1 mark each)*
- (b) avoiding injuries by:
- warming up;
 - cooling down;
 - displaying good technique;
 - maintaining/improving the appropriate ‘S’ factors;
 - wearing appropriate clothing/footwear;
 - wearing protective clothing/equipment;
 - remove jewellery/tie back hair/tie shoe laces;
 - using quality equipment;
 - playing in a safe environment/surfaces;
 - playing in appropriate weather conditions;
 - preparing mentally;
 - showing commitment and effort;
 - controlling emotions (pressure/stress);
 - following rules (fair play);
 - accepting decisions;
 - planning tactics;
 - respecting the activity, the contest, the opponent;
 - don’t overdo it/don’t take risks/take rests;
 - comparable competition – age group/ability;
 - appropriate supervision – qualified officials/coaches;
 - take notice/advice from an appropriate source;
 - balanced diet.

NB Both parts of the question must be answered to gain full marks.

(15 marks)

B2

- (a) Governing Bodies offer opportunities by:
- setting rules structures;
 - upholding codes of conduct and enforcing discipline;
 - training coaches;
 - providing coaching;
 - providing award schemes/coaching schemes;
 - providing training camps;
 - providing academies;
 - developing training programmes;
 - devising well-defined competitive structures – leagues, knock-outs etc.;
 - providing competition at various levels up to elite level;
 - offering competitions for a variety of groups of people;
 - establishing well communicated fixture programmes;
 - establishing well-publicised calendar/diary/dates;
 - providing officials;
 - awarding prizes;
 - installing development and promotional personnel;
 - providing an advisory/information source;
 - supporting members with advice;
 - providing facilities;
 - raising and distributing funds/sponsorship.
- (b) benefits such as:
- increased interest in sport;
 - positive attitudes inspired by success;
 - greater motivation to actively take part;
 - sense of status;
 - improved facilities for training and competition;
 - improved access to and co-ordination of facilities;
 - employment opportunities;
 - increased number of coaches/officials;
 - increased number of events;
 - raising standards of performance;
 - producing the elite stars of the future;
 - prioritises political support for P.E. and sport;
 - home advantage – support/conditions – for winning medals;
 - legacy of facilities for the future;
 - increased income into general business from visitors;
 - regeneration of deprived areas;
 - new infra-structure.

(15 marks)

NB Both parts of the question must be answered to gain full marks.

**MARKING CRITERIA FOR QUALITY OF
WRITTEN COMMUNICATION****3587 /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.	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