

# Mark Scheme Summer 2009

GCSE

## GCSE Physical Education (1827 / 3827)



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Summer 2009

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1827: GCSE Physical Education Paper 1

SECTION ONE

| Question Number         | Answer | Mark |
|-------------------------|--------|------|
| 1                       | a) B   | (1)  |
|                         | b) C   | (1)  |
|                         | c) D   | (1)  |
|                         | d) C   | (1)  |
|                         | e) B   | (1)  |
|                         | f) D   | (1)  |
|                         | g) B   | (1)  |
|                         | h) A   | (1)  |
|                         | i) C   | (1)  |
|                         | j) C   | (1)  |
| <b>(Total 10 marks)</b> |        |      |

**TOTAL FOR SECTION ONE: 10 MARKS**

| Question Number | Answer                                                                                                         | Mark |
|-----------------|----------------------------------------------------------------------------------------------------------------|------|
| 2(a)            | Aesthetic Appreciation - seeing the beauty of a skilful performance/style/looks good/pleasing to the eye/equiv | (1)  |

| Question Number        | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Mark       |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| 2(b)(i)                | <p><b>SOCIAL -</b></p> <p>1. co-operation/work with others/teamwork</p> <p>2. make new friends/play or meet with current friends/socialise</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |            |
| (ii)                   | <p><b>PHYSICAL -</b></p> <p>3. improve/maintain <b>performance</b></p> <p>4. increase/maintain <b>fitness</b>/improving any stated component of health-related exercise (e.g. strength etc) or skill-related fitness</p> <p>5. increase/maintain <b>health</b>/improving any aspect of physical health (e.g. lower resting blood pressure; increased bone density reduced cholesterol)</p> <p>6. losing weight - in future this will need qualification in relation to being overweight</p> <p>7. improve body shape</p> <p>Looks good unless linked to feels good - credit under mental benefit under point 10 (if both bits are mentioned)</p> |            |
| (iii)                  | <p><b>MENTAL -</b></p> <p>8. competition/challenge/working at a higher level</p> <p>9. relieve stress</p> <p>10. increase confidence/self esteem/feel better about themselves</p> <p>11. fun / happy / enjoyment</p>                                                                                                                                                                                                                                                                                                                                                                                                                             |            |
| <b>(Total 7 marks)</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>(6)</b> |

| Question Number | Answer | Mark |
|-----------------|--------|------|
| 3(a)(i)         | D      | (1)  |

| Question Number | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Mark |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 3(a)(ii)        | <p>If definition given first continue to mark the rest of the response.</p> <ol style="list-style-type: none"> <li>The different performers have different fitness requirements/activities/fit enough for their sport/they all have different 'strengths'/equiv</li> <li>No way to tell or measure from a picture whether they are able to meet these demands</li> </ol> <p>If incorrect answer in 3 (a)(i) no credit for 3 (a)(ii).<br/>Points can be made in any order.<br/>No credit for stating definition of fitness.</p> | (2)  |

| Question Number                                   | Answer                                                            | Mark                                                                                                               |     |
|---------------------------------------------------|-------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|-----|
| 3(b)(i)&(ii)                                      | (i) Aspect of health-related exercise important to all performers | (Muscular) Strength/Body Composition                                                                               | (1) |
|                                                   | (ii)                                                              | Example of use in performance                                                                                      |     |
|                                                   | Performer 1                                                       | Uses strength to wrestle/manoeuvre opponent<br>BC - appropriate for activity<br>(Ectomorphs will lose more easily) | (3) |
|                                                   | Performer 2                                                       | To lift weights<br>BC - Mesomorph/muscular to lift weights                                                         |     |
|                                                   | Performer 3                                                       | To hold body weight<br>BC - Mesomorph/muscular to hold position on rings                                           |     |
| If 3 (b) (i) is incorrect, do not mark 3 (b) (ii) |                                                                   | (Total 7 marks)                                                                                                    |     |

| Question Number | Answer  | Mark |
|-----------------|---------|------|
| 4(a)(i)         | Agility | (1)  |

| Question Number | Answer        | Mark |
|-----------------|---------------|------|
| 4(a)(ii)        | Reaction time | (1)  |

| Question Number | Answer  | Mark |
|-----------------|---------|------|
| 4(a)(iii)       | Balance | (1)  |

| Question Number        | Answer                                                                                                                                                                                                                                                                                                   | Mark |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 4(b)<br>(i)(ii)(iii)   | <p><b>(i) Component of skill-related fitness:</b></p> <p>Power<br/>Speed<br/>Co-ordination</p> <p>Any two in any order</p>                                                                                                                                                                               | (2)  |
|                        | <p><b>(ii) Activity where BOTH components are important</b></p> <p>N.B. If <b>only 1</b> correct component in (i), no credit for this part of the question.<br/>N.B. If no activity then no marks for (ii) and (iii)</p> <p>Credit any appropriate activity given candidate response, e.g. sprinting</p> |      |
|                        | <p><b>(iii) Why component 1 is important</b></p> <p>N.B. If <b>no</b> correct answer in part (i), no credit for this part of the question.</p> <p>Credit any appropriate application.<br/>E.g. Power - for an explosive start from the blocks, (to give a faster time)</p>                               | (2)  |
|                        | <p><b>Why component 2 is important</b></p> <p>N.B. If <b>no</b> correct answer in part (i), no credit for this part of the question.</p> <p>E.g. Speed - to run faster than opponents<br/>E.g. Co-ordination - so that arms and leg movement can work together to give optimum speed</p>                 |      |
| <b>(Total 8 marks)</b> |                                                                                                                                                                                                                                                                                                          |      |

| Question Number | Answer                        | Mark       |
|-----------------|-------------------------------|------------|
| <b>5(a)</b>     | Harder/more/equiv<br>Overload | <b>(2)</b> |

| Question Number | Answer                                   | Mark       |
|-----------------|------------------------------------------|------------|
| <b>5(b)</b>     | Moderation<br>Progression<br>(Any order) | <b>(2)</b> |

| Question Number | Answer        | Mark                   |
|-----------------|---------------|------------------------|
| <b>5(c)</b>     | Reversibility | <b>(1)</b>             |
|                 |               | <b>(Total 5 marks)</b> |



| Question Number                                                                                                                                                                                                                       | Answer                                                                                                                                                                                                                                                                                                   | Mark                                                                                                          |                                                                                                               |                                               |                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-----------------------------------------------|---------------------------------------------------------------------------------------------------------|
| <p><b>6</b></p>                                                                                                                                                                                                                       | <table border="1"> <tr> <td data-bbox="300 383 603 555">(i)<br/>Allow any of the following, in any order to maximum of 3 marks:</td> <td data-bbox="603 383 1134 555">(ii)<br/>Explanation must match given fitness station (must state aspect of fitness or very clear description)</td> </tr> </table> | (i)<br>Allow any of the following, in any order to maximum of 3 marks:                                        | (ii)<br>Explanation must match given fitness station (must state aspect of fitness or very clear description) | <p>(2 x 3)<br/>(6)</p> <p>(Total 6 marks)</p> |                                                                                                         |
|                                                                                                                                                                                                                                       | (i)<br>Allow any of the following, in any order to maximum of 3 marks:                                                                                                                                                                                                                                   | (ii)<br>Explanation must match given fitness station (must state aspect of fitness or very clear description) |                                                                                                               |                                               |                                                                                                         |
|                                                                                                                                                                                                                                       | <table border="1"> <tr> <td data-bbox="300 555 352 689">1</td> <td data-bbox="352 555 603 689">Press ups/pull ups</td> <td data-bbox="603 555 1134 689">Increase strength/equiv (for support positions)<br/>Increase muscular endurance (repeated muscle action)</td> </tr> </table>                     | 1                                                                                                             | Press ups/pull ups                                                                                            |                                               | Increase strength/equiv (for support positions)<br>Increase muscular endurance (repeated muscle action) |
|                                                                                                                                                                                                                                       | 1                                                                                                                                                                                                                                                                                                        | Press ups/pull ups                                                                                            | Increase strength/equiv (for support positions)<br>Increase muscular endurance (repeated muscle action)       |                                               |                                                                                                         |
|                                                                                                                                                                                                                                       | <table border="1"> <tr> <td data-bbox="300 689 352 790">2</td> <td data-bbox="352 689 603 790">Squat thrusts</td> <td data-bbox="603 689 1134 790">Increase power in legs/equiv (for tumbling aspect of routine)/increase strength/muscular endurance</td> </tr> </table>                                | 2                                                                                                             | Squat thrusts                                                                                                 |                                               | Increase power in legs/equiv (for tumbling aspect of routine)/increase strength/muscular endurance      |
|                                                                                                                                                                                                                                       | 2                                                                                                                                                                                                                                                                                                        | Squat thrusts                                                                                                 | Increase power in legs/equiv (for tumbling aspect of routine)/increase strength/muscular endurance            |                                               |                                                                                                         |
|                                                                                                                                                                                                                                       | <table border="1"> <tr> <td data-bbox="300 790 352 898">3</td> <td data-bbox="352 790 603 898">Shuttle runs</td> <td data-bbox="603 790 1134 898">Increase speed/equiv (for tumbling)<br/>Increase CV fitness/stamina (floor routine)</td> </tr> </table>                                                | 3                                                                                                             | Shuttle runs                                                                                                  |                                               | Increase speed/equiv (for tumbling)<br>Increase CV fitness/stamina (floor routine)                      |
|                                                                                                                                                                                                                                       | 3                                                                                                                                                                                                                                                                                                        | Shuttle runs                                                                                                  | Increase speed/equiv (for tumbling)<br>Increase CV fitness/stamina (floor routine)                            |                                               |                                                                                                         |
| <table border="1"> <tr> <td data-bbox="300 898 352 965">4</td> <td data-bbox="352 898 603 965">Sit ups/Press ups/</td> <td data-bbox="603 898 1134 965">Increase muscular endurance/strength</td> </tr> </table>                      | 4                                                                                                                                                                                                                                                                                                        | Sit ups/Press ups/                                                                                            | Increase muscular endurance/strength                                                                          |                                               |                                                                                                         |
| 4                                                                                                                                                                                                                                     | Sit ups/Press ups/                                                                                                                                                                                                                                                                                       | Increase muscular endurance/strength                                                                          |                                                                                                               |                                               |                                                                                                         |
| <table border="1"> <tr> <td data-bbox="300 965 352 1032">5</td> <td data-bbox="352 965 603 1032">Trunk twists</td> <td data-bbox="603 965 1134 1032">Increase flexibility/increased muscular endurance</td> </tr> </table>            | 5                                                                                                                                                                                                                                                                                                        | Trunk twists                                                                                                  | Increase flexibility/increased muscular endurance                                                             |                                               |                                                                                                         |
| 5                                                                                                                                                                                                                                     | Trunk twists                                                                                                                                                                                                                                                                                             | Increase flexibility/increased muscular endurance                                                             |                                                                                                               |                                               |                                                                                                         |
| <table border="1"> <tr> <td data-bbox="300 1032 352 1140">6</td> <td data-bbox="352 1032 603 1140">Skipping</td> <td data-bbox="603 1032 1134 1140">Increase cardiovascular fitness/stamina(maintain performance)</td> </tr> </table> | 6                                                                                                                                                                                                                                                                                                        | Skipping                                                                                                      | Increase cardiovascular fitness/stamina(maintain performance)                                                 |                                               |                                                                                                         |
| 6                                                                                                                                                                                                                                     | Skipping                                                                                                                                                                                                                                                                                                 | Increase cardiovascular fitness/stamina(maintain performance)                                                 |                                                                                                               |                                               |                                                                                                         |
| <p>NB Only credit an aspect of fitness once i.e. candidate can not gain 3 marks for saying increased muscular endurance for each explanation even if linked to sport and different muscle groups.</p>                                 |                                                                                                                                                                                                                                                                                                          |                                                                                                               |                                                                                                               |                                               |                                                                                                         |

| Question Number | Answer                                                                          | Mark                     |
|-----------------|---------------------------------------------------------------------------------|--------------------------|
| 7(a)(i)-(iv)    | Accept in any order:<br>Carbohydrates<br>Vitamins<br>Minerals<br>Fibre/roughage | (1)<br>(1)<br>(1)<br>(1) |

| Question Number | Answer                                                                                                                                                                                                                          | Mark      |                                                                                     |           |                                   |            |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------|-----------|-----------------------------------|------------|
| 7(b)            | <table border="1"> <tr> <td>(i) Water</td> <td>Reduces chance of dehydration/keeps body hydrated / helps regulate body temperature</td> </tr> <tr> <td>(ii) Fats</td> <td>Provides energy for physical work</td> </tr> </table> | (i) Water | Reduces chance of dehydration/keeps body hydrated / helps regulate body temperature | (ii) Fats | Provides energy for physical work | (1)<br>(1) |
| (i) Water       | Reduces chance of dehydration/keeps body hydrated / helps regulate body temperature                                                                                                                                             |           |                                                                                     |           |                                   |            |
| (ii) Fats       | Provides energy for physical work                                                                                                                                                                                               |           |                                                                                     |           |                                   |            |

| Question Number | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Mark |                                                                      |           |                                                                                                                                                                                                                                                                                                                                                         |     |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|----------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 7(c)            | <table border="1"> <tr> <td>Role</td> <td>Growth &amp; repair (of cells)/muscle hypertrophy / increase muscle size</td> </tr> <tr> <td>Advantage</td> <td>If the role is incorrect then the advantage should not be credited.<br/><br/>Advantage must link to stated role, insufficient to say improved performance as answer on own.<br/><br/>Reference to can continue to perform/get back to training/doesn't lose too much time due to injury/heals quickly / equiv<br/>Increased strength so improved performance</td> </tr> </table> | Role | Growth & repair (of cells)/muscle hypertrophy / increase muscle size | Advantage | If the role is incorrect then the advantage should not be credited.<br><br>Advantage must link to stated role, insufficient to say improved performance as answer on own.<br><br>Reference to can continue to perform/get back to training/doesn't lose too much time due to injury/heals quickly / equiv<br>Increased strength so improved performance | (2) |
| Role            | Growth & repair (of cells)/muscle hypertrophy / increase muscle size                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |      |                                                                      |           |                                                                                                                                                                                                                                                                                                                                                         |     |
| Advantage       | If the role is incorrect then the advantage should not be credited.<br><br>Advantage must link to stated role, insufficient to say improved performance as answer on own.<br><br>Reference to can continue to perform/get back to training/doesn't lose too much time due to injury/heals quickly / equiv<br>Increased strength so improved performance                                                                                                                                                                                    |      |                                                                      |           |                                                                                                                                                                                                                                                                                                                                                         |     |

| Question Number | Answer                                                                                                                                                 | Mark |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 7(d)            | (Would have to carry) excess weight/too much weight/overfat (which makes performance harder)<br>To meet weight categories / to maintain optimum weight | (1)  |

| Question Number         | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Mark |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 7(e)<br>(i) - (iii)     | <p>DO NOT accept fat/how much they eat/what they eat/reference to water<br/>           DO NOT accept ref to sport or event<br/>           DO NOT accept exercise on its own<br/>           DO NOT accept reference to weight of clothing/equipment</p> <p>Accept any of the following in any order, max 3. NB Only one answer credited per row.</p> <ol style="list-style-type: none"> <li>1. Height/length of bones</li> <li>2. Bone structure/bone density</li> <li>3. Muscle mass/body composition/body type/somatotype/muscle girth/gender</li> <li>4. Amount of exercise/ injury /illness/ balancing the energy equation/periodisation /equiv</li> <li>5. Drug use / hereditary / metabolic rate / age</li> </ol> | (3)  |
| <b>(Total 12 marks)</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |      |

| Question Number               | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Mark                                                               |                         |                 |                               |     |                             |                       |    |                                                                    |              |     |                          |     |
|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|-------------------------|-----------------|-------------------------------|-----|-----------------------------|-----------------------|----|--------------------------------------------------------------------|--------------|-----|--------------------------|-----|
| 8(a) - (b)                    | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Type of competition</th> <th style="width: 20%;">(a) Balanced?<br/>Yes/No</th> <th style="width: 50%;">(b) Explanation</th> </tr> </thead> <tbody> <tr> <td>Mixed doubles badminton match</td> <td>YES</td> <td>1 man, 1 woman on each team</td> </tr> <tr> <td>Gymnastic competition</td> <td>NO</td> <td>Should be female vs. female or male vs. male / not the same gender</td> </tr> <tr> <td>Boxing match</td> <td>YES</td> <td>Weight category the same</td> </tr> </tbody> </table> <p>If (a) is incorrect then no credit for (b).</p> | Type of competition                                                | (a) Balanced?<br>Yes/No | (b) Explanation | Mixed doubles badminton match | YES | 1 man, 1 woman on each team | Gymnastic competition | NO | Should be female vs. female or male vs. male / not the same gender | Boxing match | YES | Weight category the same | (6) |
| Type of competition           | (a) Balanced?<br>Yes/No                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | (b) Explanation                                                    |                         |                 |                               |     |                             |                       |    |                                                                    |              |     |                          |     |
| Mixed doubles badminton match | YES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 1 man, 1 woman on each team                                        |                         |                 |                               |     |                             |                       |    |                                                                    |              |     |                          |     |
| Gymnastic competition         | NO                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Should be female vs. female or male vs. male / not the same gender |                         |                 |                               |     |                             |                       |    |                                                                    |              |     |                          |     |
| Boxing match                  | YES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Weight category the same                                           |                         |                 |                               |     |                             |                       |    |                                                                    |              |     |                          |     |
| <b>(Total 6 marks)</b>        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                    |                         |                 |                               |     |                             |                       |    |                                                                    |              |     |                          |     |

| Question Number | Answer        |                                                |                                                                                                                                                               | Mark       |
|-----------------|---------------|------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| 9(a) - (b)      | Sports Injury | (a) Description of injury                      | (b) Example from sport and why injury occurred                                                                                                                |            |
|                 | Sprain        | Torn ligament;<br>Wrenched/twisted joint/equiv | If (a) incorrect, no credit for (b). If (a) is left blank, no credit for (b).<br><br>(Twisted ankle) due to uneven playing surface/ landing awkwardly / equiv |            |
|                 | Strain        | Torn or pulled muscle                          | If (a) incorrect, no credit for (b). If (a) is left blank, no credit for (b).<br><br>(Pulled hamstring) due to not warming up/ overstretching / equiv.        |            |
|                 |               |                                                |                                                                                                                                                               | <b>(4)</b> |

| Question Number | Answer                            | Mark                   |
|-----------------|-----------------------------------|------------------------|
| 9 (c)           | Rest; Ice; Compression; Elevation | <b>(1)</b>             |
|                 |                                   | <b>(Total 5 marks)</b> |

| Question Number | Answer                                                  | Mark                   |
|-----------------|---------------------------------------------------------|------------------------|
| 10              | Accept in any order:<br>Heart<br>Blood<br>Blood vessels | <b>(3)</b>             |
|                 |                                                         | <b>(Total 3 marks)</b> |

| Question Number | Answer | Mark       |
|-----------------|--------|------------|
| 11(a)(i)        | Oxygen | <b>(1)</b> |

| Question Number | Answer                        | Mark       |
|-----------------|-------------------------------|------------|
| 11(a)(ii)       | higher/greater/more/increased | <b>(1)</b> |

| Question Number        | Answer                                                                                                                                                    | Mark |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 11(b)                  | 1. Aid clotting to plug the hole / barrier on the skin/prevent further bleeding /equiv<br>2. So the performer can continue to play/avoid blood bin /equiv | (2)  |
| <b>(Total 4 marks)</b> |                                                                                                                                                           |      |

| Question Number | Answer                       | Mark |
|-----------------|------------------------------|------|
| 12(a)           | Increase/goes up/rises/equiv | (1)  |

| Question Number | Answer                                 | Mark |
|-----------------|----------------------------------------|------|
| 12(b)           | Any order:<br>Oxygen<br>Carbon Dioxide | (2)  |

| Question Number | Answer                                                                                                                                                                                                               | Mark |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 12(c)           | The amount of air breathed in (to the lungs) <u>in one breath</u><br>The amount of air breathed out (of the lungs) <u>in one breath</u><br>The amount of air breathed in and out (of the lungs) <u>in one breath</u> | (1)  |

| Question Number        | Answer         | Mark |
|------------------------|----------------|------|
| 12(d)                  | Vital capacity | (1)  |
| <b>(Total 5 marks)</b> |                |      |

| Question Number | Answer                                                                                                                                    | Mark |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------|------|
| 13(a)           | Cervical<br>Thoracic<br>Lumbar<br>Sacral<br><br>Answer must be in correct order for 4 marks.<br>Give credit until incorrect order stated. | (4)  |

| Question Number | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Mark   |          |       |                                                               |      |                                 |          |                     |          |                                                     |        |                                                                 |        |                                         |     |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|----------|-------|---------------------------------------------------------------|------|---------------------------------|----------|---------------------|----------|-----------------------------------------------------|--------|-----------------------------------------------------------------|--------|-----------------------------------------|-----|
| 13(b)           | <p>Only 4 regions and functions required. Each function can only be used once.</p> <table border="1"> <thead> <tr> <th>Region</th> <th>Function</th> </tr> </thead> <tbody> <tr> <td>Atlas</td> <td>E/Supports the weight of the head/<br/>F/allows nodding action</td> </tr> <tr> <td>Axis</td> <td>C/Allows shaking motion of head</td> </tr> <tr> <td>Cervical</td> <td>A/Muscle attachment</td> </tr> <tr> <td>Thoracic</td> <td>D/Protection of vital organs<br/>A/muscle attachment</td> </tr> <tr> <td>Lumbar</td> <td>B/ Transmit body weight to pelvic girdle<br/>A/muscle attachment</td> </tr> <tr> <td>Sacral</td> <td>B/Transmit body weight to pelvic girdle</td> </tr> </tbody> </table> <p>N.B. order in column is not important for this part of question.<br/>Award 1 mark if function matches correct region across the row. To a maximum of 4 marks.</p> | Region | Function | Atlas | E/Supports the weight of the head/<br>F/allows nodding action | Axis | C/Allows shaking motion of head | Cervical | A/Muscle attachment | Thoracic | D/Protection of vital organs<br>A/muscle attachment | Lumbar | B/ Transmit body weight to pelvic girdle<br>A/muscle attachment | Sacral | B/Transmit body weight to pelvic girdle | (4) |
| Region          | Function                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |        |          |       |                                                               |      |                                 |          |                     |          |                                                     |        |                                                                 |        |                                         |     |
| Atlas           | E/Supports the weight of the head/<br>F/allows nodding action                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |        |          |       |                                                               |      |                                 |          |                     |          |                                                     |        |                                                                 |        |                                         |     |
| Axis            | C/Allows shaking motion of head                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |        |          |       |                                                               |      |                                 |          |                     |          |                                                     |        |                                                                 |        |                                         |     |
| Cervical        | A/Muscle attachment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |        |          |       |                                                               |      |                                 |          |                     |          |                                                     |        |                                                                 |        |                                         |     |
| Thoracic        | D/Protection of vital organs<br>A/muscle attachment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |        |          |       |                                                               |      |                                 |          |                     |          |                                                     |        |                                                                 |        |                                         |     |
| Lumbar          | B/ Transmit body weight to pelvic girdle<br>A/muscle attachment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |        |          |       |                                                               |      |                                 |          |                     |          |                                                     |        |                                                                 |        |                                         |     |
| Sacral          | B/Transmit body weight to pelvic girdle                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |        |          |       |                                                               |      |                                 |          |                     |          |                                                     |        |                                                                 |        |                                         |     |

**(Total 8 marks)**

| Question Number | Answer                           | Mark |
|-----------------|----------------------------------|------|
| <b>14(a)</b>    | Any order:<br>Humerus<br>Scapula | (2)  |

| Question Number | Answer                       | Mark            |
|-----------------|------------------------------|-----------------|
| <b>14(b)</b>    | A = Deltoid<br>B = Pectorals | (2)             |
|                 |                              | (Total 4 marks) |

**TOTAL FOR SECTION TWO: 80 MARKS**

| Question Number | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Mark       |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| 15(a)(i)        | <p><b>Needs two parts</b> to answer to get mark - looking for reference to the <b>physical</b>, i.e. difficult for them to do; not easy and something '<b>mental</b>' - sense of satisfaction/achievement.</p> <p><b>Possible responses:</b></p> <ul style="list-style-type: none"> <li>• Sense of achievement from doing something physical / practical activity outside of comfort zone</li> <li>• Setting themselves a target to achieve physically and striving to achieve it;</li> <li>• Pushing themselves to do better</li> <li>• Activity with an element of perceived risk</li> </ul> <p>NOT working harder</p> | <b>(1)</b> |

| Question Number | Answer                                                       | Mark       |
|-----------------|--------------------------------------------------------------|------------|
| 15(a)(ii)       | Any activity that involves gross movement or element of risk | <b>(1)</b> |

| Question Number | Answer                                                                                                                                                                                                                                                                                                   | Mark       |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| 15(a)(iii)      | <p><b>Answer must match activity and be an example of application of answer to part (i).</b> E.g. Trampolining - not very good and want to get better, but scared to bounce too high</p> <p>E.g. run a marathon - can only run about a mile currently, would need to work hard and stick to training</p> | <b>(1)</b> |



| Question Number | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Mark                                                                                                                                                                                                                                                                                                                                                                                               |                |                 |            |                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                    |               |                                                                                                                                                                         |                                                                                    |     |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-----------------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-----|
| 15(b)(i)        | <p>NB Must be different type of risk for each activity</p> <table border="1" data-bbox="300 432 1177 1626"> <thead> <tr> <th data-bbox="300 432 512 465">Activity</th> <th data-bbox="512 432 796 465">Potential Risk</th> <th data-bbox="796 432 1177 465">Risk reduced by</th> </tr> </thead> <tbody> <tr> <td data-bbox="300 465 512 1283">Gymnastics</td> <td data-bbox="512 465 796 1283"> <p>Allow descriptions of risk or potential accidents e.g. falling off the beam</p> <p>Soft tissue injuries</p> <p>Soft tissue injuries<br/>Fracture/break/<br/>concussion</p> <p>Cuts/blisters<br/>Overuse</p> </td> <td data-bbox="796 465 1177 1283"> <p><b>If potential risk incorrect, no credit for risk reduction.</b></p> <p><b>Risk reduction measure must match stated risk</b></p> <p>1. Warm up</p> <p>2. Check equipment; check position of equipment; use padding for landings; use of support for complex moves</p> <p>3. Chalk/tape/hand guards</p> <p>4. Recovery time/incremental progression with technique/use of correct technique</p> </td> </tr> <tr> <td data-bbox="300 1283 512 1626">Rock climbing</td> <td data-bbox="512 1283 796 1626"> <p>Allow descriptions of risk or potential accidents e.g. falling off rock, rope breaking.</p> <p>Concussion/<br/>break/death/head injury/cuts/<br/>abrasions/equiv</p> </td> <td data-bbox="796 1283 1177 1626"> <p>Working with 'buddy'/use of ropes/helmets/belays/specialist equipment/equiv</p> </td> </tr> </tbody> </table> | Activity                                                                                                                                                                                                                                                                                                                                                                                           | Potential Risk | Risk reduced by | Gymnastics | <p>Allow descriptions of risk or potential accidents e.g. falling off the beam</p> <p>Soft tissue injuries</p> <p>Soft tissue injuries<br/>Fracture/break/<br/>concussion</p> <p>Cuts/blisters<br/>Overuse</p> | <p><b>If potential risk incorrect, no credit for risk reduction.</b></p> <p><b>Risk reduction measure must match stated risk</b></p> <p>1. Warm up</p> <p>2. Check equipment; check position of equipment; use padding for landings; use of support for complex moves</p> <p>3. Chalk/tape/hand guards</p> <p>4. Recovery time/incremental progression with technique/use of correct technique</p> | Rock climbing | <p>Allow descriptions of risk or potential accidents e.g. falling off rock, rope breaking.</p> <p>Concussion/<br/>break/death/head injury/cuts/<br/>abrasions/equiv</p> | <p>Working with 'buddy'/use of ropes/helmets/belays/specialist equipment/equiv</p> | (4) |
| Activity        | Potential Risk                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Risk reduced by                                                                                                                                                                                                                                                                                                                                                                                    |                |                 |            |                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                    |               |                                                                                                                                                                         |                                                                                    |     |
| Gymnastics      | <p>Allow descriptions of risk or potential accidents e.g. falling off the beam</p> <p>Soft tissue injuries</p> <p>Soft tissue injuries<br/>Fracture/break/<br/>concussion</p> <p>Cuts/blisters<br/>Overuse</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p><b>If potential risk incorrect, no credit for risk reduction.</b></p> <p><b>Risk reduction measure must match stated risk</b></p> <p>1. Warm up</p> <p>2. Check equipment; check position of equipment; use padding for landings; use of support for complex moves</p> <p>3. Chalk/tape/hand guards</p> <p>4. Recovery time/incremental progression with technique/use of correct technique</p> |                |                 |            |                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                    |               |                                                                                                                                                                         |                                                                                    |     |
| Rock climbing   | <p>Allow descriptions of risk or potential accidents e.g. falling off rock, rope breaking.</p> <p>Concussion/<br/>break/death/head injury/cuts/<br/>abrasions/equiv</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>Working with 'buddy'/use of ropes/helmets/belays/specialist equipment/equiv</p>                                                                                                                                                                                                                                                                                                                 |                |                 |            |                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                    |               |                                                                                                                                                                         |                                                                                    |     |

| Question Number | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Mark |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 15(b)(ii)       | <p>Possible answers:<br/>           Examples of racket sports;<br/>           Examples of track events;<br/>           Examples of 'Jumps';<br/>           Examples of team games other than rugby (due to potential neck injury)</p> <p>Any two correct, any order</p> <p>NOT athletic throwing events; equestrian events; rugby; boxing</p> <p><b>Must be different type of risk for each activity.</b></p> <p><b>Risk must be associated with stated injury (If activity is incorrect, risk is incorrect).</b></p> <p>Accept any of the following examples or equivalent:</p> <ol style="list-style-type: none"> <li>1. Allow descriptions of risk or potential accidents (e.g. broken teeth) if appropriate to the sport</li> <li>2. Examples of soft tissue injury / sprain / strain</li> <li>3. Pulled muscle / deep bruising</li> <li>4. Tennis elbow</li> <li>5. Golfers elbow</li> <li>6. Cuts / abrasions</li> <li>7. Joint injury / dislocation</li> <li>8. Cartilage tear</li> <li>9. Fracture / break</li> <li>10. Dehydration</li> </ol> | (4)  |

| Question Number          | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Mark                                                                                                                                                 |                                                                                                                                                  |                                                               |                     |                                                        |                                                                                                                                                  |                          |                                        |                                                                                                                                                      |     |
|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|---------------------|--------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 15(c)(i)-(ii)            | <table border="1"> <thead> <tr> <th>Body Type</th> <th>(i) Description of body type</th> <th>(ii) How body type could aid performance in chosen activities</th> </tr> </thead> <tbody> <tr> <td>Mesomorph (gymnast)</td> <td>Muscular/wide shoulders <u>and</u> narrow hips / equiv</td> <td>Greater strength for balances/support positions/pull themselves up on the rings;<br/>Greater power for faster movement in tumbling routines/equiv</td> </tr> <tr> <td>Ectomorph (rock climber)</td> <td>Slight build/tall and thin/slim /equiv</td> <td>Tall - good reach for choice of handholds/ foothold/equiv<br/>Thin - less weight to support (accept makes it easier to climb)/pull up rock face/equiv</td> </tr> </tbody> </table> | Body Type                                                                                                                                            | (i) Description of body type                                                                                                                     | (ii) How body type could aid performance in chosen activities | Mesomorph (gymnast) | Muscular/wide shoulders <u>and</u> narrow hips / equiv | Greater strength for balances/support positions/pull themselves up on the rings;<br>Greater power for faster movement in tumbling routines/equiv | Ectomorph (rock climber) | Slight build/tall and thin/slim /equiv | Tall - good reach for choice of handholds/ foothold/equiv<br>Thin - less weight to support (accept makes it easier to climb)/pull up rock face/equiv | (4) |
|                          | Body Type                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | (i) Description of body type                                                                                                                         | (ii) How body type could aid performance in chosen activities                                                                                    |                                                               |                     |                                                        |                                                                                                                                                  |                          |                                        |                                                                                                                                                      |     |
|                          | Mesomorph (gymnast)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Muscular/wide shoulders <u>and</u> narrow hips / equiv                                                                                               | Greater strength for balances/support positions/pull themselves up on the rings;<br>Greater power for faster movement in tumbling routines/equiv |                                                               |                     |                                                        |                                                                                                                                                  |                          |                                        |                                                                                                                                                      |     |
| Ectomorph (rock climber) | Slight build/tall and thin/slim /equiv                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Tall - good reach for choice of handholds/ foothold/equiv<br>Thin - less weight to support (accept makes it easier to climb)/pull up rock face/equiv |                                                                                                                                                  |                                                               |                     |                                                        |                                                                                                                                                  |                          |                                        |                                                                                                                                                      |     |

| Question Number | Answer               | Mark |
|-----------------|----------------------|------|
| 15(d)(i)        | Strength/Power/Speed | (1)  |

| Question Number | Answer                                                                                                                                                                                                                     | Mark |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 15(d)(ii)       | Any two from:<br>1. Liver/kidney damage/equiv<br>2. Increased aggression;<br>3. (Premature) heart disease;<br>4. Acne/equiv<br>5. Low sperm count/infertility / secondary sexual characteristics in women<br>6. Depression | (2)  |

| Question Number         | Answer                                                                                                                                                                                                                                                                                                                             | Mark |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 15(d)(iii)              | <p><b>NB Do NOT credit more than one response/line of the mark scheme</b></p> <p>Any two from:</p> <ol style="list-style-type: none"> <li>1. Cheating/against rules/illegal</li> <li>2. Get banned/disqualified</li> <li>3. Should demonstrate good sporting behaviour/unfair advantage /bad image/bad role model/equiv</li> </ol> | (2)  |
| <b>(Total 20 marks)</b> |                                                                                                                                                                                                                                                                                                                                    |      |

| Question Number | Answer                                                   | Mark |
|-----------------|----------------------------------------------------------|------|
| 16(a)           | The ability to meet the demands of the environment/equiv | (1)  |

| Question Number | Answer                                                                                                                                     | Mark |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------|------|
| 16(b)(i)        | They have different needs/demands of their activities are different/ different fitness requirements/ training for different sports / equiv | (1)  |

| Question Number | Answer                                              | Mark |
|-----------------|-----------------------------------------------------|------|
| 16(b)(ii)       | Specificity/Individual needs/Individual differences | (1)  |

| Question Number | Answer                                               | Mark |
|-----------------|------------------------------------------------------|------|
| 16(c)(i)        | Sprinting / hurdles / relay / equiv (1500m or less?) | (1)  |

| Question Number | Answer                                                                                                                                                                                                                                                                                                                                               | Mark |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 16(c)(ii)       | <ol style="list-style-type: none"> <li>1. Work hard/anaerobically/maximally/ intensely / flat out / sprint<br/><b>DO NOT accept burst of quick running/burst of energy</b></li> <li>2. Rest (to allow recovery)/active rest/equiv</li> <li>3. Work (hard) again / repeat set /equiv</li> </ol> <p><b>Only award point 3 if point 1 achieved.</b></p> | (3)  |

| Question Number | Answer                                                                                                                                             | Mark |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 16(c)(iii)      | <p><b>Must be clear which method of training candidate is relating to</b></p> <p>No breaks in continuous training<br/>Uses aerobic respiration</p> | (1)  |

| Question Number  | Answer                                         | Mark       |
|------------------|------------------------------------------------|------------|
| <b>16(c)(iv)</b> | Long distance events/equiv (1500m or greater?) | <b>(1)</b> |

| Question Number | Answer      | Mark       |
|-----------------|-------------|------------|
| <b>16(c)(v)</b> | Slow twitch | <b>(1)</b> |

| Question Number  | Answer                   | Mark       |
|------------------|--------------------------|------------|
| <b>16(c)(vi)</b> | Cross/circuit (training) | <b>(1)</b> |

| Question Number                   | Answer                              |                                                                                                                                         |                                                                                                   |          |   |                         | Mark |
|-----------------------------------|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|----------|---|-------------------------|------|
| <b>16(d)</b><br><b>(i) - (ii)</b> | A                                   | B                                                                                                                                       | C                                                                                                 | D        |   |                         |      |
|                                   |                                     |                                                                                                                                         |                                                                                                   | Tick ONE |   |                         |      |
|                                   | Body system affected                | Effect                                                                                                                                  | Ex-planation / benefit of effect                                                                  | I        | R | LT                      |      |
|                                   | Skeletal                            | Stronger bones / increased bone density                                                                                                 | Less likely to suffer from osteoporosis                                                           |          |   | ✓                       |      |
|                                   | Circulatory / Cardiovascular system | Increased SV / Drop in resting HR cardiac hypertrophy / increased size or strength of heart / increased strength of contraction / equiv | Increased maximum cardiac output                                                                  |          |   |                         |      |
|                                   | Circulatory /cardiovascular system  | Reduction in resting blood pressure                                                                                                     | Less likely to suffer with: High blood pressure /reduces BP/ CHD/ stroke / heart failure / attack |          |   | ✓                       |      |
|                                   | Circulatory                         | Increased heart rate                                                                                                                    | Increased oxygen (delivery) / CO <sub>2</sub> removal                                             | ✓        |   |                         |      |
|                                   |                                     |                                                                                                                                         |                                                                                                   |          |   | <b>(9)</b>              |      |
|                                   |                                     |                                                                                                                                         |                                                                                                   |          |   | <b>(Total 20 marks)</b> |      |

| Question Number | Answer                                       | Mark |
|-----------------|----------------------------------------------|------|
| 17(a)(i)        | Extended/extension<br>Flexing/flexion<br>Hip | (3)  |

| Question Number | Answer                          | Mark |
|-----------------|---------------------------------|------|
| 17(a)(ii)       | Flexed<br>Biceps/biceps brachii | (2)  |

| Question Number | Answer          | Mark |
|-----------------|-----------------|------|
| 17(b)           | Ball and socket | (1)  |

| Question Number | Answer        | Mark |
|-----------------|---------------|------|
| 17I(i)          | Knee<br>Hinge | (2)  |

| Question Number | Answer                                        | Mark |
|-----------------|-----------------------------------------------|------|
| 17I(ii)         | A - Tendon<br>B - Cartilage<br>C - Bone/Tibia | (3)  |

| Question Number              | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Mark                |                       |            |                                                                                                                                                             |                        |                           |                              |                                                                                                  |     |
|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|-----------------------|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|---------------------------|------------------------------|--------------------------------------------------------------------------------------------------|-----|
| 17(d)<br>(i) - (ii)          | <p><b>Any order, but symptom must match injury across row<br/>NB Do NOT accept soft tissue injury</b></p> <table border="1"> <thead> <tr> <th>(i) Possible injury</th> <th>(ii) Signs / Symptoms</th> </tr> </thead> <tbody> <tr> <td>Concussion</td> <td>Dizzy; (severe) headache;<br/>vomiting; sickness; drowsiness;<br/>dilated pupils/blurred vision; not<br/>responding; blackouts/ loss of<br/>memory; unconscious</td> </tr> <tr> <td>Cuts/abrasions/bruises</td> <td>Blood; pain/dicolouration</td> </tr> <tr> <td>Fracture/break /<br/>whiplash</td> <td>Blood; pain; headache; swelling;<br/>sickness;<br/>disfigurement/reduction in range<br/>of movement</td> </tr> </tbody> </table> <p>If (d) (i) incorrect, no credit for (d) (ii).</p> | (i) Possible injury | (ii) Signs / Symptoms | Concussion | Dizzy; (severe) headache;<br>vomiting; sickness; drowsiness;<br>dilated pupils/blurred vision; not<br>responding; blackouts/ loss of<br>memory; unconscious | Cuts/abrasions/bruises | Blood; pain/dicolouration | Fracture/break /<br>whiplash | Blood; pain; headache; swelling;<br>sickness;<br>disfigurement/reduction in range<br>of movement | (4) |
| (i) Possible injury          | (ii) Signs / Symptoms                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                     |                       |            |                                                                                                                                                             |                        |                           |                              |                                                                                                  |     |
| Concussion                   | Dizzy; (severe) headache;<br>vomiting; sickness; drowsiness;<br>dilated pupils/blurred vision; not<br>responding; blackouts/ loss of<br>memory; unconscious                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                     |                       |            |                                                                                                                                                             |                        |                           |                              |                                                                                                  |     |
| Cuts/abrasions/bruises       | Blood; pain/dicolouration                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                     |                       |            |                                                                                                                                                             |                        |                           |                              |                                                                                                  |     |
| Fracture/break /<br>whiplash | Blood; pain; headache; swelling;<br>sickness;<br>disfigurement/reduction in range<br>of movement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                     |                       |            |                                                                                                                                                             |                        |                           |                              |                                                                                                  |     |

| Question Number     | Answer                                 |                                 |                                                                                                               | Mark |
|---------------------|----------------------------------------|---------------------------------|---------------------------------------------------------------------------------------------------------------|------|
| 17(e)<br>(i) - (ii) | DRABC                                  | (i) What each letter stands for | (ii) Action required applied to the diver                                                                     |      |
|                     | D                                      | Danger                          | Remove diver from the pool                                                                                    |      |
|                     | R                                      | Response                        | Pinch earlobe /Shake/speak to swimmer to see if they are conscious                                            |      |
|                     | A                                      | Airway                          | Check the airway / Tilt the swimmer's head back and lift chin/place in recovery position to keep airway clear |      |
|                     | B                                      | Breathing                       | Check that the swimmer is breathing                                                                           |      |
|                     | C                                      | Circulation                     | Check the swimmer has a pulse                                                                                 |      |
|                     | (2 + 3)<br>(5)<br><br>(Total 20 marks) |                                 |                                                                                                               |      |

**TOTAL FOR SECTION THREE: 60 MARKS**

**TOTAL FOR PAPER: 150 MARKS**



**2009 GCSE PHYSICAL EDUCATION (SHORT COURSE)  
MARK SCHEME - 3827**

| Question Number | Answer                                                                                                                                                                                                                                                                                                                                                      | Mark |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 1 - 40          | 1. D<br>2. A<br>3. C<br>4. B<br>5. D<br>6. D<br>7. B<br>8. C<br>9. C<br>10. B<br>11. C<br>12. B<br>13. C<br>14. C<br>15. C<br>16. D<br>17. B<br>18. A<br>19. B<br>20. B<br>21. A<br>22. D<br>23. A<br>24. D<br>25. C<br>26. B<br>27. B<br>28. C<br>29. B<br>30. A<br>31. C<br>32. C<br>33. A<br>34. B<br>35. A<br>36. D<br>37. D<br>38. B<br>39. D<br>40. B | (40) |