

Questions

Q1.

The table below states three of the responses made by GCSE PE students when asked about their healthy, active lifestyle choices.

In the table:

- briefly describe how each lifestyle choice could benefit an individual (3)
- classify each identified benefit as social, physical or mental. (3)

Responses made by GCSE PE students about their healthy, active lifestyle choices	Description of how each lifestyle choice could benefit an individual	Classification of each identified benefit as social, physical or mental
Previously I would get the bus to school but now I walk		
Despite the pressure of my examinations I still made sure that I had time to stop revising and play sport for a break		
I've always enjoyed running, and would often go on long runs on my own, but I joined my local athletics club and now run with other runners from the club		

Q2.

Participation in physical activity can bring many health benefits.

Classify the following benefits of a healthy, active lifestyle.

(i) Prevention of stress-related illness.

(1)

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(ii) Drop in resting heart rate.

(1)

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Q3.

Participation in physical activity can bring many health benefits.

Explain how participation in physical activity can stimulate cooperation.

(3)

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Q4.

Regular participation in physical activity is thought to be beneficial to the individual.

Explain how participation in physical activity can stimulate:

Competition

(1)

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Q5.

Regular participation in physical activity is thought to be beneficial to the individual.

Explain how participation in physical activity can stimulate:

Cooperation

(1)

.....

.....

Q6.

Regular participation in physical activity is thought to be beneficial to the individual.

Explain how participation in physical activity can stimulate:

Physical challenge

(2)

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Q7.

Physical activity can improve your mental health by helping you 'feel good'. Which of the following causes this 'feel good' factor?

(1)

- A** An increase in testosterone
- B** An increase in serotonin
- C** An increase in blood pressure
- D** An increase in narcotic analgesics

Q8.

The development of friendships and social mixing are two social benefits of exercise.

Which **one** of the following is also a **social** benefit of exercise?

(1)

- A** Physical challenge
- B** Aesthetic appreciation
- C** Competition
- D** Cooperation

Q9.

The individuals in **Figure 3** benefit from healthy, active lifestyles.



Figure 3

In the table below:

(a) Identify **three** mental health benefits of regular participation in physical activity.

(3)

(b) State how each of your identified benefits is achieved.

(3)

(a) Benefit of regular participation for mental health	(b) How your stated benefit is achieved

Q10.

Participation in physical activity can bring about many health benefits.

Serotonin levels increase when we take part in physical activity.

Joe has a disability and has recently started to play wheelchair rugby.

(i) Complete the following statement.

Joe has made a lot of new friends at his rugby club. This is a
 benefit of physical activity.

(1)

(ii) Explain how starting to play rugby at a club could increase Joe's self-esteem.

(3)

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Examiner's Report

Q1.

This is traditionally a well answered area of the specification and continued to be so for this series, despite the increased demands of the question through contextualising within a healthy active lifestyle. The link between stress relief and mental benefit seemed most accessible to candidates. There were some variations in responses for the third lifestyle change (joining a club), including increased self-esteem and making new friends, both of which were acceptable responses provided the candidate rationale was correct. Perhaps most surprising were the number of candidates who provided a vague or incorrect description relating to the physical benefits of exercise, for example, it increased fitness, increased health, increased body shape. As with previous examination series, reference to weight loss as a positive benefit was only credited if in the context of being overweight initially.

Candidates could receive credit for this question even if they misinterpreted the lifestyle choice, provided they correctly linked the category of benefit to their description. For example, a candidate who stated that walking was good as they could walk with friends and that this was a social benefit would gain one mark (this was not given two marks as presumably they could also get the bus with friends).

Previously I would get the bus to school but now I walk	-increase Cardiovascular fitness -meet new people -get fresh air, (good to get brain 'in gear')	Physical Social Physical
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Results Plus: Examiner Comments

The candidate in this clip has kept their options open by attempting to identify a physical, social and mental benefit. In these instances examiners will take the first response as the candidate answer. Therefore this candidate achieves two marks, for this row, for correctly identifying a physical benefit of additional exercise and for categorising it as such.

Responses made by GCSE PE students about their healthy, active lifestyle choices	Description of how each lifestyle choice could benefit an individual	Classification of each identified benefit as social, physical or mental
Previously I would get the bus to school but now I walk	The student's cardiovascular fitness will improve.	Physical
Despite the pressure of my examinations I still made sure that I had time to stop revising and play sport for a break	Stress / tension will be relieved.	Mental
I've always enjoyed running, and would often go on long runs on my own, but I joined my local athletics club and now run with other runners from the club	The student will make new friends.	Social

Results Plus: Examiner Comments

This candidate's responses are brief, clear and correct. Six marks achieved.

Q2.

The majority of students correctly classified the stated benefits as mental and physical, those that did not tended to give a description of how the benefits could be achieved rather than their classification. Throughout the paper the importance to students of reading the question carefully will be emphasised.

Q3.

This question asked students to explain how participation in physical activity can stimulate cooperation. A range of responses was provided by candidates.

Incorrect responses tended to focus on communication rather than cooperation, with examples of talking to others, or of the social benefits of physical activity, eg meeting new people and making friends. Of the correct responses, playing in a team and using team work/working with others was often cited.

The full range of marks was achieved although the 'third' mark did differentiate, being awarded for a more detailed/developed response. Many students did talk about 'cooperating'. However, relatively few went on to develop their explanation with regards to listening to ideas. Most correct responses tended to focus on set plays/tactics but could have been more general, for example, listening to the coach and implementing suggested changes.

(b) Explain how participation in physical activity can stimulate cooperation.

(3)

Taking part in physical activity with others allows you to work together to achieve a common goal. For example, playing for a football team and trying to win the last game of the season will stimulate cooperation because all the players will be motivated to win their final game. Changing tactics in a game may stimulate cooperation as the team have to work together to try and construct a new game plan effectively.

(Total for Question 2 = 5 marks)

Results Plus: Examiner Comments

This candidate provides a linked explanation to address the demands of this question. They identify that physical activity involves being with other people and that this allows you to work together.

They complete the response by giving an example to aid their explanation by stating that the team will have to work together to change their tactics during a game to construct a new game plan. This response gained all three available marks.

3 marks

Results Plus: Examiner Tip

Look carefully at the wording of each question and the marks available to guide you when deciding the depth of your response.

This question had three marks available and asked for an explanation, therefore you should be able to state a fact and give a reason to support that fact and ideally an

example of the application of this that relates to the question.

(b) Explain how participation in physical activity can stimulate cooperation.

(3)

She can stimulate cooperation by taking part in physical exercise which involves others such as doubles tennis or volleyball. By this she will have to communicate with their team player, meaning they both have to work together or create cooperation.

Results Plus: Examiner Comments

Compare this response with the previous response. This candidate has also identified that cooperation is stimulated by taking part with others and gives an example of the type of activity where this would be the case, doubles tennis or volleyball.

They also explain that because people are in a team they have to work together which creates opportunity to develop cooperation. This response gained two marks, the additional depth for the third mark could have been supplied through an example of team work linked to either tennis or volleyball, for example, discussing and agreeing court position when receiving service.

2 marks

(b) Explain how participation in physical activity can stimulate cooperation.

(3)

If you participate in a team sport, for example basketball, you have to work together towards a common goal or aim. In basketball you must work together to create and run plays with the common goal of winning the local league.

Results Plus: Examiner Comments

In this final example the response has again achieved the maximum three marks. The student makes reference to playing in a team sport, meaning you have to work together towards a common goal and they give an applied example of this to basketball, stating that the team need to work together to create and run plays. This is a good response as it addresses, through use of an applied example, the requirements of the question.

Q4.

Answered well overall, as with (a) most candidates used team games to explain the opportunity for competition. Popular successful answers referred to playing 'against' others and wanting to win. Unsuccessful candidates tended to repeat the question words, for example, 'when you compete' which could not be credited, or gave specific examples of entering tournaments.

(b) Competition (1)

IF YOU DO REGULAR COMPETITIVE
EVENTS YOU STIMULATE COMPETITION

Results Plus: Examiner Comments

A good example of a poor response. The question asks the candidate to explain how competition is stimulated through physical activity. All the candidate actually does is rephrase the question stating that regular competition will stimulate competition.

Results Plus: Examiner Tip

Candidates should take care not to repeat question words when explaining key terms.

(b) Competition (1)

~~makes~~ makes you want to work harder in
order to win, and beat others.

Results Plus: Examiner Comments

This is a good example of a credit-worthy response. The candidate achieves 1 mark for correctly linking 'winning'/'beat others' with competition.

Q5.

Whilst a large number of candidates successfully made the link between cooperation and working in teams/with others and therefore gained the mark, a surprisingly large number of candidates confused co-operation with communication, or even co-ordination and failed to access the mark. Another common error was referring to the social benefits of physical activity and how well you mixed in a team.

Explain how participation in physical activity can stimulate:
(a) Cooperation (1)

you could learn co-ordination skills in some sports
eg. tennis (Hitting the ball)

Results Plus: Examiner Comments

A good example to demonstrate the misreading of a question leading to an incorrect response. The candidate clearly thinks the question refers to co-ordination as they have repeated this in their answer.

Results Plus: Examiner Tip

It is so important to read questions carefully to make sure answers fit the question as asked rather than a different question.

2 Regular participation in physical activity is thought to be beneficial to the individual.

Explain how participation in physical activity can stimulate:

(a) Cooperation (1)

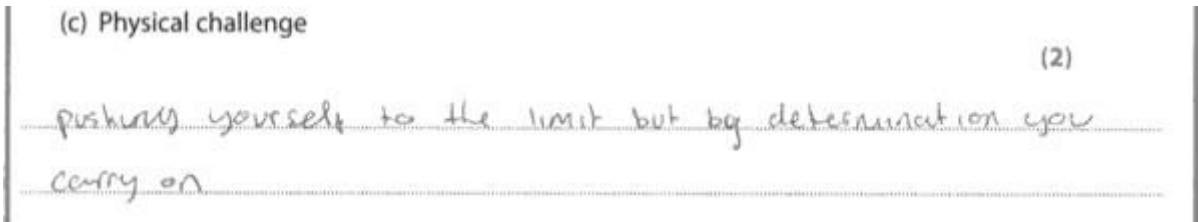
Cooperation, learn to work as a team, and
enjoy working as a team

Results Plus: Examiner Comments

A good response - candidate gains mark for referencing team work

Q6.

This was designed as a differential question and did prove to be a good differentiator between candidates. Unsuccessful candidates failing to score as their answers tended to focus on target setting or 'standard' training sessions; these types of responses lacked the exaggerated demands required. Candidates achieving one mark often did so for describing the physical nature of the challenge. Some candidates achieved both available marks for linking the physical challenge with 'mental toughness'.

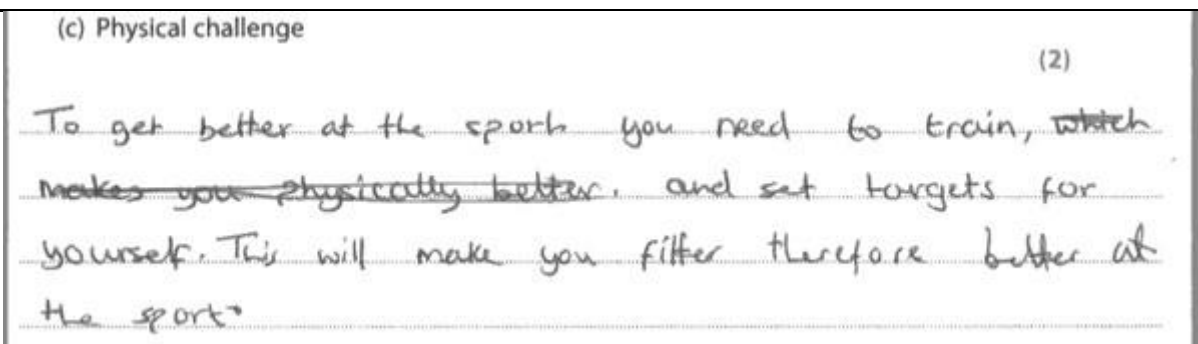


Results Plus: Examiner Comments

Candidate achieves two marks out of two for this response:
one mark for physically pushing body to limit
one mark for being determined to carry on despite this

Results Plus: Examiner Tip

Check the number of marks available for a question, this will normally give you an indication of the number of statements or points you need to make, in this case a point was awarded for 'physical' and a second point for 'mental challenge'



Results Plus: Examiner Comments

This is a good example of an incorrect response. The candidate is attempting to explain physical challenge in terms of 'normal' training. The candidates' response lacks the 'extreme' set of conditions the question is asking for. No marks were awarded.

Q7.

No Examiner's Report available for this question

Q8.

No Examiner's Report available for this question

Q9.

The total mark for Question was 6, each cell of the table represented 1 possible mark. The command words 'identify' and 'state' reinforced the need for non-discursive responses. The question asked candidates to focus on the mental health benefits of participation in physical activity therefore reference to social or physical health benefits in (a) would not gain credit, however these could be credited in (b) if valid. For example, a mental health benefit of increased self-esteem (a) could be achieved due to improved opportunity to mix with others, making new friends (b).

Some candidates repeated a benefit in (a), for example stating increased self-confidence and increased self-esteem, this would only be credited once in (a) however, providing the responses in (b) were different and valid credit for each could still be gained.

Of the correct examples of benefits given by candidates, aesthetic appreciation appeared to be the least understood as even those that correctly opted for this benefit often linked (b) to an aesthetic appreciation of their body rather than an appreciation of a skilled movement. Stress relief was a popular correct response in (a), the majority of candidates then went on to state this was reduced by taking your mind off of your problems, although a few candidates incorrectly linked serotonin with stress relief. Although serotonin is released and would be credited if linked to 'feel good', it is the distraction of activity that was required for credit in relation to stress relief.

2 The individuals in **Figure 3** benefit from healthy, active lifestyles.



Figure 3

In the table below:

- (a) Identify **three** mental health benefits of regular participation in physical activity. (3)
- (b) State how each of your identified benefits is achieved. (3)

(a) Benefit of regular participation for mental health	(b) How your stated benefit is achieved
Relieve stress	by playing a sport, you will forget your problems.
Improve confidence	by improving your performance it can you can beat other opponents
Increases happiness	by enjoying playing the sport you like, and playing with friends

Results Plus: Examiner Comments

This response gained the maximum 6 marks.

Three marks for correctly identifying three different mental health benefits (reduced stress, increased confidence and increased happiness). Three marks for stating how each of these could be achieved (stress relief by forgetting your problems; increased confidence through improvement in performance and increased happiness through playing the sport with friends).

2 The individuals in **Figure 3** benefit from healthy, active lifestyles.



Figure 3

In the table below:

(a) Identify **three** mental health benefits of regular participation in physical activity. (3)

(b) State how each of your identified benefits is achieved. (3)

(a) Benefit of regular participation for mental health	(b) How your stated benefit is achieved
'feel good' factor	by the release of serotonin during physical activity
stress relief	focusing on sport takes your mind off other problems that are causing you stress
increased self confidence	if previously overweight, losing weight through physical activity will boost body image confidence

Results Plus: Examiner Comments

This candidate also gained 6 marks for their response. The mental benefits of 'feel good factor' due to serotonin, stress relief by focusing on the sport rather than other problems, and increased self confidence through improving body image. This is only credited as context of being overweight is given.

Results Plus: Examiner Tip

If you identify weight loss as a benefit of physical activity do not forget to put this in the correct context of being overweight first. Weight loss will not be a benefit if you are already the correct weight, or if you are underweight.

Q10.

(i)

This was a very accessible question with the vast majority of candidates achieving one mark for identifying correctly that making new friends is a 'social' benefit of exercise.

(ii)

Candidates were asked to explain how joining a rugby club could increase self-esteem.

Candidates' responses reflected positive views towards disability sports with little in the way of stereotyping and a number showing an awareness of the impact of sport on all types of performers. The majority of candidates achieved at least 1 mark for this question, whilst a significant proportion of candidates achieved 2 marks. Relatively few candidates were able to access the third mark, often due to repeating the terminology in the question, self-esteem, rather than explaining how it was increased.

Reference was also made to serotonin, but whilst it might make someone feel good this would not necessarily mean an increase in self-esteem. As an 'explain' question, candidates were expected to take one idea and expand on it. For example, they might have said that by playing rugby 'Joe' would be increasing his fitness, which would give a sense of achievement - meaning he would feel better about himself.

Therefore, those candidates that looked at more than one perspective (physical and social) without explanation were unable to achieve more than 1 mark, eg it would allow him to increase his fitness and make new friends. Increased fitness and making friends were the most popular correct responses.

(ii) Explain how starting to play rugby at a club could increase Joe's self-esteem.

(3)

This could increase his self-esteem by helping make new friends. But also help him get better at rugby. It could help him relieve stress.

Results Plus: Examiner Comments

In this example the candidate achieves only 1 mark.

They give two reasons why self esteem might increase. Either of these would be worthy of credit but in order fully to address the question the candidate needs to explain one of these points in more detail. For example, Joe felt a sense of achievement as he increased his skill in the sport, resulting in him feeling better about himself.

Total = 1 mark

a disability. By Joe participating in a in a rugby club will lead him have to work as a team, making him feel like he is a part of something and ~~to~~ make new friends. This will make Joe feel much better about himself. -

Results Plus: Examiner Comments

In this example, the candidate achieves maximum marks.

The response makes reference to the need to work in teams, which makes Joe feel that he is part of something (inclusive), there is further reference to making new friends, which is a repeated point, but the response concludes by stating the consequences of this, ie this makes him feel much better about himself.

Total = 3 marks

Mark Scheme

Q1.

	Answer		Additional Guidance	Marks	Total
	Description of benefit	Category of benefit			
	<p>Any one description related to response stated in question</p> <p>In question <i>Walk rather than bus</i></p> <p>Description Accept specific relevant health benefit, e.g. could lead to <u>weight loss if overweight</u></p> <p>OR Accept specific relevant fitness benefit, e.g. increase cardiovascular fitness</p> <p>OR increase muscular endurance</p> <p>OR decrease <u>resting</u> heart rate</p> <p>(1)</p>	<p>If first column blank no credit for classification.</p> <p>Physical (1) (if matches description)</p>	<p>Do not accept one word or vague answers e.g. improves health; improves fitness; improves body shape; improves body composition</p> <p>Do not accept Cardiovascular system</p>	1 × 2	2
	<p>In question <i>Play sport as break from revision</i></p> <p>Description Will relieve stress (1)</p>	Mental (1) (if matches description)	Do not accept mental break; Psychological; relax; mind off troubles.	1 × 2	2
	<p>In question <i>Ran on own now run in a club</i></p> <p>Description A chance to socialise OR To make new friends OR To meet friends</p> <p>Increased self-confidence as more friends now joined a club</p> <p>(1)</p>	<p>Social (1) (if matches description)</p> <p>OR Mental (1) (if matches description)</p>	<p>Do not accept socialise in column 2</p> <p>Competition cooperation</p>	1 × 2	2
Total for Question 2					6

Q2.

Question	Answer	Do not accept	Additional Guidance	Marks	Total
(i)	Mental		<i>Accept</i> Psychological	1x1	(1)
(ii)	Physical		<i>Only acceptable answer</i>	1x1	(1)

Q3.

Question	Answer	Do not accept	Additional Guidance	Marks	Total
	<p>A linked explanation that makes reference to the following:</p> <ul style="list-style-type: none"> Physical activity often involves playing in a team/being part of a team/taking part with others (1). You need to work with others/team mates/display teamwork (1) therefore, you need to be able to listen to others ideas/agree a tactic this helps you develop cooperation (1) 	<p><i>Other social benefits, eg make new friends;</i></p> <p><i>interacting (as may not be cooperative)</i></p> <p>Marking point 2: <i>Do not accept 'cooperate' as explanation</i></p> <p>Marking point 3: <i>Description of communication, e.g. calling for the ball, example for point 3 must be of cooperation</i></p>	<p>Marking point 1: <i>Cooperate with team mates can be credited here</i></p> <p>Marking point 3: Accept alternative examples of an aspect of team work to listening to others, e.g. Responding to others requests/ put personal issues aside for the sake of the team/equiv</p>	1x3	(3)

Q4.

	Answer	Mark
	<p>1. Working against an opponent/trying to beat personal best/equiv / trying to win / trying to be the best NB Do not award if reference to standard of competition Do not allow goal setting / targets / personal challenge / playing a match unless qualified (1 x 1)</p>	(1)

Q5.

	Answer	Mark
	1. Working with a team/ in a team / others / teamwork 2. to achieve <u>common</u> goal/equiv Do not allow any reference to social / friends / helps you cooperate (1 x 1)	(1)

Q6.

	Answer	Mark
	Accept any two from the following (max one/line) 1. Work body to limit / push yourself <u>harder</u> 2. Because you are working physically hard you need to be mentally tough to keep going/keep motivated/equiv 3. E.g. Not wanting to give up in marathon even though body is tired/Scared of abseiling but overcome fear and complete activity Do not accept target setting (2 x 1)	(2)

Q7.

	Answer	Mark
	B An increase in serotonin	(1)

Q8.

Question Number	Answer	Mark
	D Cooperation	1

Q9.

	Answer		Mark	Total
	Benefit (a)	How achieved (b)		
	<ul style="list-style-type: none"> • Feel good OR • Enjoyment OR • Fun OR • Happy/less depressed (1) 	(increased) release of serotonin/endorphins OR Playing with friends OR Makes a change from work/study OR Due to success (1).		
	<ul style="list-style-type: none"> • Stress relief (1) 	Taking your mind off of your concerns /catharsis (1).		
	<ul style="list-style-type: none"> • (Increase your) self-esteem OR • (Increased) confidence OR • Feel <u>better about yourself</u>OR • (more) motivated (1) 	Because you get recognition for being good at sport OR because you <u>improve</u> performance/inc reased your fitness/health OR Feel good about weight loss because previous overweight (1).	3x2	(6)
	<ul style="list-style-type: none"> • (Provides) competition (1) 	Through playing <u>against/trying to beat</u> others/play matches/fixtures (1).		
	<ul style="list-style-type: none"> • (Develops) aesthetic appreciation (1) 	As you increase understanding of skilful movement (1).		
	<ul style="list-style-type: none"> • (Provides a mental) challenge (1) 	By putting yourself under pressure to achieve a goal/ makes you more determined OR Gives you a sense of achievement once completed (1).		

	<p>Additional Guidance:</p> <ul style="list-style-type: none"> • May be overlap between benefits listed in 1 and 3 and how achieved. For example you could increase self-esteem (1) because you have widened your circle of friends. (1) This is OK to credit provided the same point is not credited twice. I.e. feel good because made new friends and increased self-esteem through meeting new people • Only credit (b) 'How Achieved' if correctly linked to mental benefit in (a) • Pt 4 - accept description of <u>competitive</u> situation, e.g. match/fixture • Pt 6 - accept the term physical challenge if description focuses on 'mental' aspect of challenge or if description is blank. • Can credit relevant statement in (b) provided 'mental' stated as minimum in (a) or description of mental, e.g. serotonin released. • if two examples from the same category given in (a) e.g. feel better about themselves and improve self-esteem (both pt 3 on m/s) then this can only gain credit once in (a). But can access 2 marks in (b) if correctly applied <p>Do not accept:</p> <ul style="list-style-type: none"> • Do not credit any physical or social benefits in (a) (although can be part of response in (b) see Pt 1. • If physical or social or example of them identified in (a) then no credit in (b) as not addressing qu. • Increased knowledge of sport in (a). • Team building/team work (a). 		
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Q10.

Question 2	Answer	Marks	Total
i	Social	1x1	(1)

Question	Answer	Marks	Total
ii	<p>A linked explanation that includes either of the following:</p> <p>Physical:</p> <ul style="list-style-type: none"> • Can lead to sense of achievement (1) <p style="padding-left: 40px;">as he will improve his physical fitness/ increased levels of exercise/ overcome physical challenge/ increase skill/playing ability (1)</p> <p style="padding-left: 40px;">making him feel good/feel better about himself (1)</p> <p>Social:</p> <ul style="list-style-type: none"> • Joining a club could make him feel less isolated/feel part of something/feel included/feeling/knowing part of a team (1) <p style="padding-left: 40px;">as he will be able to join in with others/playing with others/meet others /make friends/gives opportunity to mix with others/build social skills/develop teamwork/cooperate (1)</p> <p style="padding-left: 40px;">which will make him feel good/feel better about himself (1)</p>	1x3	(3)