



Oxford Cambridge and RSA

**GCSE**

**Physical Education**

**J587/02: Socio-cultural issues and sports psychology**

General Certificate of Secondary Education

**Mark Scheme for June 2022**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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## MARKING INSTRUCTIONS

### PREPARATION FOR MARKING

#### RM 3

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: RM Assessor Online Training; OCR Essential Guide to Marking. RM User guide. [RM Assessor3 marking user guide \(ocr.org.uk\)](https://ocr.org.uk)
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal
3. Log-in to RM and mark the 5 practice responses (“scripts”) and the 10 standardisation responses

**YOU MUST MARK 5 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.**

### MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM messaging system, or by email.
5. Work crossed out:
  - a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
  - b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add SEEN to confirm that the work has been seen.



7. There is a NR (No Response) option. Award NR (No Response)
- if there is nothing written at all in the answer space
  - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
  - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question

Note: Award 0 marks - for an attempt that earns no credit (including copying out the question)

8. The RM **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**  
If you have any questions or comments for your team leader, use the phone, the RM messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to your Team Leader (Supervisor) by the end of the marking period. The Assistant Examiner's Report Form (AERF) can be found on the RM Cambridge Assessment Support Portal (and for traditional marking it is in the Instructions for Examiners). Your report should contain notes on particular strength displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
- a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - b. **To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

## 11. Annotations used in the detailed Mark Scheme

Annotation	Description	Annotation	Description
	Tick	<b>KU</b>	Knowledge and understanding / indicates AO1 on extended response Q (*)
	Cross	<b>EG</b>	Example/Reference / indicates AO2 on extended response Q (*)
<b>BOD</b>	Benefit of doubt	<b>DEV</b>	Development / indicates AO3 on extended response Q (*)
<b>TV</b>	Too vague	<b>L1</b>	Level 1 response on extended response Q (*)
<b>REP</b>	Repeat	<b>L2</b>	Level 2 response on extended response Q (*)
<b>IRRL</b>	Significant amount of material which doesn't answer the question	<b>L3</b>	Level 3 response on extended response Q (*)
<b>SEEN</b>	Noted but no credit given / indicates sub-max reached where relevant	<b>S</b>	Sub-max reached
<b>BP</b>	Blank page		

- **KU, EG** and **DEV** used instead of ticks on the extended response question to indicate where knowledge or development points from the indicative content have been made.
- On the extended response question (\*), one KU, EG or DEV does not necessarily equate to one mark being awarded; the marking is based on a levels of response mark scheme which awards a level and mark holistically based upon the quality of the response overall against the levels descriptors.

Section A			
Question	Answer	Marks	Guidance
1	One mark from: 1. Television / visual 2. Radio 3. Newspapers / magazines 4. Internet 5. Social media	1  1 x (AO1)	Mark first answer only  <b>Do not accept:</b> Examples of media e.g. Facebook, 5 Live, Instagram (unless social media is stated)
2	Two marks from: 1. Some activities / clubs / NGBs set a <b>minimum / maximum age</b> for participation / too young / old 2. <b>Transportation</b> to activities might be limited due to being too young to drive / too young to travel bus/train alone 3. PE (physical activity) is compulsory for children up to age of 16 4. <b>Costs</b> of participation may prevent participation 5. Participation may be very reliant on support from parents 6. Younger participants may have <b>lower self-esteem / confidence / physical ability</b> resulting in them not wanting to participate 7. Younger participants are likely to have more <b>free time</b> for regular participation	2  2 x (AO1)	Mark first two answers only  There must be an AGE FOCUS in the response  Less free time = TV
3	One mark for:  (A) Men are more likely to participate in sport than women	1  1 x (AO1)	
4	One mark for  TRUE	1  1 x (AO2)	

Section A			
Question	Answer	Marks	Guidance
5	<p>Three marks from:</p> <ol style="list-style-type: none"> <li>1. More likely to participate if parents / carers / guardians / siblings <b>participate / participate together</b></li> <li>2. Family support young people <b>financially</b> / family memberships / provide equipment / kit</li> <li>3. Family provide <b>transport</b> to training/matches</li> <li>4. Parents / carers / guardians / siblings as good <b>role models / inspire / motivate / educate them of the benefits</b></li> <li>5. Encouragement / frequent exposure to activities with parents / carers / guardians can lead to interest / participation / introduction to clubs at a young age.</li> </ol>	<p><b>3</b></p> <p>3 x (AO3)</p>	<p>Mark first three answers only</p> <p><b>Accept:</b></p> <p>Watching sport with parents = 5</p> <p>Family take (transport) to events = BOD 3</p>
6	<p>One mark for:</p> <p>(C) Refusing to shake hands with officials after a hockey match</p>	<p><b>1</b></p> <p>1 x (AO2)</p>	
7	<p>One mark from:</p> <ol style="list-style-type: none"> <li>1. Frustration due to losing/officials decisions</li> <li>2. Copying others</li> <li>3. Anger / (physical) retaliation / instinct</li> <li>4. Over arousal during the game</li> <li>5. As a result of the influence of drugs</li> <li>6. Taunting from crowd/opponents</li> <li>7. Controlled aggression required to be effective / nature of the game</li> <li>8. Pressure to win / gain advantage</li> </ol>	<p><b>1</b></p> <p>1 x (AO2)</p>	<p>Mark first answer only</p>

Section A			
Question	Answer	Marks	Guidance
8	<p>One mark only from:</p> <ol style="list-style-type: none"> <li>1. Enable performers to train harder / longer / train more often</li> <li>2. Increase strength/ stamina / speed / power / alertness</li> <li>3. Increase in muscle mass / size / growth / hypertrophy</li> <li>4. Quicker recovery / injuries heal quicker / reduced fatigue</li> <li>5. Increase bone strength / density</li> <li>6. To decrease fat</li> </ol>	<p>1</p> <p>1 x (AO1)</p>	<p>Mark first answer only</p> <p><b>Accept:</b> Increase aggression = 2</p> <p><b>Do not accept:</b></p> <p>'Improve performance' on its own = TV</p> <p>More energy = TV</p>
9	<p>One mark from: (Measurable)</p> <ol style="list-style-type: none"> <li>1. The sprinter can see/understand exactly <b>how much they need to improve / to</b> achieve their goal/target/aim/capability</li> <li>2. The sprinter knows <b>their current PB</b></li> <li>3. Sprinter can <b>see their time improving</b></li> <li>4. Helps make goals <b>more focused</b> which is more exciting for the sprinter</li> </ol> <p>One mark from: (Recorded)</p> <ol style="list-style-type: none"> <li>5. Logging achievements visually is <b>rewarding/promotes progress</b></li> <li>6. Records / progress can be shared with coach and other important others who might praise the sprinter</li> <li>7. Records / logbooks / graphs / electronic records which can be easily accessed when not training</li> <li>8. Recording performances/progress means achievements don't get lost/forgotten</li> <li>9. The sprinter can <b>see what their progress</b> has been over time</li> </ol>	<p>2</p> <p>1 x (AO2)</p> <p>1 x (AO2)</p>	<p>One mark per heading</p> <p>Give mark, even if candidate writes it under incorrect heading.</p> <p><b>Accept:</b> See if goal achieved = 1</p>
10	<p>One mark for:</p> <p>TRUE</p>	<p>1</p> <p>1 x (AO2)</p>	



Section A						
Question	Answer			Marks	Guidance	
11			Type of feedback	Practical example	3 3 x (AO2)	Only 3 marks available  No mark for 'positive – a coach telling a javelin thrower their technique was correct' already given on paper
			Positive	A golfer hearing the crowd cheer when their long shot hits the flag.		
			Negative	A gymnast sensing their handstand is good because of the feelings in their muscles.		
			Intrinsic	A coach telling a badminton player that their smash needs more power.		
			Extrinsic	A coach telling a javelin thrower their technique was correct.		
12		One mark for:  A sports skill that requires few / little judgement / decisions / information processing / or a few subroutines		1  1 x (AO2)	<b>Do not accept:</b> Very easy / not a lot of skill / little concentration <b>or</b> one whole movement = TV	
13		One mark for: Aesthetic The routine / performance / movement looks good/pleasing to the eye  One mark for: Fluent / fluid The routine / performance / movement is smooth / flows / not jerky / seamless		2  2 x (AO2)	<b>Accept:</b> (fluent) No pauses = BOD  <b>Do not accept:</b> (fluent) Flawless = TV	
14		One mark for:  (A) A basketball player dribbling past defenders.		1  1 x (AO3)		

Section A			
Question	Answer	Marks	Guidance
15	<p>One mark for: (Carbohydrate)</p> <p>Cereal / pasta / potatoes / bread / fruit (juices) / jam</p> <p>One mark for: (Protein)</p> <p>Dairy products / eggs / milk / meat / fish / poultry / chicken / turkey / nuts / seeds</p>	<p><b>2</b></p> <p>2 x (AO1)</p>	<p><b>Accept:</b> any other reasonable answer for each nutrient.</p> <p><b>Do not accept:</b> Protein supplements eg protein shakes</p> <p>Same source twice, question states 'different foods. E.g., if pasta given for both answers credit 1 mark only.</p>
16	<p>One mark from:</p> <ol style="list-style-type: none"> <li>1. The capacity to carry out life's activities/exercise (without getting tired)</li> <li>2. The ability to meet physical demands placed on them by the environment / ability to function effectively and efficiently</li> </ol>	<p><b>1</b></p> <p>1 x (AO1)</p>	<p><b>Do not accept:</b> Being fit = TV</p>
17	<p>Two marks from:</p> <ol style="list-style-type: none"> <li>1. Lack of fitness / tire easily / decreased fitness components</li> <li>2. Obesity / too much body fat/high BMI</li> <li>3. More prone to injury</li> <li>4. Poor blood and oxygen circulation / respiratory disease</li> <li>5. Buildup of fat in arteries / higher cholesterol / increased risk of stroke</li> <li>6. Increase in blood pressure/ increase in resting HR</li> <li>7. Weaker bones / bone density reduced / increased risk of Osteoporosis</li> <li>8. Increased risk / cause of <b>Type 2</b> diabetes/not enough insulin produced</li> <li>9. Muscular atrophy</li> </ol>	<p><b>2</b></p> <p>2 x (AO1)</p>	<p>Mark first two answers only.</p> <p><b>Accept:</b> Get fatter = BOD 2</p> <p><b>Do not accept:</b> Answers that relate to posture or heart disease (given in the question).</p>

Section A			
Question	Answer	Marks	Guidance
18	<p>Two marks from:</p> <ol style="list-style-type: none"> <li>1. Increased self-esteem / confidence</li> <li>2. Better stress management / reduces stress</li> <li>3. Improved self-image</li> <li>4. Improved mental health / mood / wellbeing / happiness / reduces depression / anxiety</li> </ol>	<p><b>2</b></p> <p>2 x (AO1)</p>	<p>Mark first two answers only.</p> <p><b>Accept:</b> Sense of achievement = BOD 1</p> <p><b>Do not accept:</b> Releases endorphins or 'enjoyment' = TV</p>
19	<p>One mark from:</p> <ol style="list-style-type: none"> <li>1. (Daily) calorie input <b>equals</b> calorie output</li> <li>2. Taking in the right amount / level of energy needed for the expenditure of energy expected</li> <li>3. A diet that contains the correct proportions of nutrients necessary (to maintain good health)</li> <li>4. Eating a wide variety of foods in the right proportions, consuming the right amount of food / drink to achieve / maintain a healthy body weight</li> </ol>	<p><b>1</b></p> <p>1 x (AO1)</p>	<p><b>Accept:</b> Three or more individual food groups in answer = BOD 3</p> <p>Enough of each food group = BOD 4</p>
20	<p>One mark for:</p> <p>Media <b>and</b> sponsorship</p>	<p><b>1</b></p> <p>1 x (AO1)</p>	<p><b>Do not award any marks if both media and sponsorship are not given.</b></p> <p>Accept in any order</p> <p>Use only one annotation</p>

Section B	
Question	Marks: 3 x AO3
21a	

Trend/Pattern	Guidance
<b>1 Annual data</b> comparison (activity level)	In 2019 participation rates have increased/are higher in <b>all</b> activities  <b>Accept Opposites:</b> In 2018 participation rates were lower in <b>all</b> activities
<b>2. Specific participation</b> E.g., <b>largest increases</b> – specific activity <b>OR</b> E.g. – <b>smallest increases</b>	In 2019 the <b>largest</b> increase in participation (5%) takes place in Team Sports for Yrs. 3 – 6 <b>OR</b> In active play and informal activities in Yrs. 3 – 6 <b>OR</b> Yrs. 7 – 11  In 2019 <b>smallest</b> increase in participation (1%) takes place in Swimming activities for (Yrs. 7 – 11 / Yrs. 3 - 6)
<b>3. Specific activity comparison</b>	Participation in active play has increased by 5% (for both age groups in 2019) <b>OR</b> Swimming has increased by 2% at Junior School age and 1% at Secondary <b>OR</b> Team Sports have increased by 5% at Junior School age and 3% at Secondary  <b>Accept Opposites:</b> Participation in active play was 5% lower (for both ages in 2018)
<b>4. Comparison - ages</b> E.g. – junior / senior	Junior School Participation rates are higher (in team sports / swimming activities / active play) than secondary age <b>OR</b> higher in <b>all</b> activities <b>OR</b> Participation rates in Junior schools is higher than Secondary age pupils  <b>Accept Opposites:</b> Secondary age participation rates are lower than Yrs 3-6 (in team sports / swimming / active activities / active play) <b>OR</b> Lower in <b>all</b> activities
<b>5. Comparison – age/activity</b> <b>biggest difference</b> <b>OR</b> <b>Smallest difference</b>	Between Yrs. 3 - 6 and 7 - 11 the <b>biggest</b> difference in participation is in active play  Between Yrs. 3 - 6 and 7 – 11 the <b>smallest</b> difference in participation is in team sports

Section B					
Question			Answer	Marks	Guidance
21	(b)	(i)	Two marks from: 1. Increase / improve sporting facilities/equipment 2. More coaches / coaching / lessons 3. More activities / sports / PE / clubs	2  2 x (AO2)	Mark first two answers only.
		(ii)	Two marks from: 1. Change age restrictions / more children's sessions / <b>after school/holiday</b> clubs 2. Reduced participation costs / entry fees / membership / equipment fee 3. Improved disabled access (adapted / specialist equipment) 4. Reduced transport costs/increased transport links	2  2 x (AO2)	Mark first two answers only.  Look for reference to more/better/increased etc in responses.
21	(c)		Three marks from: 1. Natural features / green space / lakes / mountains / rivers / sea e.g. Living close to the sea, taking part in water based activities easier 2. Facilities/sports centres / swimming pools e.g. Living close to a sports centre with wide range of clubs to join / living in countryside makes access to gym more difficult. 3. Transport links e.g. Urban areas often provide better transport links which enables better access to facilities / clubs 4. Weather/climate e.g. Snow based activities more popular in Scotland where it usually snows in winter / too hot to play football in Qatar 5. Playing surface / area e.g. All weather surfaces less likely to flood / can be used for longer periods as they do not wear as easily as grass surfaces / games get cancelled if pitch is not fit / safe	3  3 x (AO3)	Two or more effects with <b>no examples</b> = 1 mark.  Award marks for any suitable positive <b>or</b> negative example

Section B					
Question			Answer	Marks	Guidance
22	(a)	(i)	One mark for:  Any appropriate example of equipment used to support or guide a performer whilst learning a motor skill e.g. Trampoline / diving / gymnastics harness or swimming armbands / swimming float / stabilisers on a bike / lead rope on horse	<b>1</b>  1 x (AO1)	<b>Do not accept</b> examples of training aids e.g., tennis/cricket ball feeders
	(a)	(ii)	Two marks from:  1. Good for complete beginners 2. Reduces fear/anxiety 3. Gives performers more confidence when learning new skills 4. Helps performers to adjust / improve their techniques easily 5. Can help improve strength / power when performing skills 6. Improves performer safety when learning / prevent from getting injured 7. Allows the development of the correct feel / kinesthetic awareness	<b>2</b>  2 x (AO3)	Mark first two answers only.
	(a)	(iii)	One mark from:  1. Demonstrations / image must be good quality / correct 2. Not effective if performers are not paying attention / easy to forget 3. Some skills are too complex to demonstrate / hard to replicate / understand 4. Difficult to get the feel / kinesthetic sense of the skill	<b>1</b>  1 x (AO3)	Mark first answer only.
22	(b)		One mark for: Knowledge of <b>performance</b> .	<b>4</b>	<b>Accept:</b>

Section B					
Question		Answer		Marks	Guidance
			<p>Definition: Information/feedback that relates to the quality of the performance / skill / movement / attempt / how well you played</p> <p>One mark for: Practical example:A hockey coach telling the performer that their grip of the stick whilst dribbling was correct</p> <p>One mark for: Knowledge of <b>results</b>.</p> <p>Definition: Information / feedback that relates to the outcome of the performance / skill / movement / attempt</p> <p>One mark for: Practical example: A goalkeeper saving a penalty in football</p>	<p>2 x (AO1)</p> <p>2 x (AO2)</p>	<p>KoR definition referring to statistics/scores</p> <p>Practical examples which reference a sport/activity</p> <p><b>Do not accept:</b> Definitions that only repeat the form of feedback. e.g., Knowledge of performance is when you get knowledge of your performance.</p> <p>How you performed = TV</p>
22	(c)		<p>Two marks for:</p> <ol style="list-style-type: none"> <li>1. Training adherence / improves commitment</li> <li>2. Improve/optimize / better performance/training</li> <li>3. Gives performers satisfaction / confidence / accomplishment</li> <li>4. Gives performers more understanding of progress made</li> <li>5. Allows comparisons with other performers / opponents</li> <li>6. Gives value to training / monitor progress</li> <li>7. Gives performers more ownership of their training / progress</li> <li>8. Helps control anxiety / increases focus / reduce stress</li> </ol>	<p><b>2</b></p> <p>2 x (AO1)</p>	<p>Mark first two answers only</p> <p><b>Accept:</b> Avoid injury = BOD 2</p> <p><b>Do not accept:</b> Helps achieve a target = TV</p> <p>Increase effort = TV</p>
23	(a)		<p>One mark for one of: (Fats)</p> <ol style="list-style-type: none"> <li>1. Source of energy (in low-intensity endurance exercise)</li> </ol>	<p><b>2</b></p> <p>2 x (AO1)</p>	<p><b>Accept:</b> 'provide enough energy' = BOD 1</p>

Section B				
Question		Answer	Marks	Guidance
		2. Insulation of the body 3. Protection of vital organs 4. Crucial in cell production 5. Crucial for absorption of vitamins  One mark for one of: (Fibre)  6. Enables digestive system to work properly 7. Aids effective excretion of waste products 8. Can reduce cholesterol 9. Can limit risk of obesity 10. Can limit risk of Type 2 diabetes		
	(b)	Two marks from:  1. Replace lost fluids, minerals, iron and salt / avoid dehydration 2. Body cells / tissues / organs need water to / reduce risk of cramp/fatigue/headaches/dizziness, to maintain focus, to operate (efficiently) 3. Water is important in urine / waste removal from body 4. Body uses water to regulate temperature / cool down / sweat / homeostasis 5. Water is essential for maintaining blood viscosity	<b>2</b>  2 x (AO1)	Mark first two answers only.  <b>Do not accept:</b> Responses that do not relate to the importance of hydration e.g., don't have yellow urine = TV.  Might faint/become lightheaded = BOD



<p><b>Q23(c)*</b></p> <p><b>Level 3 Descriptors (5–6 marks)</b></p> <ul style="list-style-type: none"> <li>• detailed knowledge &amp; understanding of more than 2 social health benefits</li> <li>• clear and consistent practical application of knowledge &amp; understanding</li> <li>• effective analysis/evaluation and/or discussion/explanation/development</li> <li>• relevant information drawn upon from other areas of the specification</li> <li>• accurate use of technical and specialist vocabulary</li> <li>• there is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</li> </ul> <p><b>Level 2 Descriptors (3–4 marks)</b></p> <ul style="list-style-type: none"> <li>• satisfactory knowledge &amp; understanding of at least 2 social health benefits</li> <li>• some success in practical application of knowledge &amp; understanding</li> <li>• analysis/ evaluation and/or discussion/explanation/development attempted with some success</li> <li>• some relevant information drawn upon from other areas of the specification</li> <li>• technical and specialist vocabulary used with some accuracy</li> <li>• there is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</li> </ul> <p><b>Level 1 (1–2 marks)</b></p> <ul style="list-style-type: none"> <li>• basic knowledge &amp; understanding</li> <li>• little or no attempt at practical application of knowledge &amp; understanding</li> <li>• little or no attempt to analyse/ evaluate and/or discuss/explain/develop</li> <li>• little or no relevant information drawn upon from other areas of the specification</li> <li>• technical and specialist vocabulary used with limited success</li> <li>• the information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</li> </ul> <p><b>(0 marks)</b> no response or no response worthy of credit.</p>	<p><b>Level 3 Discriminators</b></p> <ul style="list-style-type: none"> <li>• detailed knowledge &amp; understanding of how exercise improves social health.</li> <li>• more than 2 components of fitness identified with developed explanations of how circuit training improves components of fitness.</li> <li>• clear and consistent practical application of knowledge &amp; understanding of how circuit training improves components of fitness.</li> <li>• All AOs are well covered for Level 3; some imbalance between the two may be present for 5 marks. At 6 marks, both are equally well addressed</li> </ul> <p><b>Level 2 Discriminators</b></p> <ul style="list-style-type: none"> <li>• satisfactory knowledge &amp; understanding of importance of how exercise improves social health.</li> <li>• 2 components of fitness identified with explanations of how circuit training improves components of fitness.</li> <li>• some success in practical application of knowledge &amp; understanding of how circuit training improves components of fitness.</li> <li>• AO1 covered and some success at more developed AO2 and/or AO3 points moves the response into Level 2 (AO2 or AO3 would be 3 marks; both attempted with some success = 4 marks)</li> </ul> <p><b>Level 1 Discriminators</b></p> <ul style="list-style-type: none"> <li>• basic knowledge &amp; understanding of how exercise improves social health and/or circuit training</li> <li>• only one component of fitness identified in explanations of how of how circuit training improves components of fitness.</li> <li>• little or no attempt at practical application of knowledge &amp; understanding of how circuit training improves components of fitness.</li> </ul>
<p><b>Q23 (c)* indicative content</b></p>	

How exercise may improve the social health of a performer		
AO1 – KU	AO2 – E.G.	AO3 - DEV
1. (Loneliness) Participating in exercise with others decreases possibility of loneliness/isolation	Attending the local swimming pool with the family.	Participating with others reduces the feeling of being isolated
2. Exercise with others gives opportunity to meet people.	Going for a jog after work with a work colleague.	Sports teams / exercise groups often have chat rooms on social media which helps individuals feel less lonely.
3.(Friendship) Exercise can help people make (new) friends with others who participate in physical activity	Playing in a golf tournament and keeping in contact with an opponent from another club/team.	Friendship group will become larger due to making more contact with others.
4.Strengthening relationships	Taking up a new activity (spinning) at a local sports centre and getting to know others with common interests.	Possibility of arranging to meet up to participate together or socially. Improved self-esteem / confidence may help people to make friends with others.
5.(Belonging) Being part of an exercise class gives a sense of belonging.	Joining a local tennis club, or jogging club for example	By joining a club / team you are more likely to meet other members on a regular basis for training, matches and other social events.
6. Joining a local activity group can develop social skills / teamwork / communication skills	Joining a netball team helps you improve your teamwork	Joining many clubs / teams / activity courses can involve paying memberships which commits individuals to attend, which results in increased/regular social contact.

How different fitness components can be improved using circuit training		
AO1 – KU (Component)	AO2 – E.G. (Example of a station) <i>Accept any appropriate examples of activity (stations) designed to improve any of the following components of fitness, with appropriate explanations.</i>	AO3 – DEV (How training can be progressed)
7. Speed	Can be improved using a skipping station.	Skipping continuously as fast as possible for 30 seconds will help develop speed of the legs.
8. Agility	Can be improved by shuttle runs.	Sprinting over short distances for 30 secs / specific number of reps involves change of speed and direction which will improve agility.
9. Muscular endurance	Can be improved at a bicep curl station.	Using a low weight, and a high number of reps at speed will help improve muscular endurance of the arm muscles
10. Strength	Can be improved by using weights at a squat station	Using a heavy weight with a low number of reps will help improve leg strength.
11. Power	Can be improved at a depth jump/plyometric station.	Jumping from a height – to the floor – and back up will develop leg power.
12. Flexibility	Can be improved at a stretching station	Holding a quadricep/hamstring stretch for 10 – 15 seconds on each leg will help improve flexibility in the hips
13. Stamina / CV endurance	Can be improved at an exercise bike station.	Continually peddling at a steady pace with no change of speed / resistance will help improve stamina.
14. Balance	Can be improved at a balance board station.	Maintaining a position on a balance board will help develop balance.
15. Co-ordination	Can be improved at a hand wall toss station.	Using alternate underarm throws and catches against a wall will help improve hand-eye coordination.
16. Reaction time	Can be improved using a peripheral vision stick	A partner can stand behind you and moves the stick into your field of vision. You tap it as quickly as possible and then your partner moves the stick to a new position. This will improve reaction time and peripheral vision

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