



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme January 2004

GCE

Sport & Physical Education

Unit PED2

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General Instructions

In the mark scheme ; separates single marks
 / indicates alternatives
 CAO correct answer only
 Equiv. Means allow any equivalent answers.

- 1 (a) 1 Striking and fielding/innings;
 2 Combat/fighting;
 3 Net/wall and rebounding;
 4 Invasion;
 5 Target

2 marks for three groups

1 mark for two groups

1 mark for any example

3 marks

(b)

	Key Stages 1/2	Key Stages 3/4
1	Focus on basic (skill) development	More advanced (skill) development
2	Less emphasis/importance given to competition	More competitive
3	Emphasis on co-operation	Introduction/ development of strategic skill/tactical awareness
4	Fluidity of roles/flexibility of positions	Role differentiation/specialisation of positions
5	Use of mini/adapted version of game	Introduction/development of full game
6	e.g. smaller area/fewer players per team/lighter/smaller/easier to use equipment/simpler rules	e.g. playing area/team size/standard equipment/rules
7	Introduction to health/encourage high activity levels	Fitness development

(Must differentiate between KS1/2 and KS3/4 to award mark)

3 marks

- (c) 1 Flexible working patterns;
2 Better access transport;
3 More facilities/better/wider range of facilities;
4 Influence of PE/preparation for leisure through PE/extra curricular activities;
5 Increased affordability/more disposable income;
6 Promotion of activities through media/fashion/trends/role models;
7 Health awareness;
8 Opportunities to meet people. 3 marks

- (d) 1 Lack of role models;
2 Perception that sport is not for females/stereotyping/society's perception;
3 Not encouraged by peers/parents/family;
4 Fewer clubs/teams/facilities/opportunities available;
5 Sport/physical activity fails to meet aspirations of girls/women/body image/muscular;
6 Lack/nature of media coverage/images. 3 marks

- (e) 1 Through community based clubs/scouts and guide/YMCA, Cadet Corp, equiv;
2 Run by local authorities/public sector/local authority play schemes;
3 Run by local clubs/voluntary sector/taster courses;
4 Informal play at leisure centres/recreational;
5 Adopting other roles like officiating/scorer;
6 Parents who are members of private clubs. 2 marks

(f) **Advantages**

- 1 Helps to break down stereotypes about the disabled/do not feel left out/different/inclusion;
2 Improves awareness about the disabled among the able bodied/non disabled;
3 Provides the disabled with challenge;
4 May improve self-esteem among the disabled if they experience success;
5 Would have wider access to coaches/facilities/equipment Sub max 3 marks

Disadvantages

- 6 Possibility of unfair competition/too hard/not adapted;
7 Risk of reduced self-esteem among the disabled if they experience failure;
8 May interfere with specialisation in adapted activity/development of excellence in adapted sport;
9 Incompatibility in terms of equipment/safety concerns/risk of injury;
10 Resentment from non-disabled/non-disabled being held back. Sub max 3 marks
(Only credit self esteem once unless qualified) 4 marks

- 2 (a) **Upper/middle class** *sub max 4 marks*
- 1 Amateur sports;
 - 2 Sports requiring facilities/resources/equipment; (*accept reverse*)
 - 3 Undertook leadership role/captain;
 - 4 e.g. rowing, rugby (union), tennis, cricket/field sports/examples;
 - 5 Control of sport/NGBs/agents/sponsors/patrons.
- Working classes** *sub max 4 marks*
- 6 Sports offering professionalism;
 - 7 e.g. soccer, boxing, jockey (horse racing), cricket/rugby league;
 - 8 Undertook subservient/subordinate role;
 - 9 e.g. ground staff, maintain/carry equipment;
 - 10 Spectating role.
- 5 marks*
- (b) 1 Lack of leisure/free time;
- 2 Lack of money/resources/diet/health/facilities;
 - 3 Restrictive membership schemes/regulations;
 - 4 Amateur regulations;
 - 5 Limited demand for professionals in sport;
 - 6 Traditional working class sports (such as fighting contests between animals) were frowned upon by middle class/considered uncivilised/banned/made illegal;
 - 7 Limited space in urban areas for traditional sports (such as mob games);
 - 8 Encouraged to become spectators.
- 4 marks*
- (c) 1 Sexual discrimination by men;
- 2 Based on gender stereotyping/don't compete with male role;
 - 3 Women considered as weaker sex/deemed unable to take part in strenuous activity/physiological reasons;
 - 4 It was believed that strenuous activity might interfere with women's fertility;
 - 5 Women required to take care of children/home;
 - 6 Women thought not to possess the need/drive/motivation to take part in sport/psychological reasons.
- 3 marks*
- (d) 1 Racial discrimination;
- 2 Not encouraged/actively discouraged by parents/peers;
 - 3 Low status/priority given to sport;
 - 4 Conflict with religious customs/religious observance/dress code;
 - 5 Lack of role models/fewer coaches.
- 3 marks*
- (e) 1 Raise community spirit/develop sense of community/pride/togetherness;
- 2 Offset crime/anti-social behaviour;
 - 3 Provide aspirations/jobs/acquire new skills/life skills;
 - 4 Improve infrastructure/improve facilities/encourage regeneration/national strategy;
 - 5 For neighbourhood renewal/social inclusion/increase equal opportunities;
 - 6 To increase participation/health;
 - 7 To widen the base of talent identification/talent spotting;
 - 8 To increase government popularity.
- 3 marks*

- 3 (a) (i) 1 Original versions from villages;
 2 Played regularly/leisure time;
 3 Older boys in charge/self government;
 4 Developed rules/rationalisation;
 5 Create equal numbers on teams/devise limited space/introduced boundaries;
 6 Inter-house/inter-school;
 7 Improved equipment/kit/technological developments/coaching *4 marks*

- (ii) 1 Social control/occupy the boys free time/safety;
 2 Preparing boys for roles in society;
 3 Develop athleticism among the boys/physical endeavour moral integrity;
 4 Adherence to letter and spirit of sport/sportsmanship/fair play;
 5 Promote team building/loyalty;
 6 Develop leadership;
 7 Develop Muscular Christianity;
 8 Promote self-discipline/self control;
 9 Character building. *5 marks*

(b) **How** *Sub max 2 marks*

- 1 Organised teams/clubs/associations/competitions;
- 2 Pitches/playing fields on church grounds/clubhouse/church hall;
- 3 Muscular Christianity;
- 4 Ex-public schoolboys entering the church as ministers.

Why *Sub max 2 marks*

- 3 To instil middle class values/to promote Christian values;
- 4 To divert from less socially acceptable activities/drinking/gambling/social control/health;
- 5 To recruit into church organisations/swell congregation; *3 marks*

(c) **How** *Sub max 5 marks*

- 1 Facilities owned by local authorities but run/managed by private companies;
- 2 Public Private Initiative (PPI);
- 3 Provision of wider/narrower range of services/activities;
- 4 Increase in price/fewer discounts/greater emphasis on commercialism;
- 5 Development of membership schemes;
- 6 Facilities hired out to non-sport users, e.g. computer fairs/dog shows/craft fairs;
- 7 Compulsory Competitive Tendering/CCT/bidding process;
- 8 Best Value.

Why *Sub max 5 marks*

- 9 Meet local needs/expectations/mother and baby/demands of the community/more wanting to take part;
- 10 In order to be more accountable/poor management;
- 11 Increase efficiency/effectiveness/increase the quality/raise/increase standards;
- 12 Competitive ethos/run professionally/profit making/breaking even;
- 13 Follows central government policy;
- 14 Local Authorities run out of money/lack of funding. *6 marks*

4 (a) Gymnastic Activities

- 1 To reproduce the best qualitative movements in relation to set criteria/movement replication/subjective assessment/judges opinions.

Athletic Activities

- 2 To produce the best quantitative performance in relation to a simple physical measurement/fastest time/longest distance/greatest height/weight/objective assessment *2 marks*

- (b) (i)
- 1 Through specialisation/focus on an activity;
 - 2 Through extra-curricular clubs/teams;
 - 3 Through pyramid of competition/representative teams/talent development programmes/put in for trials;
 - 4 through GCSE/AS/A level courses/knowledge of sports disciplines;
 - 5 Mentoring programmes (Sports Colleges);
 - 6 Develop school/club links/use external coaches;
 - 7 Teacher attitude/colours/philosophy;
 - 8 (Lottery) funding/scholarships/gifted and talented; *3 marks*
 - 9 Streaming.

- (ii)
- 1 Allow individual to discover talent;
 - 2 Through exposure to a wide range of activities;
 - 3 Through experience of a wide range of roles;
 - 4 e.g. coach, official;
 - 5 Streaming;
 - 6 More fun/less serious/positive experiences;
 - 7 Structured games/activity/modified/adapted games;
 - 8 Awards/certificates. *3 marks*

- (c)
- 1 Increased concern over physical condition/health of young people;
 - 2 To reduce obesity;
 - 3 Due to poor diet;
 - 4 Lack of exercise/post school gap/value of sport after school;
 - 5 Due to greater range of passive leisure pursuits, e.g. computer/video games/TV;
 - 6 It is a requirement of the National Curriculum;
 - 7 Understand links between health and exercise *4 marks*

(d) Similarities*Sub max 4 marks*

- 1 Both centralised/guidelines from central authority/government;
- 2 Both concerned with health promotion;
- 3 Both compulsory part of curriculum;
- 4 Both preparing for life after school.

Differences*Sub max 4 marks*

	Prior to WWI		Today
5	Limited curriculum breadth	/	Wider range of activities
6	Little differentiation between boys/girls/ages	7	Different key stages for different ages
8	Style of delivery/Command style/Authoritarian/drill (<i>do not credit military drill</i>)	/	Range of teaching styles used
9	No concern for individual/class response	10	Child centred/development of individual
11	No interaction between pupils	/	Interaction encouraged
12	Instilling obedience/accepting orders	13	Recreational/preparation for leisure pursuits objective
14	Preparation for role in work force	15	Develop independent thinking/initiative/problem solving/observation and analysis

6 marks

Quality of Written Communication

The GCSE and GCE A/AS Code of Practice requires the assessment of candidates' Quality of written communication wherever they are required to write in continuous Prose. In this unit, this assessment will take place for the candidates' script as a whole by means of the following marking criteria.

The candidate expresses moderately complex ideas clearly and reasonably fluently, through well linked sentences and paragraphs. Arguments are generally relevant and well structured. There may be occasional errors of grammar, punctuation and spelling.

3 marks

The candidate expresses straightforward ideas clearly, if not always fluently. Sentences and paragraphs may not always be well connected. Arguments may sometimes stray from the point or be weakly presented. There may be some errors of grammar, punctuation and spelling, but not such as to suggest a weakness in these areas.

2 – 1 marks

Ideas are expressed poorly and sentences and paragraphs are not connected. There are errors of grammar, punctuation and spelling showing a weakness in these areas.

0 marks

Total *3 marks*