



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Education

Sport and Physical Education 5581/6581

*PED2 Socio-Cultural and Historical Effects on
Participation in Physical Activity and their
Influence on Performance*

Mark Scheme

2007 examination – January series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

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Sport & Physical Education

Unit 2

General Instructions

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

1. (a) (i) 2 marks for 2 of:
1. Appreciation/judgement;
 2. Knowledge/understanding of performance;
 3. Informed spectator;
 4. Observation/analysis/evaluation. 2 marks

- (ii) 3 marks for 3 of:
1. Performer;
 2. Choreographer;
 3. Captain/leader;
 4. Response to leadership;
 5. Team member;
 6. Manager/administrator;
 7. Official/referee/umpire;
 8. Coach/teacher/assessor/observation & analysis;
 9. Informed spectator. 3 marks

(b) 4 marks for 4 of (sub max 3 per section):

Similarities	Differences
1. Intrinsic/fun/enjoyment	7. Teacher guiding the task/adult authority/children told what to do
2. Learning through movement	8. Formal educational objective
3. Interaction with other children	9. Less choice/less spontaneous/compulsory/lesson (<i>accept reverse</i>)
4. Problem solving/creative/decision making/cognitive development	10. Kit/uniform
5. Negotiation with others/communication/social development	
6. Freedom of movement/free space	

4 marks

(c) (i) *Sub max 3 per section:*

State

1. Day/local;
2. Free to go/after small initial charge;
3. Mixed ages/sexes;
4. Poor cramped facilities/few facilities;
5. For the working classes;
6. Gave a basic education the in the 3 R's and the 4th R – Religion;
7. Physical activity included military drill/forms of gymnastics/physical training.

Public

8. Boarding/residential/rural/non local
9. Single sex/boys
10. Fee paying/elitist/run by trustees
11. Middle upper class
12. Sophisticated facilities/larger grounds
13. Spartan/fagging/strict discipline system

4 marks

(ii) *5 marks for 5 of: Sub max 4 marks*

Characteristics

1. Free standing/no equipment/large numbers/small space;
2. Standing in regimented rows/unison/class response;
3. Taught by NCOs;
4. Adult exercises for children/took no account for children's needs;
5. Static/no creativity/no skill development;
6. Marching/weapon familiarity;
7. Mixed ages/sexes.
8. Instructional/didactic/no inter-action/command style

Aims

9. To develop fitness/health
10. Preparation for work/war
11. Familiarity with weapons
12. Obedience/discipline

(can credit point 6 and 11 as long as qualified)

Sub max 4 marks

5 marks

-
2. (a) *2 marks for 3 of (1 mark for 1/2 correct; 2 marks for 3 correct)*
1. Invasion;
 2. Net/wall;
 3. Striking & fielding;
 4. Target;
 5. Fighting/combat.
- (Do not accept just names of games. Must list type rather than activities)* *2 marks*
- (b) (i) *4 marks for 4 of:*
1. Local;
 2. Unstructured in terms of boundaries/number of players/time/kit/no spectators/participation based/disorganised;
 3. Rules were few/simple/unwritten (*do not credit no rules*);
 4. Male;
 5. Working class;
 6. Violent/many injuries/alcohol fuelled;
 7. Limited equipment/cheap;
 8. Initially rural/ later some urban adaptation/village rivalries;
 9. Played occasionally/holy/feast days;
 10. Force not skill.
- 4 marks*
- (ii) *3 marks for 3 of:*
1. Banned by authorities/unpopular with middle class/churches/violent/disorderly/damage to properties/land;
 2. Lack of space in urban areas/no space;
 3. Need for disciplined workforce/time off work due to injuries/no time/losing holy days/increased working hours/machine led/lack of free time;
 4. Rationalising/civilising of society ongoing process;
 5. Middle class encouraged rational forms of recreation/factory/church teams;
 6. Developed in public schools.
- 3 marks*

(c) 5 marks Sub max 4 per section

Technical	Moral
1. Lots of time/regular play	7. Code of behaviour/etiquette
2. Developed rules	8. Sportsmanship/fairplay
3. Developed structure e.g. time/boundaries/number of players/officials/coaches	9. Leadership/response to leadership
4. Division of labour e.g. attack/defence	10. Win and lose with honour
5. Equipment changes/goal posts/kits	11. Respect for opponents
6. Competition/house/later school	12. Athleticism/physical endeavour with moral integrity
	13. Teamwork/cooperation

(Must make link to credit answer)

5 marks

(d) 4 marks for 4 of:

1. Increase links between the two/visits/liaison personnel/coaches/dual use/sharing facilities;
2. Observe government policy/e.g. PESSCLS/sports colleges/sport development officers;
3. Offer discounts/membership/subsidised used of facilities;
4. Offer range of participation/competitive/recreational/social/extracurricular clubs/trips/holidays/sports camps/increased competitions;
5. Come and try days/taster sessions;
6. Publicise/advertise/notice boards.
7. Increased awareness of health and fitness issues

4 marks

3. (a) (i) 2 marks for 2 of:

1. The community to take part/sport activities/suggest **large** amounts of people;
2. Requires discrimination to be reduced/eliminated;
3. Suggests a social policy/government – agencies involved.
4. Grass roots level;

2 marks

(ii) 4 marks for 4 of (must give a reason linked to the factor/can be positive or negative):

(Bullet point list of four of the factors below without explanation)

1. Resources – access to money/facilities/effective coaching/transport/clubs/ disposable income;
2. Social status/middle classes more likely to participate/unemployment issues;
3. Peers/friends/family – influence of (positive or negative);
4. Cultural / religious/race issues/holy days/dress codes or equiv/centrality/stacking;
5. Leisure time - amount of;
6. Previous experience / Past enjoyment or not of PE /previous success in sport/ private schools;
7. Age / old / young – require explanation
8. Gender e.g. women may have less access to resources / men more likely to participate;
9. Disability – less access or increasing opportunities;
10. Discrimination – require explanation;
11. Media coverage/societies image/role models/health awareness.

4 marks

(iii) 5 marks for 5 of:

1. Health /fitness/less obesity/physical or mental/less strain on NHS;
2. Social control/occupy peoples leisure time/channel energies positively/crime prevention/keep them off the streets;
3. Economic benefits / employment/neighbourhood regeneration;
4. Success at international level / more medals/national pride;
5. Inclusiveness / reduce social exclusion /integration of community;
6. Give people success / sense of achievement / pride in self;
7. Friendships/social skills/teamwork

5 marks

(b) 3 marks for 3 of (sub max 2):

Private e.g. private fitness centre	Voluntary e.g. local netball club
<ol style="list-style-type: none"> 1. Privately owned registered companies 2. Trading on normal profit/loss/self financed 3. Managed by owners and their employees 4. Exclusive/Better facilities 5. higher membership fees 	<ol style="list-style-type: none"> 6. Business operations owned by members 7. Possibly on trust/charity basis: trading on normal profit/loss/break even 8. Managed by members committees/often unpaid/volunteers 9. Financed by members subs/match fees/fund raising/sponsorship

3 marks

(c) 4 marks for 4 of:

Why	How
<ol style="list-style-type: none"> 1. Social control / occupy peoples time in acceptable activities 2. Wanted to improve morals of working classes 3. Improve health 4. Tried to make church attractive /recruitment 	<ol style="list-style-type: none"> 5. Encouraged rational /civilised activities 6. Allowed Sunday school clubs / teams e.g. Everton 7. Boys Brigade / Scouts / Guides 8. Provided facilities e.g. church halls / fields 9. YMCA developed volleyball and basketball 10. Encouraged link between Christianity – military – physical / muscular Christianity 11. Clergy / vicars etc took an active role 12. Services put on for ramblers/ cyclists

4. (a) (i) 2 marks for 2 of:
1. Sports were becoming more popular/lots of people participating;
 2. More and more clubs were being formed;
 3. A nationally recognised set of rules was needed/to make competition fair/codification;
 4. Sports needed organising/administrative structure/to organise leagues/competitions;
 5. Old boys wanting to continue participation/maintain amateur tradition;
 6. Working class establishing own control. 2 marks
- (ii) 4 marks for 4 of:
1. Played regularly/lot of free time for middle & upper classes/boys in school;
 2. Teams are wearing kit/division of labour/positional roles/ strategies/tactics/ rules;
 3. Technical aspects such as ball/goal posts;
 4. Skills based;
 5. Spectator development;
 6. Regional and national teams / development;
 7. Officials;
 8. Urban development. 4 marks
- (b) (i)
- physical education
 - physical recreation
 - sport 4 marks

4 marks for 4 of (sub max 3). Only accept from first two mentioned:

Physical education	Physical recreation	Sport
1. Lessons at school/compulsory 2. Games a category on national curriculum / all Key Stages 1-4 3. Formal teaching & learning / of skills / tactics 4. Assessment/attainment 5. encouraged to adopt other roles e.g. officiating 6. Key values such as leadership	7. Voluntary / choice 8. in free time 9. Outcome /result not important 10. Motive for fun / intrinsic/some extrinsic 11. Social 12. Some level of organisation / modified rules	13. Serious outcome/winning important /highly competitive 14. Motive extrinsic / professional/earn an income 15. Organisational stringency / highly structured rules 16. Officials enforce rules 17. Commitment/sacrifice/dedication 18. Specialise/skill level
19. Accept health/fitness under any once only		

- (ii) 4 marks for 4 of:
1. Equal opportunities/more sports generally being made available/women have fought for the right to participate/Sex Discrimination Act/war effort;
 2. Media coverage increased;
 3. Therefore increase in role models/more female coaches/PE teachers;
 4. School PE curriculum/extracurricular programmes encouraged opportunities;
 5. FA/more clubs/more approving/actively encouraging/opening up of traditional men only clubs to include female teams/more male coaches for female teams;
 6. More participation = more money for the game;
 7. Reduce stereotypes/socially acceptable e.g. football not a medical threat to female anatomy;
 8. More leisure time/more income 4 marks

(iii) 4 marks for 4 of (max 3 per section):

Benefits

1. Opportunity for upward social mobility/way out/escape/earn money;
2. Role models / encourages younger performers/pride/self esteem;
3. Inner city schemes to control youth/social control/keep off streets/give skills traditional British game/integration into mainstream culture;
4. Increased talent pool.

Problems

5. Reaffirm stereotypes/cultural clash/increases racism/separation
6. Reaffirms expectation that the route out is through sport and not educational attainment;
7. Can lead to channelling / labelling / stacking by teachers – coaches. 4 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*