



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

# Mark scheme

# June 2003

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## GCE

## Sport and Physical Education

### Unit PED2

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## 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) 1 Time away from/left over/after obligations/necessities such as work/education;  
 2 During which activities can be freely/voluntarily entered into/choice;  
 3 For the purpose of relaxation/enjoyment/fun. (2 marks)
- (ii) 1 Physical Recreation – active/exercise/physically strenuous activity;  
 2 Undertaken during leisure time;  
 3 Provides opportunities for self-fulfilment/fun/enjoyment/intrinsic reward/improve skill;  
 4 Helps to maintain physical health/fitness;  
 5 Helps to develop interpersonal/social skills;  
 6 Escape from reality/pressures/stress/mental health/re-create  
 . (any 4 for 4 marks)
- (b) **Public schools (upper/middle class) (max 3 from this section)**
- 1 Opportunities for team games/suitable egs;
  - 2 To develop Muscular Christianity/Athleticism;
  - 3 To instil values for life/activity for its own sake/fair play/team work/loyalty;
  - 4 To develop specific sport skills for further participation in games;
  - 5 To be played during the extensive amounts of leisure time likely to be available;
  - 6 Development of leadership skills/preparation for leadership roles/suitable eg's;
  - 7 Character training.
- Elementary schools (working class) (max 3 from this section)**
- 8 Provided with drill/therapeutic gymnastics;
  - 9 To develop basic fitness/health;
  - 10 To develop obedience/not to question authority/social control;
  - 11 For preparation for workforce/military service;
  - 12 Limited amount of leisure time likely to be available. (5 marks)

- (c) (i) 1. Provide achievement for those not succeeding in other activity groups;  
 2. Avoids direct competition between/against others;  
 3. Provides a wider range of experiences;  
 4. Provides a different kind of challenge/element of risk provided by environment;  
 5. Provides opportunity to discover potential/reach personal limits;  
 6. Development of leadership;  
 7. Development of working with others/trust/team building;  
 8. Development of problem solving/decision making;  
 9. Develops appreciation/knowledge/understanding of environment;  
 10. Develops confidence/self-reliance/overcoming fear/survival skills/map/compass reading skills;  
 11. Cross curricular link with other subjects eg Geography.  
*(nb use of an appropriate example required for maximum marks)* (3 marks)
- (c) (ii) 1. Escape from urban life/routine/explore countryside;  
 2. Seek challenge/risk/thrill/(adrenaline) rush;  
 3. Influence of PE programme/have developed necessary skills;  
 4. Influence of media/fashion/role models/youth culture;  
 5. Away from rules, regulations and strict structure/not competitive;  
 6. Seek independence/own decisions/self-paced. (4 marks)
- 2 (a) (i) 1. Athletic – Winner decided by quantitative measure of fastest time/furthest distance/greatest height/heaviest weight;  
 2. Game - Winner decided by greatest number of points to symbolise territorial dominance;  
 3. Gymnastic – Winner decided by greatest number of points awarded for best qualitative movements/movement replication/degree of difficulty as judged against set criteria/judges opinion. (3 marks)

(ii)

**Tactical Knowledge** *(sub max 2 marks)*

Gymnastic	Games
1. Considerable Pre planning requirement/ rehearsal in advance of competition	4. Pre-planning demand for game plan/set moves
2. Limited decision making during competition	5. Ability to adapt game plan to situation during play
3. May be required/ need ability to select moves from pre determined options during performance depending on how well routine is going	6. Ability to make instant decisions during play.

**Technical ability** *(sub max 2 marks)*

Gymnastic	Game
7. Wide range/ complexity/extreme nature of movements/ skilled action need to be mastered	10. Limited range of skills;
8. High degree of technical competence required/ability to demonstrate perfect technique	11. Technical competence advantageous, but not essential to achieve aims
9. Skills performed as developed in practice/ rehearsed/closed skills	12. Skills need to be adapted to meet a variety of situations / conditions / open skill.

(4 marks)

**(b) Social**

1. Traditional games were considered too violent/lacked sufficient rules to control behaviour;
2. Such activities might lead to social disorder;
3. Activities linked to gambling/drunkenness/vices;
4. Church attitudes/conflict with Christian values/morals;
5. Modern sports promoted more socially accepted/worthwhile characteristics;
6. Impact of urbanisation/loss of village rivalries/traditions;
7. Role of ex-public schoolboys in communities in setting up teams/clubs linked to church/factory/military;
8. Sport used as a form of social control/promote 'civilised' values/muscular Christianity/athleticism.

**Economic**

9. Traditional games might lead to injury to workforce/reduced productivity;
10. Damage to property;
11. Restrictions on space/limited opportunities/possibilities in urban areas;
12. Access to animals reduced in urban areas;
13. Reduced time available due to industrialisation/factory system/regime;
14. Transport encouraged spread of modern game;
15. Enclosure/mechanisation of agriculture restricted opportunities.

*Sub max 3 from each section  
(6 marks)*

**How**

- (c)
  1. Community action initiatives/'Active Communities' programme;
  2. Funding/allocation of Lottery money;
  3. To help provide/develop/improve facilities;
  4. To pay for work of development officers/coaches;
  5. Training of sports leaders/coaches;
  6. Setting up of clubs/schemes/local initiatives/NGB Schemes

*Sub max 3 marks*

**Why**

7. Because it can be much more difficult for organisations in these areas to raise funds for capital project than it is in relatively prosperous areas;
8. To help achieve regeneration;
9. To help achieve social inclusion;
10. Contribute to closing the gap in the provision of sports facilities between deprived areas and other areas;
11. Help raise levels of participation;
12. Value to health/promote active lifestyles;
13. Educational outcomes/development of personal/social skills;
14. Community safety and cohesion/reduce crime;
15. Sport England making its contribution to the Government's social agenda;
16. Discover/develop potential elite performers/link to specific sport schemes.

*Sub max 3 marks  
(5 marks)*

- 3 (a) (i) 1. Foundation – first introduction to an activity/beginners/basic skills/first learning of an activity;  
2. Participation – regular involvement at a basic level of skill/commitment/choice. (2 marks)
- (ii) **Foundation**  
1. Introduced to activity through school-based PE;  
2. Taster sessions run by local club/local authority;  
3. Introduced by parents/friends/peers to sport centres/clubs.
- Participation**  
4. Extra-curricular school club/team/school fixtures/tournaments;  
5. (Youth section) local club/local leagues/tournaments;  
6. Recreational/pick up games in the park/own leisure time. (3 marks)
- (b) **Formation**  
1. Increase in number of fixtures/competitions;  
2. More widespread playing of sport required nationally agreed rule structure/regulations;  
3. Different versions developed by different schools;  
4. To set up competitions/leagues;  
5. Deal with professionalism/commercialism.
- Prevention**  
6. Desire to maintain control of sport;  
7. Preservation of amateur ideals;  
8. Maintain exclusivity of sport/not mix with lower classes;  
9. Did not like losing to professionals. (5 marks)
- (c) (i) 1. Recognition of the need for greater equality of opportunity/equality legislation;  
2. Following roles played by women to support war effort;  
3. Health/fitness/recreation considered a right for all;  
4. Increase in leisure time/improvement in child care facilities;  
5. Increase in disposable income/independence;  
6. Influence of school PE encouraging/exposing to activities;  
7. Development of women specific/appropriate/only activities/more alternatives;  
8. Creation of more clubs/opening up of more clubs;  
9. Development of role models/media/body image/fashion;  
10. Womens right movements/feminism/WSF. (4 marks)
- (c) (ii) 1. General point about sexual discrimination;
- Social**  
2. Sport not included under sex discrimination act;  
3. Gender role/psycho-social needs/stereotyping;  
4. Appropriate/inappropriate activity/physiological stereotyping/myths;  
5. Sport as a male preserve/keep women out.

**Economic**

5. Lower income;
  6. Less time;
  7. Less resources/lower funding/fewer facilities.
  8. Effects of lack of media coverage/role models. (4 marks)
- 4 (a) (i) 1. KS 1 – Gym/Dance/Games – limited range; (credit only if they name all three)
2. No choice offered/compulsory;
  3. KS 1&2 – development of individual skills in isolation;
  4. Focus on basic/simple skills;
  5. KS 3&4 – wider range of activities offered;
  6. Choice of activity offered/specialisation;
  7. Development of skill in competitive situation;
  8. Focus on more complex/advanced skills
  9. Opportunities to develop secondary roles other than performing/coach/official/etc. (3 marks)
- (a) (ii) 1. Level of performance;
2. Planning;
  3. Evaluation/Analysis of movement;
  4. Improving own/others performance;
  5. Knowledge/understanding of fitness/health related/safety. (3 marks)
- (b) (i) 1. Overt racial discrimination abuse/harassment/from other pupils;
2. Lack of parental support/encouragement/unable to stay after school-based physical activity/sport not considered supportive;
  3. Cultural/religious observance restrictions/fasting/reduces opportunities;
  4. Covert racial discrimination/not selected/denied opportunity
  5. Pushed towards certain activities by teachers/coaches/stereotyping/stacking;
  6. Lack of local facilities due to economic/social deprivation;
  7. Lack of role models in particular sports/self-fulfilling prophecy/pulled towards some sports. (4 marks)
- (b) (ii) 1. Improve physical access to facilities;
2. Adapt sports to meet special needs;
  3. Develop clubs/teams/regular competition;
  4. Promotion/campaigns/role models/inclusive policies/SE/NCPE;
  5. Employment/training of specialist teachers/coaches;
  6. Integration/ segregation approach linked to any points above (3 marks)
- (c) (i) 1. Public – open to all/subsidised service/social need/policy/run by local authorities;
2. Private – exclusive/ability to pay/make a profit/commercial business. (2 marks)
- (c) (ii) 1. Public sector forced to account more for the use of local taxes;
2. Need to improve efficiency of provision/resources/funds;
  3. Use of private sector methods to achieve the above;
  4. Use of policies of CCT/Best Value;
  5. Brief/basic explanation of CCT/Best Value;
  6. Hence partnerships developed between the two sectors/working together. (3 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*