

GCE 2004
June Series



Mark Scheme

Sport & Physical Education *Unit PED2*

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) *3 marks for 3 of:*

1. Gentry/upper class/middle class;
2. Fee paying/exclusive/elitist;
3. Rural/non local/not many of them;
4. Residential/boarding;
5. Single sex/all boys/all girls;
6. Spartan/fagging system/bullying;
7. Strict discipline;
8. Endowed/trustees.

3 marks

(ii) *(4 marks for 4 of):*

1. Organising their own sport events/organising experience/sport committees/
in charge of young boys/ran by sixth formers;
2. Teamwork/raising team morale/create loyalty in a team;
3. Captain/captain in sport/learn to give orders/respect for leadership;
4. Physical hard work/fitness/health/strength to lead;
5. Devising tactics/strategies to overcome problems/decision making;
6. Competitive to exist in competitive society;
7. Prepare them to behave well under pressure/test temperament/self discipline;
8. Test courage and bravery;
9. Leading by example;
10. Expectations of high moral standards/sportsmanship/fairplay.

4 marks

(iii) *3 marks for 3 of:*

1. Improve health/fitness/did not improve fitness/hard physical exercise;
2. Learned to take orders/obedience/discipline;
3. Familiarity with weapons/staves and sticks;
4. Not needed to think or use initiative/working in unison;
5. Employees need to obey employer;
6. Military role as a soldier/foot troops/preparation for work role.

3 marks

- (b) (i) *5 marks for 5 of:*
1. Physical education compulsory/everyone can experience it/extra curricula;
 2. Acquire a range of skills/sports;
 3. Hopefully find an activity they enjoy/continue with later life;
 4. National Curriculum encourages other roles in sport/coaching/officiating/ knowledge of wide range;
 5. Enables them to be healthy when they leave school/HRF/awareness of healthy lifestyle;
 6. (Sport offered via extra curricula) activities/clubs/trips/teams/practices/ matches;
 7. Social benefits/etiquette/knowing how to behave in a club;
 8. Links with community sport clubs encouraged;
 9. Standards of performance extended/more competitive emphasis;
- Encourage self-discipline/commitment/dedication/training/hard work/positive attitude outside curriculum lessons. *5 marks*

- (ii) *3 marks for 3 of:*
1. Critical performer/self improved; *[skill based]*
 2. Observation/evaluation others/spectator;
 3. Helping others/coaching;
 4. Choreographer/planning/creative; *[strategy based]*
 5. Role of official/referee/timekeeper/scorers;
 6. Leadership/captain/develop organisational skills. *[people based]*
- (Do not credit sportsmanship/etiquette)* *3 marks*

- 2 (a) *3 marks for 3 of:*
1. Occasional/holy days/festival days/alcohol related/rowdiness/unruly/property destroyed;
 2. Few, simple/unwritten rules; *(Do not credit no rules)*
 3. Limited structure and organisation/unlimited number of players/no division of labour/no time limits/no officials;
 4. Participation rather than spectator sport/most people took part;
 5. Physical force rather than skill/violent/injuries;
 6. Lower class development/male/peasants;
 7. Localised/variations/rival villages;
 8. Limited equipment/facilities. *3 marks*

(b) 5 marks for 5 of:

1. Middle/upper class effected this/factory teams/army teams/colonial;
2. Effect of public school/university education/regularity of play;
3. Devised rules;
4. Devised amateur code/amateurism/gave values to sport;
5. Traditional rowdy pastimes not popular with middle/upper classes;
6. Wanted a more civilised/disciplined workforce/banned by legislation;
7. Industrialisation led to urbanisation/a lack of space (therefore mob games not suitable);
8. Mass of population need for entertainment/more media coverage;
(Do not credit TV)
9. Transport/particularly railways allowed more fixtures;
10. New wealth as a result/commercialisation/facilities being built for its purpose;
11. Sport becoming a business/agents/promoters/formation of governing bodies;
12. More leisure time/Saturday half day/early closing Wednesday;
13. More disposable income/spectator sport suitable/gate receipts;
14. Professional sport/players paid to play.

5 marks

(c) (i) 3 marks for 3 of:

1. Now socially acceptable/perceptions changed;
2. Perception that men/FA banned it as an activity in 19th century;
3. Equality of opportunity/equal rights/Sex Discrimination Act;
4. Popular with females/fastest growing sport in UK/more teams/increased media coverage;
5. Technically non-contact game/indirect contact;
6. Suitable for primary/secondary schools/co-education classes/National Curriculum;
7. Facilities and resources already in place/cheap to implement;
8. More played at higher level/increasing role models;
9. National league for women in UK;
10. Sport development officers/NGBs/Equity policies/funding (must be qualified)/more female coaches.

3 marks

(ii) 3 marks for 3 of:

1. Discrimination by selectors/boards/committees/employers/chairman;
2. (Stereotyping) valued for physical skills rather than cognitive and decision making;
3. Not being in game long enough;
4. Lack of role models;
5. Perception of self/fear of discrimination/reason inhibit application/self-fulfilling prophecy.

3 marks

(d) 4 marks for 4 of:

(1 mark for each section; max 3 if one area not covered)

| | |
|-----------------------------|----------------------------------------------------------------------------|
| 1. Activity specific skills | Depends on game selected/specific examples of motor skills |
| 2. Knowledge | Cognitive understanding/rules/tactics/strategies/HRF |
| 3. Values | Teamwork/sportsmanship/fair play/effort/trust/loyalty/helping others/equiv |
| 4. Example | |

4 marks

- 3 (a) (i) 2 marks:
Fun/enjoyment (*linked to pleasure*);
1. Intrinsic value/non serious (*linked to ulterior motive*);
 2. No predetermined value outside of activity/no tangible rewards (*link to ulterior motive*)
- (NB: *Only credit if they link to definition to example*) 2 marks
- (ii) 2 marks for 2 of:
1. Extrinsic rewards/serious end product;
 2. Competitive/contesting/combatative/winning is important;
 3. Commitment/effort/training/develop skills;
 4. Emotional highs and lows/anxiety/pressure/extremes of emotion;
 5. Highly structured (time/boundaries/rules/equipment);
 6. (Externally imposed) rules/officials/strategies;
 7. Less freedom of choice /moral obligation (e.g. coach, parents, spectators, team players).
- (NB: *or reverse if coming from a 'play' angle*). 2 marks
- (b) (i) 3 marks for 3 of:
1. Health/fitness
 2. Release of stress/escape/catharsis;
 3. Enjoyment/emotional response/psychological homeostasis/recreating self;
 4. Development of skills/achievement/fulfilment/self esteem;
 5. Socialising/friendships/community spirit;
 6. Choice/leisure option/opportunity to follow interest;
 7. Socialisation/learning cultural values/way to behave.
- 3 marks
- (ii) 4 marks for 4 of – max 3 per section:

| Recreational | Competitive |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> 1. Free time 2. Choice 3. Casual/own pace 4. No rules/no opponents/non competitive 5. Freedom/escape stress/urban life 6. Intrinsic motivation/fun/enjoyment | <ol style="list-style-type: none"> 7. Rules 8. Scoring systems 9. Officials 10. Levels of competition 11. Rewards for winning/extrinsic motivation 12. Opponents 13. Institutionalised/governing bodies (Admin structure not competitive) |

(Where no outdoor or adventurous example is given, max 3 marks) 4 marks

(c) (i) 4 marks for 4 of – max 3 per section:

| Private Sector | Public Sector |
|-------------------------------------------------|----------------------------------------------------------------------------|
| 1. Privately owned, registered companies | 6. Business operations run by local authority departments |
| 2. Trading on normal profit/loss/ self financed | 7. Trading on set prices/charges etc/according to pre-set budget |
| 3. Managed by owners and their employees | 8. May involve subsidies as a matter of policy/Council tax or equivalent |
| 4. Better service/better facilities | 9. Managed by local authority employees |
| 5. Membership fees/exclusive/more expensive. | 10. Move to private management/Compulsory Competitive Tendering/Best Value |
| [11-12 reverse allowed] | 11. Facilities not as well equipped due to lack of funds |
| | 12. Can be ‘pay as you go’ |
| | 13. No need for subscription – but can be |
| | 14. Less expensive/less exclusive/open to all/free for qualifying groups |

4 marks

(ii) 3 marks for 3 of:

1. Information: educating/advising on key issues/providing access to research/commissioning further research/participation figures/trends/raise media awareness/quality of media coverage;
 2. Lobbying Parliament/Sport England creating and promoting ‘best practice’;
 3. Campaigns/influencing change/The Brighton Declaration on Women in sport/From Brighton to Windhoek;
 4. Initiatives e.g. WSF Women – Get So Go, A Sport Leadership Access Programme/Women into High Performance Coaching/Young Elite Sportswomen’s Seminars;
 5. Magazine ‘Women in Sport’.
- (Do not accept funding/facilities)

3 marks

4 (a) 4 marks for 4 of (minimum 1 from each section):

| Physical | Cognitive | Emotional |
|-----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Energetic/exercise; 2. Fitness/health; 3. Motor skills/techniques. | 4. Understanding/intellectual e.g. rules/tactics; 5. Reasoning/decision making; 6. Creative; 7. Positive attitude towards health. | 8. Fun/enjoyment; 9. Relaxation/release of stress; 10. Sense of achievement/fulfilment; 11. Confidence/psychological balance; 12. Handle pressure, ie winning/losing; 13. Socialising/friendships |

(Must make link for cognitive and emotional points but will accept physical points on their own)

4 marks

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

| Content | Teaching style |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Free movement; 2. Dance/educational gymnastics; 3. Expressive/creative; 4. Apparatus; 5. Active/energetic/use of space; 6. Educational focus. | 7. Heuristic/guidance/discovery/observational role/less didactic / problem solving; 8. Interaction between teacher and pupil; 9. Work with individuals rather than class response/decentralised style/group work; 10. Teachers devise own work. |

4 marks

(ii) 2 marks for 2 of:

1. Become more child centered;
2. Children's physical/intellectual/social/emotional needs taken into account;
3. More of an educational focus rather than instruction/individual development;
4. Children encouraged to be creative/expressive/decision making/thinking;
5. More 'fun' focus.

2 marks

- (c) (i)
1. Centralised/uniform experience;
 2. Wide range of activities;
 3. Guidelines for teachers/counters poor teaching;
 4. Accountability of teachers;
 5. Clear aims/planning/assessment criteria/makes testing easier;
 6. Preparation for other sport roles e.g. officiating/choreographer etc;
 7. Same status as other subjects.

3 marks

- (ii) *2 marks for 2 of:*
1. Make up rules/change/modify rules/boundaries;
 2. Choice of equipment/partner/activity;
 3. Adapt full sided games/mini games/make targets easier i.e. larger;
 4. Reduce pressure to win/motivate to participate/fun/enjoyment element;
 5. Giving them more independence/decision making/autonomy/ officiating themselves. *2 marks*
- (d) *3 marks for 3 of:*
1. Health [physical and mental]/fitness/reduce health costs;
 2. Less crime/social control/off the streets;
 3. Lower long term unemployment/job creation;
 4. Qualifications/sense of achievement/individual's potential/self esteem/develop life skills;
 5. Community identity/collective effort/integration/bringing community together/social friendships;
 6. Economic impact/sport and leisure big business/infrastructure. *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*