

General Certificate of Education

Sport and Physical Education 5581

(PED2)

Mark Scheme

2006 examination – June 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.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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) *4 marks for 4 of:*

1. First industrialised country in the world/competitive economy;
2. Urban population/people moved from rural areas to towns;
3. Gradually increasing leisure time/disposable income;
4. Lack of space = less facilities for masses to participate/Public provision e.g. parks, swimming pools;
5. Mass of the population needed to be entertained;
6. Spectator sport developed;
7. Public schools rationalised sport/gave rules/structure;
8. Admin structure development/clubs/national governing bodies/middle class control;
9. Commercialisation/professional sport/new inventions/more variety of sports/media;
10. Distinct social class system/gave rise to amateur (middle class) – professional ethos (working class)/leaders spread;
11. Transport allowed local competitions to become regional/national;
12. Church/athleticism/muscular Christianity/YMCA *4 marks*

(b) (i) *4 marks for 4 of:*

1. Competitive/serious outcome/winning important/opponents;
2. Highly structured/time/boundaries/rules/organised;
3. Officials/rules externally enforced;
4. Extrinsic rewards/medals/trophies/monetary reward/motivation;
5. Training/commitments/dedication;
6. Developed strategies/tactics;
7. Values – positive e.g. sportsmanship/negative e.g. cheating;
8. Refined skills; (*must qualify to credit*)
9. Selection/elite few/some not good enough *4 marks*

(do not credit benefits, higher fitness levels, chance or luck as they are not characteristics)

(ii) 4 marks for 4 of (max 3 per section)

	Invasion Game (Football)	Athletic Activity (100m Hurdles)
Strategic	1. Set plays/formations 2. Instant decisions 3. High strategic demand/ complex 4. Likely to change/ due to opponent / interaction	8. Little strategic demand/ few decisions 9. Pre-planned – unlikely to change
Technical	5. Open skills/environment 6. Technique not as important as athletic activities 7. Wide variety	10. Closed skills/ self paced / little variety 11. Technique very important/ consistent

(must make explicit link to what activity they are referring to)

4 marks

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

For	Against
1. Maximum number of children reached/identify talent	6. PE teacher tends to spread across a lot of sports/ not specialise
2. Beginning of sport most crucial/ need best coaching/ best introduction/ likely to carry on	7. Lack of coaches in UK schools/ clubs are better set up
3. Schools have most of the country's sporting facilities/ link into local clubs	8. Conflicts with traditional view of PE/ educational focus rather than performance focus
4. Counteract the situation that school sport is in decline	9. Winning medals shouldn't be the focus of a teacher
5. Need to improve country's medal tally/ feel good factor for the country	10. Focus on specialising can be elitist/leave some out
	11. Could put some off sport/ choice reduced

4 marks

(ii) 2 marks for 2 of:

1. Critical performer;
2. Observation and analysis;
3. Coaching/evaluation of others;
4. Officiating roles;
5. Choreography;
6. Leadership/captain;
7. Spectating role

2 marks

2

(a) (i) 4 marks for 4 of:

1. Motor skills/vaulting/running/jumping/balancing/improve physical skills/ equiv;
2. Choreography/a routine/creativity/imagination;
3. Problem solving/observation & analysis/evaluating/critical performer
4. Social – working with others/interpersonal skills/communication/group work (do not credit team work);
5. Safety;
6. Meet National Curriculum objectives;
7. Allow each child to reach their own potential/respond within own capability/identify own strength and weaknesses;
8. Fun/enjoyment/intrinsic;
9. Raise an interest for child to continue activity in own time

4 marks

(ii) 4 marks for 4 of:

1. Swedish gymnastics (PH Ling);
2. Therapeutic function/health/based on scientific principles of the day;
3. Popular in state schools;
4. Free standing/no equipment/instruction based/catered for large numbers/callisthenics;
(do not credit military/model but accept drill/command style)
5. Less popular with public schools/foreign/no character building qualities;
6. Included syllabuses of PT/medical;
7. (1930's) educational gymnastics/Part of movement approach/posture/dance;
8. Free movement/creative/skills based/experimental/child centred;
9. Children given stimulus/individual response/problem solving/guidance style/heuristic/
trained teachers/teacher – pupil interaction;
10. Can respond according to ability;
11. (1945) Apparatus introduced/Moving & Growing/Planning the programme;

12. (1988) Core subject/on National Curriculum/compulsory/adopt other roles;
13. Olympic gymnastics/badges e.g. BAGA awards;
14. Sport Acrobatic/Rhythmic

4 marks

(b) (i)

1. In an educational setting with school/college e.g. school ski trip (education)/ canoeing in pool;
2. In person's free time/holidays/with friends (recreation)/choice/ e.g. mountain biking;
(must distinguish between outdoor education and outdoor recreation to credit)

2 marks

(ii) 5 marks for 4 of (3 per section);

Educational	Recreational
<ol style="list-style-type: none"> 1. Appreciation/understanding of the natural environmental/issues 2. Know personal limits 3. Trust in others/communication/ awareness of others/team work 4. Self reliance/decision making/leadership 5. Courage/bravery/Overcome fear 6. Cross curricula opportunities/field trips/ geography, biology etc 7. Acquire new skills/survival/map reading/ bushcraft/safety <i>(need to qualify to credit)</i> 	<ol style="list-style-type: none"> 8. Opportunities for 'active leisure'/free time 9. Choice 10. Escape from stress/relax/mental health 11. Health & fitness – physical 12. Intrinsic motivation/fun 13. Sense of achievement/fulfilment/ confidence/self esteem 14. Social/friendship

5 marks

(c) 3 marks for 3 of:

1. No longer compulsory;
2. Competing leisure interests;
3. Employment/less leisure time;
4. Poor links from school to community clubs;
5. Poor experiences whilst at school;
6. Not as accessible or as affordable;
7. Changes in domestic lives/marriage/children;
8. Peer groups influence;
(do not credit motivation)

3 marks

3

(a) (i) *3 marks for 3 of:*

1. Central/local government/authority/public sector;
2. Education (schools/Further Education/Higher Education);
3. Voluntary;
4. Private

3 marks

(ii) *2 marks for 2 of:*

1. Bureaucracy/overlap of responsibility/Red tape/lack of co-ordination;
2. Facility usage/duplication;
3. Money is fragmented;
4. Differing philosophies/priorities/quality of service/values

2 marks

(b) *3 marks for 3 of:*

1. Health/fitness;
2. Employment/job creation/economic status;
3. Regeneration/environmental protection/neighbourhood renewal;
4. Education/new skills/gain qualifications;
5. Community development/integration of community/pride;
6. Equal opportunities/inclusiveness/anti racism.

3 marks

NB DO NOT CREDIT CRIME/SOCIAL CONTROL AS IN QUESTION ALREADY

(c) (i) *2 marks for 2 of:*

1. People who have racial, religious, linguistic/examples;
2. (Minority) where a group forms a small proportion in a population;
3. Sub culture

(Do not accept getting discriminated against)

(ii) *5 marks for 5 of:*

1. Ethnic preferences may be different to mainstream provision;
2. Stereotypes;
3. Racism/discrimination;
4. Perceived racism/fear of abuse;
5. Culture/family may not encourage sport/Religious restrictions/holy days/dress codes;

6. Women in particular have lower rates/patriarchal society;
7. Less media coverage/less role models/lack in information/awareness;
8. Similar reasons to rest of society (lack of time/provision/money).

5 marks

(iii)

1. Have a multi-cultural policy/equal opportunities policy/avoid discrimination/positive discrimination;
2. Positively encourage participation in extra curricula activities;
3. Create links with external clubs
4. Use role models/sport leaders from ethnic minority groups'/mentors
5. Wide range of activities/consider ethnic preferences;
6. Raise expectations;
7. Specific gender-only activities/awareness of cultural differences/dress codes;
8. Avoid channelling/labelling.

3 marks

4

- (a) (i) 3 marks for 3 of (they must be linked to appropriate term)

Time

1. Free from work/domestic chores/sleeping/surplus (*need to qualify time from what*)

Choice

2. Voluntary/free will/no moral obligation

Opportunity

3. Provision/variety/mixture of private – voluntary – public

Purposeful leisure

4. Socialist states control the leisure time and activities of the population/may censor certain activities/activities must be beneficial to the society

3 marks

(ii) 4 marks for 4 of:

1. Society attitudes changed/rights to leisure/limited Protestant work ethic;
2. Working hours reduced/Trade Union influence/pressure/EU regulations/more holidays;
3. Increased status of leisure/reduced status of church/work;
4. Labour saving gadgets;

5. Increase in life expectancy;
6. More accessible facilities/personal mobility/improved transport;
7. Early retirement;
8. Unemployment (enforced leisure);
9. Job share/work from home/flexible work patterns

4 marks

(b) (i) *3 marks for 3 of (2 marks per section)*

Net	Striking and Fielding
<ol style="list-style-type: none"> 1. Court divided in two/half by a net; 2. Players separated/not allowed to cross/touch net; 3. Territory invaded by ball/object; 4. Placement of ball crucial; 5. Most games start with serve/carried out by rally; 	<ol style="list-style-type: none"> 6. Pitch divided into infield and outfield 7. Shared territory 8. Take in turns/innings to field/bat 9. Fielding team trying to get batting team out/reduce runs etc 10. Placing of ball to gain time to make runs

(must distinguish to credit)

3 marks

(ii) 4 marks for 4 of:

Badminton
<ol style="list-style-type: none"> 1. Environmental conditions e.g. dry, warm, comfortable; 2. Individual / don't rely on a team; 3. Can be played casually/recreationally/socially or competitively; 4. Can maintain health + fitness; 5. Increased provision in schools/leisure centres/clubs; 6. Lifetime activity/suitable for all ages/own pace; 7. Non contact/not as aggressive; 8. Socially acceptable/women traditionally played badminton

4 marks

(c) 4 marks for 4 of (max 3 per section)

Objectives	Initiatives
1. Strategic lead for sport in England; 2. Focus investments; 3. Provide advice and support to partners; 4. Influence decision makers & public opinion; 5. Start/more people – increase participation; 6. Stay/more places – retain participants via effective network of clubs/more/improve facilities; 7. Succeed/more medals – achieve success at every level; 8. Internal efficiency – operate and allocate resources;	9. Sports Colleges/coordinators/Sport development officers; 10. Sportsmark/Activemark/Sports Partnership mark; 11. <u>Active</u> Sports Programme; 12. Sport Action Zones; 13. PESSCLS/school club links; 14. TOPS; 15. Best Value; 16. Sporting equals

(Do not credit raising the game)

4 marks

Quality of Written Communication

The GCSE and GCE A/AS Code of Practice require 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