



**General Certificate of Education**

***Sport and Physical Education***  
***5581/6581***

**PED2**

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

**Post-standardisation**

**Mark Scheme**

*2008 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.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

Copyright © 2008 AQA and its licensors. All rights reserved.

#### COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

1

- (a) There have been many changes to the teaching of physical education as a result of gradual development in educational ideas and social change

- (i) What are the present-day **aims** of physical education in the state school system? (3 marks)

3 marks for 3 of:

1. *Develop a range of (psycho) – motor skills/range of sports*
2. *Fitness components eg flexibility/strength/stamina/mobility*
3. *Understanding and appreciation for physical activities/cognitive development/rules – tactics/creative*
4. *Positive attitudes eg sportsmanship/competition/abiding by rules/loyalty to team/leadership/enjoyment*
5. *Confidence and self esteem/personal and social skills/successful*
6. *Understand need for a healthy lifestyle/carry on after school/prevent obesity/career preparation*
7. *Meet levels of the attainment levels/high quality PE*
8. *Link PE with school sport/PESSCLS/extra-curricular provision*

- (ii) What factors may determine the **amount** and **type** of physical activity that children will experience whilst at school? (5 marks)

5 marks for 5 of:

1. *Type of school eg private/state/grammar/comprehensive/primary/secondary/lots of facilities/Sports College status*
2. *Area of the country/locality eg local traditions/North/South/Wales*
3. *Headmaster/governor's philosophies eg competitive sport/traditions of school*
4. *Government eg recommendations/policies/NC guidelines/2-5 hours*
5. *Curriculum eg time constraints/status of PE*
6. *Teachers eg qualifications/preferences/bring in coaches*
7. *Historical reasons*
8. *Extra curricular activities eg*
9. *Multi-cultural eg taking into account/different activities/sensitivity/gender/age/disability*
10. *Examination subject (GCSE/A Level) eg theory/analysis*
11. *Facilities/equipment/funding*

- (iii) Schools should help to prepare children to use their leisure time effectively.

Explain what social factors have led to this development. (3 marks)

3 marks for 3 of:

1. *Leisure time was increasing*
2. *Changing employment patterns/flexible hours*
3. *Social control/fears of youth misbehaving/positively channel energies*
4. *Raising of school leaving age/need to occupy older age groups with different activities*
5. *Rising obesity/need to improve health – including mental/children with sedentary leisure interests*
6. *Growing use of community facilities/dual use/joint provision/growth of new activities*
7. *Post school gap/drop in participation when people leave full time education*

(b) During the 19<sup>th</sup> century, children in the state school system and public school system had very different experiences.

- (i) Military drill and Swedish gymnastics were taught in **state schools** in the 19<sup>th</sup> century.

What were the **similarities** between *military drill* and *Swedish gymnastics* in terms of content **and** methods of delivery?

(3 marks)

3 marks for 3 of:

1. *Free standing/cheap/no equipment necessary*
2. *Aim to improve health and fitness*
3. *Aim to increase discipline and obedience in working classes*
4. *Catered for large numbers in a small space*
5. *Didactic/command style/instructional style of teaching*
6. *Mixed ages and sexes*
7. *Regimented rows/ranks*
8. *Class response/uniform response-unison/no individual response*

- (ii) Explain how the team games played in **public schools** reflected and prepared the boys for the lifestyle of the middle and upper classes. (4 marks)

4 marks for 4 of:

1. *Recreational activity/had a lot of leisure time so need for recreation activities/leisured class*
2. *Required expensive facilities/equipment/had a lot of money so could afford*
3. *Leadership roles eg captain/prepared for life as leaders later in life/giving orders/high status jobs/confidence*
4. *Encouraged decision making/organising skills/factory owners/clergy/doctors/officers etc*
5. *Understanding team spirit/team morale/communication*
6. *Gentlemanly conduct/displayed through etiquette/codes of conduct/sportsmanship/fairplay/moral integrity*
7. *Character building/bravery/courage/loyalty/self discipline/control temperament*

---

2

- (a) People engage in physical activities for different purposes and with differing outcomes.

- (i) What are the characteristics of *physical recreation*? (3 marks)

3 marks for 3 of:

1. *Active leisure/expend energy=health benefits – mental and physical/use of leisure time/relax/stress relief*
2. *Develop motor skills eg jumping, running*
3. *Cognitive/perceptual skills eg thinking/understanding/rules*
4. *Mostly enjoyment/intrinsic motivation*
5. *Some extrinsic motivation eg get fit – meet people/socialising*
6. *Sense of achievement/self fulfilment*
7. *Playing recognised – standardised sports/modified activities/less organised than sport*
8. *Voluntary/choice*
9. *Casual attitude/outcome not serious/adult play/escape*

- (ii) What are the benefits of *club sport* to the individual **and** to society? (4 marks)

4 marks for 4 of:

1. *Health/fitness/less obesity/physical or mental*
2. *Social control/occupy peoples leisure time/channel energies positively/crime prevention/obeying rules*
3. *Economic benefits/employment/spend less on NHS*
4. *Success at international level/more medals/refine higher skills/personal success/pride/self esteem*
5. *Inclusiveness/reduce social exclusion/integration of community/social skills*
6. *Sense of pride in community/morale*

- (b) How can a school physical education programme act as a pathway for individuals to participate in a more structured form of sporting activity? (3 marks)

3 marks for 3 of:

1. *Provides an initial interest/foundation level/develops basic sport skills/rules*
2. *Follow NC guidelines/government policies eg PESSCLS*
3. *Provides wide range of activities/find one they may enjoy/best suits*
4. *Extra curricular activities/participation bases/extend interest/coaching/teams/school clubs/camps etc*
5. *Links with local clubs/publicise/raise awareness/provide information/play for a club*
6. *Send pupils for trials/selection/referral*
7. *Specialist sports colleges/school sport co-ordinators*

- (c) Levels of participation in physical activity drop when individuals leave full-time education. Explain some of the possible reasons for this occurrence. (4 marks)

4 marks for 4 of:

1. *Not as accessible/involves cost/lack of facilities*
2. *Other competing leisure interests eg clubbing*
3. *Poor experiences at school/didn't enjoy PE/don't feel good enough*
4. *Less leisure time/in employment*
5. *Domestic changes/marriage/children*
6. *Sport too competitive*
7. *No longer compulsory*
8. *Poor school-club links*

- (d) Suggest reasons why various sporting activities have a **higher** participation rate by certain ethnic minority groups. (4 marks)

4 marks for 4 of:

1. *Veer away from sports which will provide negative experiences/ racism/verbal abuse/discrimination/perceived racism/think they will suffer racism/stereotype/prejudicial attitudes*
2. *Channelling into sport /labelling/stacking*
3. *Traditional sports to culture eg cricket Pakistan*
4. *Positive role models/media*
5. *School PE programmes/local club provision*
6. *Cost/access*
7. *Self-fulfilling prophecy – linked to a myth or stereotype*

**3**

- (a) Industrialisation transformed the lifestyles of people across the United Kingdom in terms of employment patterns and leisure opportunities.

- (i) How did industrialisation lead to an initial reduction **and** later improvement in the opportunities of the working classes to participate in sporting and recreational activities? (4 marks)

4 marks for 4 of: (sub max 3)

<b>Reduction</b>	<b>Improvement</b>
1. Long working hours/less free time/machine driven/12 hours a day	7. Less working hours/Trade Union/Factory Acts/Bank Holidays
2. No daylight hours	8. Saturday half day = afternoon sport
3. Sunday – Sabbath/day of rest	9. Early closing Wednesday
4. Loss of traditional holy days/loss of local traditions/lack of space/banned traditional sports	10. Factory owners encouraged sport/gave time and facilities/teams
5. Poor health/lack of energy	11. Better wages
6. Low income/can't afford/no access to facilities	12. Transport – train allowed fixtures
	13. Broken time payments/professionalism
	14. Public provision

- (ii) What were the characteristics of *rational* recreation? (4 marks)

4 marks for 4 of:

1. Regular participation/lot of free time
2. Complex, written rules – not just 'rules'
3. Highly structured in nature/officials
4. Being spectator based as well as participation based
5. The need to use refined skills rather than force
6. Being a middle to upper class development
7. Being regionally and nationally based/NGBs/clubs
8. The use of sophisticated equipment and facilities

- (iii) What impact did the railways, as a form of transport, have on the development of recreational and sporting activities in the United Kingdom? (3 marks)

3 marks for 3 of:

1. More movement of teams and spectators/more teams/more competitions
2. Local to regional to national to international
3. Relatively cheap/affordable
4. Transport of animals eg horse racing
5. Day trips to the seaside/eg excursions to Blackpool/bank holidays
6. Access to countryside
7. Development of rambling/fishing/rock climbing
8. Escape from polluted cities/escape work

- (b) An individual's occupation and social status have often been important factors in determining their opportunity to participate in recreational and sporting activities.

- (i) Why was an activity such as lawn tennis suitable for the middle classes in the 19<sup>th</sup> century? (3 marks)

3 marks for 3 of:

1. *Affordable/alternative to real tennis/cheaper than upper class type of tennis/leisure time*
2. *Produced in kit form/middle classes enjoyed production of new goods*
3. *Could be played in schools/suburban gardens*
4. *Developed in clubs/overseen by a NGB*
5. *Social games/both sexes could play/ladies dress code*
6. *A rational form of sport/had rules/codes of behaviour/civilised*
7. *Set them apart from the working classes*

- (ii) How could a national governing body of sport attempt to improve opportunities for low social-economic groups in today's society? (4 marks)

4 marks for 4 of:

1. *Develop inner city tennis schemes/deprived areas*
2. *Follow government guidelines eg best value/equity policies*
3. *Facilities – make affordable/accessible*
4. *Change attitudes (prejudice/discrimination etc) within the sport*
5. *Change structural barriers eg membership restrictions*
6. *Raise awareness through advertising/publicity/SDO/YDO*
7. *Use sport ambassadors/personalities eg Ian Wright/role models*
8. *Improvement employment opportunities for people from these backgrounds*

#### 4

Outdoor and adventurous activities are a reflection of the developments that have taken place in sport and society since the 19th century.

- (a) (i) Explain the term *outdoor education*. (2 marks)

2 marks for 2 of:

1. *Outdoor pursuit/activities/accept relevant example eg climbing/skiing*
2. *Natural environment/countryside/sea etc*
3. *Within an educational setting eg school/college/teacher*

- (ii) Using **Figure 1**, explain what is meant by *subjective danger* and *objective danger*. (3 marks)



3 marks for 3 of:

<b>Objective danger</b>	<b>Subjective danger</b>
1. <i>Danger from the elements eg avalanche</i>	4. <i>Danger which the performer has some control over/ preventable</i>
2. <i>Performer has little control</i>	5. <i>Eg planning a route/safety/ fitness/a harness</i>
3. <i>The more skilled you are, the more likely you are to experience objective danger</i>	6. <i>More possible at lower levels of participation</i>

- (iii) What personal qualities might an individual develop whilst pursuing outdoor and adventurous activities as a recreational activity? (3 marks)

3 marks for 3 of:

1. *Trust*
2. *Leadership/response to leadership*
3. *Self reliance/know personal limits/raise self-esteem or confidence*
4. *Mental toughness/ability to meet a challenge/overcome fear/survival instincts*
5. *Appreciation of the environment*
6. *Communication skills/team work*

- (b) What factors have led to an increase in participation in outdoor and adventurous activities by people with disabilities? (4 marks)

4 marks for 4 of:

1. *Equal opportunities/opening up sports for all sections of society/policies/less discrimination*
2. *Organisations such as disability Sport England/SE/individual NGB/etc*
3. *Technology developments/inventions accept egs/specialised equipment/disabled facilities*
4. *More knowledge of disabilities/coaching/sport science*
5. *Higher expectations of people with disabilities/less stereotypical beliefs*
6. *People with disabilities pushing to participate/demands of people with disabilities/belief in themselves - self esteem*
7. *Appreciation of benefits of these activities to everyone*
8. *Special school programmes/adapted PE programmes set up for people with disabilities eg Calvert Trust*
9. *Media role models/Paralympics*

- (c) (i) What problems might an inner city school face when trying to offer an effective outdoor and adventurous activities programme? (3 marks)

*3 marks for 3 of:*

- 1. Timetable constraints/status of sport/not a major government requirement*
- 2. Cost*
- 3. Accessibility/transport/location of school*
- 4. Staff qualifications/staff willingness*
- 5. Safety issues/insurance/risk/parental concerns*

- (ii) Using examples, explain how inner city schools can adapt and use their local facilities to offer a range of outdoor and adventurous activities?

*(3 marks)*

*3 marks for 3 of:*

- 1. Climbing – climbing wall*
- 2. Orienteering – park/school grounds*
- 3. Canoeing/scuba etc – swimming pools*
- 4. Windsurfing/sailing – reservoir/gravel pits*
- 5. Mountain biking – country parks/parks*
- 6. Skiing/snowboarding – dry ski slope*

### **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**