



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

# Mark scheme

# June 2003

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## GCE

## Sport and Physical Education

### Unit PED5

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## Unit 5

### General Instructions

In the mark scheme:                    ;        separates single marks  
   /        indicates alternatives  
   equiv.        means allow any equivalent correct answers

Except where terms are specifically asked for, allow credit for points in the mark scheme made in different words.

When you have marked the candidate's script, refer to the final page of the mark scheme and award an overall mark for the candidate's Quality of Written Communication.

## Factors Affecting the Nature and Development of Elite Performance

### Section A

- (a) 1 Increase in national prestige/feel good factor;  
2 Advertisement for the country;  
3 Improvements in trade/economy/ tourism;  
4 Infrastructure i.e. better roads/better hotels/ better facilities/better transport;  
5 Demand from population for national success;  
6 Confirmation of political superiority/ political popularity  
7 To enable individuals to succeed/ encourage participation. (3 marks)
- (b) 1 To fulfil potential/ability/self satisfaction/ fulfilment;  
2 Driven by high competitive drive/compete against the best;  
3 To develop a career/job/make a living/ sponsors/ gain recognition/ financial rewards;  
4 Inspired/effect of role models;  
5 Peer/family encouragement/expectation. (3 marks)
- (c) 1 Provides a network of centres/facilities or a major centre/facility for elite performer development;  
2 Free of charge to performers/elite performers/financial support/ training grants;  
3 Nationally organised;  
4 Regionally/locally delivered  
5 General facilities for sports science/sports medicine/equiv  
6 Fitness training facilities;  
7 Access to (Internet-based) coaching advice;  
8 Athlete career education;  
9 Each facility specialises in particular sports;  
10 World Class comment/ EIS distributes funding;  
11 NGBs/ Universities/ Talent identification programmes/build the base.  
(Do not credit Institutes of Sport) (4 marks)

Barriers (Sub max 3 marks)

- 1 Class discrimination may prevent access to clubs/groups forming part of the route to excellence;
- 2 Perceived social inferiority may prevent performers attempting to excel in some sports;
- 3 Lack of information about the support and opportunities available may deter those from less advantaged socio-economic groups.

(Do not credit general comments relating to racism/gender issues/finance/facilities)

Policies (Sub max 3 marks)

- 4 National governing bodies/ Sport England required to have policies to involve under-represented groups e.g kick racism out of sport;
- 5 NGBs/ Sport England may require clubs to hold introductory events/taster days to involve under-represented groups;
- 6 NGBs/ Sport England to engage in information giving/advertising through groups/schools or equivalent from under-represented groups;
- 7 Sports Mark/specialist sport schools encourage links with clubs and regional bodies for the more talented performers/ club links with schools/ Active sport.

5 marks

- 2 (a)
  - 1 Over-strong desire to win/ over arousal/ pressure;
  - 2 May be encouraged/asked to do so by coach/team mates/ pressure from sponsors/crowds;
  - 3 Player loses control due to action of opponents/referee decisions/retaliates/ frustration;
  - 4 Player lacks moral/ethical restraints on personal behaviour;
  - 5 Financial rewards;
  - 6 Importance of game/ cup final/equiv.

(b) Contract to compete (Sub max 3 marks)

- 1 Performers agree to strive/ assert against each other to win/accept the contract;
- 2 Within the rules/ethics/ spirit/ etiquette/ sportsmanship of the contest;
- 3 Within the characteristics of the activity;
- 4 Allowing fair/free opportunity to win/achieve.

Conflict (Sub max 3 marks)

- 5 An act of violence is outside of the rules of the activity;
- 6 and also the characteristics/etiquette/ethics of the activity;
- 7 Although some games will allow a violent act; within a mutually agreed/accepted limit;
- 8 Set by participants;
- 9 Some sports ' a violent act' is within the rules e.g. boxing
- 10 Violence will deprive the victim of a free/fair opportunity to win;
- 11 Violence is often against the law.

4 marks

- (c) i) 3 marks for 3 of:
- 1 CCTV in grounds;
  - 2 Prevention of known troublemakers travelling to matches/reporting in to local police station/life ban/equiv;
  - 3 Banning of alcohol within grounds/ drunks/ moving kick off times;
  - 4 And in local establishments/pubs/bars/ equiv;
  - 5 Segregation of rival fans;
  - 6 Restriction /control of ticket sales/ family areas/ Identity cards;
  - 7 All seater stadia;
  - 8 Increased stewarding/ policing/ policing the streets around the stadia;
  - 9 Police intelligence;
  - 10 Better player behaviour;
  - 11 Ban/fine team/country/close stadia;
  - 12 Appeal by role models/NGBs for fans to behave.

3 marks

- (ii) (No need to make direct link between reason and validity mark)

Reasons (Sub max 4 marks)	Validity (Sub max 4 marks)
1. Young working class males releasing aggressive tendencies/ masculinity/macho.	11 No evidence that working class males are any more or less aggressive than other males/ female hooligans.
2. Tribalism – protection of local area from ‘invading’ opposition fans/religious differences/ old rivalries.	12 Some hooligans travel to their ‘home’ ground; Will go to an away ground to commit violent acts.
3 Nationalism – seeing other country’s/ teams fans as the enemy.	13. Not all international spectators behave like this/eg Scotland; Other sports/ don’t follow the crowd.
4. Reaction by working class fans to the take-over of football by middle class spectators/ bourgeoisification.	14 Hooligans come from wide social backgrounds.
5 Replacement factor/football grounds becoming community focus after rebuilding of working class areas/football, the new religion.	15. If this were the case, why should it lead to acts of violence?
6 Political notions linked to racism etc by neo-nazi groups such as the Chelsea Headhunters/ media exposure.	16. Likely that hooliganism is multi-causal.
7 De-skilling of working class males, loss of traditional industries leading to lack of self value and self worth within society/ unemployment.	18. Suggestion that hooliganism is a symptom of society, not football
8. Status of the game/ media hype/ on pitch action/ alcohol	19. on pitch behaviour is controlled
9 Lack of action in the past by authorities	
10 Thrill seeking/ adrenaline rush/ habitual	

6 marks

- 3 (a) 4 marks for 4 of:
- 1 Events have become larger/more teams/more sports/performers/ stadia size;
  - 2 Greater requirement for funding;
  - 3 from franchisement sponsorship/spectators;
  - 4 More media coverage/ sports want higher profile;
  - 5 resulting in more interest worldwide/in host country/following of national teams or performers/stars;
  - 6 More commercial interest/spin off; (N.B only credit when referring to city/country)
  - 7 Some championships allow professional performers/ prize money;
  - 8 Growth due to intercity/ country rivalry to produce bigger and better championships.

4 marks

(b) Spectators (Sub max 3 marks)

- 1 More opportunities to see élite performers;
- 2 with enhanced viewing opportunities/interactive/ camera angles/statistics/hawkeye/ equiv;
- 3 Improved knowledge of events/performance, etc;
- 4 Enhanced level of performance.

Performer (Sub max 3 marks)

- 5 More opportunities to perform;
- 6 to develop potential to perform at the highest level;
- 7 Still for many performers the chance to represent one's country/engage in friendly rivalry with others;
- 8 Enhanced opportunity to gain expenses/appearance money/win bonus, etc;
- 9 May also have lead to more pressure on performers/ deviancy;
- 10 Commercial pressures may also have affected organisation of events to detriment of performer;
- 11 Commercial pressures may change the nature/characteristics of the event to the detriment of the performer.

4 marks

- (c)
- 1 De Gaulle's 5 point plan;
  - 2 Development of facilities in regional towns/ie athletics tracks/pools/tennis courts/stadium;
  - 3 Creation of a National Sports Institute/INSEP;
  - 4 Offers scientific support/screening;
  - 5 Develops coaches/teachers/administrators;
  - 6 Venue for national team training;
  - 7 Able to accommodate up to 100 children in a study section;
  - 8 International exchange programme;
  - 9 Sporting academies centrally organised;
  - 10 Full time athletes;
  - 11 Talent identification programme;
  - 12 Brevet d' Aptitude physique for younger children 8-12 years;
  - 13 Sport skill testing/ Carnet de Valour Physique older children/10-18/multisport competitions;
  - 14 Regional level screening of talented performers by INSEP/ 11-29 years;
  - 15 Sports study sections/boarding schools/ CREP;
  - 16 Sport specific;
  - 17 Providing high quality training/sport science support;
  - 18 Pupils work towards Baccalaureate.

(d) (Similarities) (*Sub max 3 marks*)

- 1 Creation of a national sports institute;
- 2 With a range of regional centres/28 regional centres;
- 3 With the provision of generalised sport development support/sport science/sports medicine/ high level coaching;
- 4 We now have a more focussed national system of financial support;
- 5 Differing levels of support in relation to performer standard;

(Differences) (*Sub max 3 marks*)

- 6 French institutes has a central base/facility;
- 7 Provides training for 20 different sports;
- 8 Also provides academic study opportunities for athletes based at INSEP;
- 9 We do not have state sponsored sports boarding schools;
- 10 We do not have national screening/talent identification programmes;
- 11 TIPs are done by individual sports organisations;
- 12 Still an element of UK charitable support through organisations such as Sport Aid;
- 13 France is state funded/ UK is mixed funding;
- 14 France system centralised high level of government control/ UK decentralised;

(4 marks)

**Section B**

*7 marks for 7 of:*

- 4 (a)
- 1 power = strength x speed/ amount of work done /time taken;
  - 2 training should therefore reflect this;
  - 3 prior to developing a training programme testing should be undertaken;
  - 4 to establish a base line position;
  - 5 Principals of training
  - 6 1 rep max test would be suitable;
  - 7 could use a weight training system/resistance work/equiv;
  - 8 with a focus on near maximum load;
  - 9 a few number of repetitions;
  - 10 full recovery between sets;
  - 11 2-3 times a week
  - 12 Exercises specific to the activity/ movement/limb/joint use
  - 13 should also ensure a balanced strength/either side of a joint/development;
  - 14 could use plyometrics;
  - 15 max concentric effort;
  - 16 immediately after an eccentric phase;
  - 17 developed through bounding/rebound jumping /depth jumps;
  - 18 relevant adaptations;

7 marks

*5 marks for 5 of:*

- (b) 1 by having a sufficient degree/optimum level of arousal;  
 2 power performers are able to use high levels of arousal;  
 3 as the level of information processing may not be high;  
 4 but also dependent upon the level of experience of the performer;  
 5 beginners cannot cope with as high a level as an experienced performer;  
 6 arousal may be heightened by psyching up/generating anger/emotional  
 arousal/focussing/selective attention/narrowing;  
 7 but to be controlled the level of arousal must not be so high as to cause  
 anxiety;  
 8 coaches must know the performer/situation to be able to manage stress;  
 9 over arousal/anxiety may be reduced through somatic management/  
 cognitive management  
 10 deep breathing/progressive relaxation/ centering;  
 11 imagery/ Mental rehearsal/ visualisation;  
 12 positive self talk/ reduce event significance;  
 13 self efficacy;

*(5 marks)*

5 (a) *8 marks for any 8*

- 1 it was intended to develop fitness/military skill;  
 2 but it is unlikely that skills or fitness would have been developed;  
 3 more likely fitness than skill;  
 4 exercises were free standing/ drill;  
 5 copying the teacher/sole use of observational learning/command style;  
 6 and low skill levels;  
 7 lack of space;  
 8 lack of equipment;  
 9 allowed little/no opportunity for creativity/decision making;  
 10 no progression from simple skills to more complex;  
 11 all undertaken in a closed skill situation/no open skills;  
 12 no serial skill development;  
 13 it is possible that only some flexibility;  
 14 or a low level of stamina/endurance/aerobic fitness may have been  
 achieved;  
 15 rate of work/intensity of work too low to have adaptive effect;  
 16 lack of knowledge of physiology by teacher;  
 17 all pupils working at same rate;  
 18 no account of base line fitness/individual differences;  
 19 no account of age;  
 20 children likely to be under-nourished;

*(8 marks)*

(b)

*4 marks for any 4*

- 1 the nature of the task/skill;
- 2 whether to use whole/part practice methods;
- 3 the standard/level/age of the performer;
- 4 length of time for session/parts of session;
- 5 form of guidance to be used/visual/verbal/mechanical;
- 6 how the practice/lesson time is to be organised/massed or distributed practice;
- 7 environmental factors/group size/space available/ health and safety issues;
- 8 the teaching style to be used;
- 9 National curriculum/ examination requirements; *(4 marks)*

6 (a)

*6 marks for 6 of:*

- 1 would involve a consideration of the direction of forces/ angle of take off;
- 2 and resultant net forces;
- 3 Angle of run up
- 4 Velocity of approach run up;
- 5 action of ankle joint;
- 6 action of hip joint;
- 7 looking at the angle of the take off leg;
- 8 determines the direction of lift;
- 9 may be bringing the athlete too close to the bar;
- 10 Newton's Third law.
- 11 the amount of force being exerted against the ground and resultant reaction force;
- 12 Equal and opposite
- 13 would consider the degree of 'dip' on take off/knee flexion;
- 14 consider the momentum derived from the arm upswing/take off/mass x velocity; *(6 marks)*

(b)

*One mark available for point 1*

*5 marks for 5 of: (max 3 per section relevant to psychological explanation)*

- 1 This is clearly not the case as the performer has been achieving this height during practice;

(Attribution)

- 2 but by attributing his failure to an internal;
- 3 and stable factors;
- 4 they are precluding possibility of future change;
- 5 judging performance to outcome goals
- 6 affecting self efficacy;



(Attribution strategy)

- 7 attribution retraining, correct use of attribution by coach;
- 8 attribute to performance to internal and unstable factors/equiv;
- 9 puts the locus of control back with the performer;
- 10 increase feeling of being able to control/ influence events now/ in the future;
- 11 increase motivation;
- 12 set task mastery/ goals;
- 13 monitor how performer explains performance in the future;

(Arousal)

- 14 effect of evaluation apprehension;
- 15 feeling of being judged/ presence spectators/ other performers;
- 16 sport competitive anxiety;
- 17 therefore not achieving optimal arousal;
- 18 leading to low Self efficacy;

(Arousal strategy)

- 19 stress management techniques;
- 20 develop selective attention;
- 21 show previous success from positive past experience/develop or use audience in training;
- 22 lower the importance of the event;

(Self efficacy)

- 23 performance accomplishment (failed to do it before in competition);
- 24 vicarious experience (seeing others fail);
- 25 verbal persuasion (lack of encouragement);
- 26 emotional arousal (incorrect stress arousal management)

(Self efficacy strategy)

- 27 stress management techniques;
- 28 develop selective attention;
- 29 show previous success from positive past experience;
- 30 lower the importance of the event;
- 31 use of positive self talk.

(5 marks)

6 marks for 6 of:

- 7 (a)
- 1 “gentleman amateur” had high status in the sphere of sport;
  - 2 due to the historical exclusion of professional performers/ low status;
  - 3 sports were also run by the middle/ upper classes;
  - 4 and gentleman amateur had high social status;
  - 5 also due to ‘Great Man theory’;
  - 6 that leadership arose from genetic inherited traits/characteristics;
  - 7 that were only present in the upper/middle classes;
  - 8 these would also have been prescribed leaders;
  - 9 selected by the ruling upper/middle class administrators;
  - 10 may have funded the team

(6 marks)

- (b) *6 marks for 6 of:*
- 1 modern leadership theory focuses on the leader's behaviour being dynamic/changeable/adaptable;
  - 2 to the situation in which they find themselves/ appropriate example;
  - 3 it is influenced by the characteristics of the situation;
  - 4 characteristics of the leader/ communication skills/ respect;
  - 5 and the characteristics of the group/ group size;
  - 6 and although we are in an era where consultation off the field is expected;
  - 7 on the pitch an elite team is likely to prefer a more autocratic style of leadership;
  - 8 leaders who can adopt a range of behaviours are more likely to be successful;
  - 9 it's also likely that the task orientated style would be most effective;
  - 10 except in a non elite/social team situation;
  - 11 use of Laissez-faire / democratic in moderately favourable condition/person orientated;
  - 12 autocratic in favourable/ unfavourable conditions/task orientated/equiv.
- (6 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. *4 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. *3– 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** *4 marks*