



General Certificate of Education

Sport & Physical Education 5581/6581

*PED5 Factors Affecting the Nature and Development of
Elite Performance*

Mark Scheme

2205 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.

Unit 5

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. (Long term) commitment/self discipline;
 2. Determination/be the best/sets targets/vision/single minded/focussed/mental toughness;
 3. Motivation/Nach personality/desire to achieve;
 4. Self sacrifice;
 5. Resilience/ability to overcome failure/pass through pain barrier;
 6. Self-confidence/self efficacy;
 7. High levels of talent/natural ability;
 8. High levels of physical fitness/high VO₂ max/equiv. 4 marks

- (b) 6 marks for 6 of (max 4 per section): Max 4 if support/structures only/max 2 naming organisations only:

Example must be linked to specific structure support. No marks for just naming an organisation. It must be qualified.

Examples		Structures & Support	
1.	NGB/Sport England/World Class programme/SportsAid/gifted & talented/aim higher/ Sponsorships/ Scholarships	2.	Financial support
3.	set performance targets / performance development plans	4.	Support linked to success/world ranking
5.	English Institute of Sport/ Sportscoach UK/UKSI/NGB's/ SportEngland/centres of excellence/academies/UK Sport	6.	Network of <u>elite or high quality</u> coaching/Facilities
7.	English Institute of Sport/ centres of excellence /NGB/ Higher Education	8.	Sports science/technology / nutrition/ medicine/ physiotherapy
9.	NGB/ World Class Programme run by UK Sport/EIS regional scouts	10.	Talent Identification Programme
11.	Academies/Centres of Excellence/specialist schools / colleges/county squads international development groups	12.	Graded levels of competition/ Training elite groups

6 marks

(b) 5 marks for 5 of (max 3 per section):

Similarities

1. Competitive sport is mostly extra-curricular;
2. Separation of PE and competitive sport;
3. Value given to the socialisation character building characteristics of sport;
4. Recent initiatives in UK – Sports Colleges (Centres of Excellence).

(Should refer to both countries)

5 marks

Differences

In the USA: – *(accept reverse answers)*

5. Colleges/Higher Ed nursery for elite/professional teams;
6. Large number of scholarships from school to college/uni/higher ed;
7. High level of competitive interest in school/college sport;
8. Use of high status sports coaches in schools/colleges;
9. Better facilities in USA schools;
10. High level of local community and school spectator interest in inter school/college matches/more people watching;
11. High level of funding/from local taxes/sponsorship/media receipts/gate receipts/commercialisation;
12. Less club development progression at grass root level.

(N.B Do not credit ethics/Lombardian)

5 marks

2 (a) 3 marks for 3 of:

1. Parental interest/encouragement;
2. Sport status/popularity/media coverage/role models;
3. Social background/class influences/opportunities/socio-economic factors;
4. School background/teacher influences;
5. Opportunities for progression/professional opportunities/social mobility/local facilities;
6. Cultural factors – religion/local traditions/historical traditions;
7. Peer pressure/influences;
8. Channelled/labelling/stereotyping/discrimination.

3 marks

(b) 5 marks for 5 of:

Early 20th C *(Sub max 3 per section):*

1. Amateur had high status in sport/society;
2. Amateurs in most sports were best players;
3. Although professionals could out perform in some sports;
4. Controllers of sport/selected teams/formed NGB's;
5. Member of middle/upper classes/gentleman amateur – *(accept reverse)*;
6. Had sufficient income/leisure time for support playing of sport;
7. Avoided playing against working class;
8. Working class excluded from amateur sports/exclusion clauses/not 'open' competitions.

Today (*Sub max 3 per section*):

9. Some amateurs receive money/sponsorship/trust funds/appearance money/scholarships/turn professional earlier;
10. Where professional sports exist, amateurs often unable to compete at same level;
11. Amateurs tend not to have high sport/social status/ professionals now have high status;
12. Blurring of amateur/professional distinction/professional in the Olympics/shamateurism;
13. Sports changed from amateur to professional code. 5 marks

(c) *3 marks for 3 of:*

1. Social prejudice against professional has now disappeared/all classes can compete;
2. Though may still exist in some management echelons/levels in some sports;
3. People now respected for their talents/abilities;
4. Or their efforts in reaching an elite level;
5. Rewards for professionals now very large/media interest/sponsorship;
6. Encourages more to take up professional sport;
7. Professionals have money/resources/time to put into training;
8. Laws exist to prevent discrimination. 3 marks

(d) *4 marks for 4 of:*

*Accept opposites where relevant/accurate
Must make reference to particular sports*

1. Lack of role models/lack of ethnic minority cricketers – no pull factor;
2. High profile/successful anti-racism campaigns in football;
3. Possible racist attitudes in cricket/selection;
4. Football more popular in inner city areas;
5. High proportion of ethnic minorities/UK Caribbean/Asian live in city areas;
6. Football more popular generally/higher status in some communities/TV, media;
7. Cricket associated with UK's colonial history;
8. Historically – financial pull in football;
9. Rugby (Union) & cricket traditionally middle class sport/ public school base/ football & athletics more common in state schools/traditionally working class;
10. Large number of football clubs compared to rugby & cricket/ accessibility;
11. Lower cost to participate in football & athletics;
12. Stereotyping/channelling/directing into certain sports. 4 marks

3 (a) (i) *2 marks for 2 of (must state which sport to credit):*

1. Size of competition/no of teams/matches/length of competition/number of stadia used;
2. Spectator audience/TV audience;
3. Higher financial profit/professional players in football/low profit/ amateur players in hockey;
4. Age/length of competition. 2 marks

(ii) *4 marks for 4 of:*

1. Greater TV audience for football/higher level of spectators;
2. TV rights higher in football/media rights;
3. Higher funding/sponsorship;
4. Higher level of football participation in most countries;
5. wider media coverage/more role models in football/superstars/professionals;
6. More successful marketing/publicity/promotion of football;
7. Football easier to televise/viewer friendly.

4 marks

(Accept relevant opposites) (Must qualify popular to credit)

(iii) *4 marks for 4 of:*

1. Media/Sponsors – may affect timings of events within the championships;
2. Sponsors may influence the IGB to extend the number of teams/matches/rounds;
3. Rule changes/ Sudden death/ penalty shoot outs/equiv;
4. Host countries/cities may influence venues/ticket sales/length or size of tournament;
5. Local/National governments may place conditions on facility/construction/post championship use in return for financial support/funding for facilities;
6. National governments of competing teams/individuals may engage in protest/boycott;
7. Security issues/politics/terrorists;
8. Local infrastructure/transport/communications network/local business interests/business relocation.

4 marks

(b) *5 marks for 5 of (sub max 3 per section):*

Yes

1. Product may be in opposition to the characteristics/values of sport/not healthy;
2. Performer may be criticised if product is seen to be opposed to the nature/values/benefits of sport;
3. Product may not suit the performer's image/damage future marketability/sponsorship;
4. Performer/public may be concerned if the product is produced/manufactured/sold unethically/child labour/fair trade;
5. Performer is seen as a role model/is expected to 'set an example';
6. Product may be against law/advertising restrictions.

No

7. If product is legal then performer has a right to accept sponsorship/advertising deal;
8. Unfair to expect performer to engage in a 'protest' statement when livelihood is at stake/didn't ask to be a role model;
9. Performer may need to accept due to financial considerations/no other sponsorship opportunities;
10. If performer does not accept it someone else will.

5 marks

4 (a) (i) 4 marks for 4 of (sub max 1 mark for explanation of cohesion):

1. Cohesion- a tendency of a group to stay together to achieve certain objectives or outcomes/explain task and social cohesion;
2. Show resistance to disruption.

1 mark

How it is achieved (Sub max 3 marks):

3. Establish common goals;
4. Particularly task oriented goals;
5. Ensure shared experiences/teamwork exercises;
6. Have highly motivated individuals/issue rewards/create desire for success;
7. Understanding and acceptance of individual role within team;
8. Utilise participative/democratic leadership/decision making style;
9. Keep team together/give time for cohesion to develop/social events;
10. Social cohesion can be an advantage, but not essential.

3 marks

(b) (Sub max 1 mark):

1. Most appropriate form of training would be interval/fartlek training;
(Mark first training method only)

(Sub max 5 marks)

2. During the short sprints or bursts of activity/0-10metres/2 seconds ATP
(Do not credit anaerobic);
3. During the 10 - 50/70 metres/up to 10 seconds ATP-PC/lactic system;
4. PC/PC is broken down to release energy/make ATP;
5. During the 70m+/30secs – 2 mins/ lactic acid/lactate anaerobic system/anaerobic glycolysis;
6. During periods of inactivity/walk/jog- aerobic/aerobic glycolysis;
7. Use of aerobic period to restore PC/CP stores/remove lactate;
8. And re-synthesis ATP. (in order to credit must link to 7).

(Sub max 5 marks)

9. Mimics/replicates match running/work pattern;
10. Can combine/alternate periods of work and recovery/equiv;
11. Can change/manipulate/set the intensity of work;
12. By varying distance;
13. Or speed;
14. And frequency/duration of period of work;
15. Can change/manipulate length of recovery period;
16. This allows you to train/stress a particular energy system.

8 marks

- 5 (a) 4 marks for 4 of:
1. Dangerous/challenging/perceived risk/challenge against nature;
 2. Requires conquering of fear/unknown;
 3. Few/no formal rules;
 4. Competitive/non competitive;
 5. Done in natural environment;
 6. Increasing provision in modified/urban environment;
 7. Personal/known codes of conduct/ethics/etiquette;
 8. Appreciation of natural environment/conservation;
 9. Personal development benefits/team work/skills/leadership/co-operation/trust/problem solving/development of confidence;
 10. Safety awareness/concerns for others/appreciation of others strengths & weaknesses;
 11. Escape from urban life/escape from stress/recreational values.
- (Do not credit health and fitness benefits/ must qualify educational values to credit)*

4 marks

- (b) 2 marks for 2 of:
1. Teaching style required would be command/autocratic style;
 2. Type of practice would be distributed. *(credit first practice only)*;

Sub max 4 per section

Teaching Style

3. Situation is dangerous;
4. Maintain control/discipline/fully attentive;
5. Gives clear information/information given quickly/whole receives same instructions;
6. Tasks may be complex, e.g. belaying technique;
7. May be environmental distractions.

Type of Practice (not presentation of practice)

8. Activities may be physically demanding/performer has low fitness levels/gross skill being performed/can rest;
9. Performer may lack motivation;
10. Novice performer may have short attention span;
11. Provides time for mental practice/rehearsal.

6 marks

- 6 (a) Discuss the similarities **or** differences in *characteristics* and *objectives* between school and club sport.

Similarities

1. Both voluntary/own time;
2. Require training/commitment/skill development/physically demanding;
3. Institutionalised/set rules/officials/NGB/structured;
4. Involves tactical awareness/strategies;
5. Both offer extrinsic rewards/increased prestige/reputation/status of club/school.

Differences (*must make reference to either club or school sport*)

Club sport

6. More competitive;
7. Greater focus on winning;
8. Greater pressure on performers;
9. Increasing deviancy/aggressive acts/foul play/drug use/equiv;
10. Specialist coach rather than PE teacher.

School sport

11. Educational objectives;
12. Development of individual more important than outcome;
13. Emphasis on fair play/sportsmanship;
14. Quality of experience more important than outcome.

4 marks

(b) **Developed** (*Sub max 3 marks*)

1. Attitudes are learned/linked to culture;
2. Regular exposure to an unsporting attitude may develop this in the young performer;
3. Their unsporting attitude may have been rewarded/goes unpunished in the past;
4. They may have observed by significant others/role models/social learning;
5. This may be a predominant attitude amongst the peer group.

Changed (*Sub max 6 marks*)

6. Individual's attitude needs to be assessed before and after;
7. May be changed by persuasive communication;
8. Or by using cognitive dissonance;
9. Persuasive communication is more effective from an expert/significant other/one with high status;
10. Message must be clear and unambiguous;
11. (Cognitive dissonance) need to create state of dissonance/imbalance/contradiction/sense of discomfort;
12. Through conflicting cognitions/thought/belief;
13. By placing individual in situation where good sportsmanship is the norm/praised valued;
14. And explained/examples/fair play awards/reinforcements;
15. Punishing unacceptable behaviour/e.g. yellow cards/sin bin/substituted/sent off/equiv;
16. Performer will then seek to reduce the cognitive imbalance by altering their attitude/behaviour.

8 marks

7 (a) **Similarities** (*Sub max 3 marks*)

1. Element of fun/intrinsic value/enjoyable;
2. Some spontaneity;
3. Could involve some negotiation with others;
4. Creativity/imagination/decision making;
5. Freedom of movement/free space;
6. Skill development – motor/emotional/social;

Differences (*Sub max 3 marks*)

7. Serious/educational objective/formal learning environment;
8. Compulsory part of curriculum/time restriction of lesson;
9. Freedom to find own solution to a pre-determined objective;
10. Adult directed/in charge.

5 marks

(Do not credit 'play has no rules')

- (b) 1. Force is applied by the muscles (*do not credit push*);

Newton's First Law of Motion (*Sub max 4 marks*)

2. Law of Inertia;
3. Performer will remain on the ground unless a force is applied;
4. Performer continues to move upwards with constant velocity until another force is applied;
5. Air resistance/gravity slows the performer.

Newton's Second Law of Motion (*Sub max 4 marks*)

6. Law of Acceleration;
7. $F = ma$ (F = force acting, m = mass of performer, a = resultant acceleration);
8. Mass of performer is constant;
9. Greater the force the greater the acceleration;
10. Force governs direction.

Newton's Third Law of Motion (*Sub max 4 marks*)

11. Law of Action and Reaction;
12. Performer exerts a force against the ground;
13. The ground exerts an equal and opposite force back;
14. Known as ground reaction force.

7 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 - 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 4 marks