



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

# Mark scheme January 2003

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## GCE

### Sport and Physical Education

### Unit PED2

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## Unit 2: Socio-Cultural and Historical Effects on Participation in Physical Activity and their Influence on Performance

In the mark scheme ; separates single marks  
/ indicates alternatives  
cao correct answer only  
equiv. Means allow any equivalent answers.

1 (a) (i) *any 3 for 3 marks*

- 1 Competitive/involves competition
- 2 Objective to win/create/prove ascendancy;
- 3 Well defined rule structure governing;
- 4 How winner is decided, spatial boundaries, time, number of players, player behaviour; (*one mark for one or more*)
- 5 Institutionalised/organisational stringency/officials/NGB/clubs
- 6 Can involve extrinsic rewards/equiv.
- 7 Performance of physical skills/equiv 3 marks

*3 marks for all five correct, 2 marks for three correct; 1 mark for one correct.*

- (ii) 1 Dance activities; *(mark first five only)*  
2 Swimming;

3 Outdoor/adventurous activities/outdoor pursuits;

**NB:** *No credit for specific activities*

- 4 Athletics (athletic activities);
- 5 Gymnastics (gymnastic activities). 3 marks

(b) (i) *2 marks for two from:*

- 1 Use of free time, time away from work/obligations/necessities;
- 2 To indulge in physically demanding activities/strenuous/involves exercise/physical recreation;
- 3 Entered into voluntarily/selected/chosen by individual 2 marks

(ii) *3 marks for three from:*

- 1 Encourage an active lifestyle after leaving school/at school;
- 2 Shows benefits of physical activity/health/social;
- 3 Provides experience of a wide range of activities;
- 4 Ability to make choices on leaving school;
- 5 Socialises children into sport to enable them to join clubs/develop school-club link/at and after leaving school/etiquette;
- 6 Develops the activity/sport specific skills to enable them to continue their interest in physical activity after school/after leaving school.

**NB:** *Do not credit extra curricular activity references, unless qualified,* 3 marks

- (c) No specific dates required, but developments must be chronologically correct.

**Description – Sub max 4 marks**

- 1 (1870) initially (free standing military) drill for boys only;
- 2 Taught by NCOs;
- 3 Girls included later/compulsory for all children;
- 4 (1890) Swedish drill/gymnastics included;
- 5 Teachers began to take over the exercise sessions;
- 6 (1902) focus more on military drill/Swedish drill replaced;
- 7 Taught from a syllabus/centralised approach;
- 8 (1904) Reinstatement of Swedish system/therapeutic approach;
- 9 Recognition of the different ages/sex of children;
- 10 (1909) Further therapeutic approach/incorporation of games/Danish rhythmic swinging
- 11 (1919/post WW1) Recognition of recreational/reduction in formality;
- 12 (1933) Introduction of group work/first steps towards decentralisation;
- 13 (1944/post WW2) Child centred approach/emphasis on skill learning/dance/use of apparatus/facilities/school gyms;
- 14 (1952/1954) Moving & Growing/planning the programme freedom of movement/individualised/decentralised approach.

**Explanation – Sub max 4 marks**

**(1870-1902)**

- 15 Improve fitness/health;
- 16 Preparation for military service/work/labour/effect of Boer War;
- 17 Instil/develop discipline/accept role in society;
- 18 Easy to administer/teach/deliver;
- 19 Cheap/required little space.

**(1904-1919)**

- 20 Improve health and physique/physical development/knowledge of exercise/European influences;
- 21 Medical basis/form of preventative medicine/rehabilitation of WW1 soldiers/recuperation;
- 22 Increase enjoyment/fun;
- 23 Allow more scope for teacher to use own initiative;
- 24 Control passed to Education Board;
- 25 Impact of female PE teachers;

**(1933-1952)**

- 26 Encourage interaction between pupils/pupil teacher;
- 27 Develop creativity/initiative among pupils/discovery style;
- 28 Further scope for teacher initiative/creativity;
- 29 Further development of specialist PE teacher training/Wing/Loughborough/Carnegie;
- 30 Influence of Dance Movement educationalists/Labern.

7 marks

2 (a) 3 marks for three from:

- 1 Rationalised;
- 2 Introduction of rules/fairness;
- 3 Limits/boundaries to time/space/structural;
- 4 Restrictions for player behaviour/conduct/less violent/more civilised;
- 5 Development of equipment/kit;
- 6 Codification of rules.

3 marks

(b) Sub max 2 marks:

**Athleticism (physical values)**

- 1 Manliness/physical/robustness
- 2 Pursuit of physical endeavour/effort/striving;
- 3 Appreciating the value of healthy exercise/fitness;
- 4 Accepting the discipline of rule-regulated activity;
- 5 Accepting the discipline of physical preparation;
- 6 Moral integrity.

Sub max 2 marks:

**Muscular christianity (ethical values)**

- 7 Working for a team/team work/putting team first/team spirit/loyalty to the cause;
- 8 Conforming to the rules/authority/principle of fair play/sportsmanship;
- 9 Playing honourably more important than winning;
- 10 Use of 'God-given' abilities;
- 11 Performance dedicated to God.

Must cover **both** concepts for 3 max

3 marks

(c) Max 3 for three of:

- 1 Through Civil Service/foreign/diplomatic service/british Empire/colonies/churches/ Sunday schools/Boys Brigade/YMCA/Armed Forces; *1 mark for any agency*
- 2 Setting up of clubs/teams by factory owners for working class;
- 3 Provision of facilities/grounds by above/urban authorities/public open space;
- 4 Reduction in working hours/provision of specific time for sport;
- 5 All through philanthropy/concern for the welfare of the poor;
- 6 Working as teacher/master in preparatory school.

**NB:** Max 1 mark for a/or list of unqualified agencies

3 marks

(d) **Local Authority (public sector)** sub max 2 from:

- 1 Individual/personal benefit/well being;
- 2 Social health/community benefits/offset crime/community spirit;
- 3 Driven by governmental policies/directives/targets/neighbourhood renewal;
- 4 Commercial interests (CCT)/(PPP)
- 5 Provides services expected by the public.

**Voluntary club** sub max 2 from:

- 6 Increase membership;
- 7 Increase playing base;
- 8 As a means of developing talent, succeeding in competition;
- 9 Increase fund raising ability/attract lottery funding.

4 marks

(e)

- 1 **Sport England Programmes include:** TOP Play, Sport, Club/Active Schools/Active Communities/Sportsmark(Gold)/World Programmes Class/sports academics/NGBs/Youth Sports Trust

*Max 1 mark for relevant example**Four marks for four from:*

- 2 Provide equipment;
- 3 Provide guidance/information/SDOs/co-ordination;
- 4 Provide training for coaches/teachers. **NB: Not facilities**
- 5 Adapted sports to suit children's ability/physique. Any named scheme or adapted version of sport eg. Short tennis, kwik cricket, tag rugby;
- 4 Via smaller sided/smaller pitches/smaller and lighter equipment/ rules for specific age groups;
- 5 Devised award schemes;
- 6 Taster session/promotions/campaigns/use of 'stars'/advertising/merchandising;
- 7 Organising competitions/tournaments/events.
- 8 Talent identification programmes/ centre of excellence/ sports academies;
- 9 Coaching structure/ award schemes for coaches.

**N.B** Credit Sports Academies only once either as an eg or method.*Max 4 marks from 4  
5 marks*3 (a) *4 marks for any four from:*

- 1 More time available for women due to reduced demand to perform domestic chores;
- 2 Greater financial independence for women;
- 3 More provision, facilities, clubs for women;
- 4 Wider range of activities available for women;
- 5 Improved child care facilities, crèches, more sensitive provision/ women only classes;
- 6 Change in social relationships, erosion of earlier sexual stereotypes, new role models/ due to World War I/ II;
- 7 Equality legislation, rise in women's rights/ women's liberation movement/contraceptive pill;
- 8 Campaigns, promotion, WSF, Sport England;
- 9 Diversity/equality in Physical Education programmes;
- 10 Role models/due to increased media coverage in women's sport;
- 11 Women took control and developed their own sports.

*4 marks*(b) *2 max for two of the following*

- 1 Rules/regulations/preventing women/girls playing with/against men;
- 2 Limited membership rights of clubs/membership restrictions/men only section;
- 3 Sexual harassment/verbal abuse discourages participation;
- 4 Sexual stereotyping channelling girls/women into female appropriate sports;
- 5 Overlooked for top sport jobs/coaching/ management/ administration;
- 6 School-based PE programmes limiting activities available for girls;
- 7 Less tournament earnings eg Wimbledon/ lack of media coverage/ denigration of media.

*2 marks*(c) *3 marks for three from:*

- 1 No physical contact;
- 2 Can be pursued non-competitively/ self paced;
- 3 Considered a suitable/appropriate activity to develop fitness/toning/equiv;
- 4 Can be pursued in an all female environment;
- 5 No requirement to join a club/team/individual activity;
- 6 Family friendly/can do with children;
- 7 Flexible time opportunities.

*3 marks*

(d) 3 marks for three from:

- 1 Poor/declining standard of existing facilities;
- 2 Insufficient level/number of existing pools/popular activity/high demand/wide appeal;
- 3 Importance of swimming as a survival activity/water safety;
- 4 Part of National Curriculum;
- 5 Desire to develop excellence in swimming/high profile of the UK Commonwealth team;
- 6 Increased opportunity for women in swimming;
- 7 Considered a good way to keep fit/healthy;
- 8 Fall off in participation rates,

3 marks

(e) (i) 2 marks, one for each:

**Structural**

The nature of the sport problem/what you are allowed to do/not to do/rules/regulations/objectives/aims.

**Strategic**

Planning and decision making aspects/tactics.

2 marks

(ii) 4 marks, 2 for each comparison made at each level:  
sub max 3 marks from each section

<b>Structural</b>	<b>Structural</b>
<b>Swimming</b>	<b>Basketball</b>
1. athletic	2. invasion game
3. simple rule structure	/ complex rule structure
4. no direct contact allowed	/ interference/interaction/indirect contact
5. winner judged by time over distance	6. winner judged by territorial domination symbolised by scoring points/goals/etc.
<b>Strategic</b>	<b>Strategic</b>
<b>Swimming</b>	<b>Basketball</b>
7. little strategic demand	/ highly tactical
8. judging only when to turn/increase pace	9. set plays/game plans/positional roles
10. pace determined in advance based on level of training or fitness/ closed skill activity	11. heavy reliance on individual/instant decision making/need to read game/open skill activity

- 4 (a) *3 marks for three from:*
- 1 Membership rules of clubs devised to exclude working class/exclusive to ‘old boys’;
  - 2 Use of Amateur regulations for competitions in order to prevent ‘professionals’, from competing;
  - 3 Role specialisation within sport/lower classes performed supporting/specific roles with the sport;
  - 4 Restricted access to facilities/club house/weekday matches;
  - 5 Distinction made between ‘Gentlemen’ and ‘Players’/professionals and amateur/ high class gentlemen/working classes (need both);
  - 6 E.g. from Cricket, Golf, Rowing, Tennis/ Rugby criteria, (Union/League)linked to any relevant criteria, Boxing, Athletics;
  - 7 Membership fees kept high to exclude working class/insufficient leisure time/money/resources/facilities;
  - 8 Encouraged to spectate. *3 marks*
- (b) *3 marks for three from:*
- 1 Devise revisions of games from public schools;
  - 2 Increased number of clubs/fixtures required more uniform rules to be established/administered/administrative;
  - 3 Greater mobility/more widespread competition/due to improvements in transport also required codified rules;
  - 4 Rise in competition/need to oversee developed/devised/set up competitions/tournaments;
  - 5 Greater need to vet competitors/teams/clubs in an attempt to maintain amateur code;
  - 6 Desire by middle/upper class to control sport/administer. *3 marks*
- (c) *4 marks for four from:*
- 1 Ethnic stereotyping may discourage away from some sports and encourage towards others’; (*Suitable examples accepted*)
  - 2 Some ethnic groups are dominant in areas that lack sports facilities;
  - 3 Some values/practices associated with sports may conflict with religious observances;
  - 4 Racial discrimination/abuse/threat. of/may deter participation;
  - 5 Development of sporting ability not seen as important s development of other aspects of life, such as education, career/work, family/religious duties:
  - 6 Few role models in some sports/role models only exist in a limited number of sports;
  - 7 Perception/belief of cultural aspects/traditions/peer pressure/low self esteem/inferiority/fear of being rejected/not accepted;
  - 8 Ethnic groups set up/ start their own/different clubs/leagues. *4 marks*
- d) (i) *two marks for two from:*
- 1 Sensory impairment/blind/deaf;
  - 2 Mental /learning difficulties;
  - 3 Cerebral Palsy;
  - 4 Transplant patients. *2 marks*
- (ii) *three marks for three from:*
- 1 Adaptations are based on the physical abilities of people to engage in physical activity/ability to move/execute skills;
  - 2 Which results in the modification of equipment;
  - 3 Modification of rules;
  - 4 Modification of environment;
  - 5 Consideration of safety;
  - 6 To suit the disability, but retain the distinctive nature of the sport/ maintain challenge/ competitiveness
- 1 mark for one of more unqualified reference to modifications (2 – 5) *3 marks**

(iii) *three marks for three from:*

- 1 Improving physical access to/within sports facilities/special times/sessions for disability;
- 2 Setting up clubs/teams/competitions;
- 3 Training of coaches/provision of specialist coaching;
- 4 Use of campaigns/promotion/paralympians/Special Olympians to inspire/role models/media.
- 5 Increased awareness of needs/abilities in specialised training/courses/PE Programmes.

*NB: Any unqualified list, max 1 mark*

*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**