

GCE 2005
January Series



Mark Scheme

Sport & Physical Education

PED2 Socio-Cultural and Historical Effects on Participation in Physical Activity and their Influence on Performance

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.

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Dr Michael Cresswell Director General

Sport and 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) 3 marks for 3 of

1. Health/mental health/fitness/stress relief/more sedentary lifestyles;
2. Awareness/understanding of need for healthy lifestyle;
3. Knowledge of different subject area/body of knowledge/preparing for vocational work/broad syllabus/range of activities;
4. A variety of skills – motor/cognitive/physical/social skills e.g. communication;
(*Must qualify skill to credit*)
5. Instil values/fair play/teamwork/commitment/equiv;
6. Different opportunities for children to excel/introduction to sport/different roles e.g. leadership/coach/official;
7. Learning about movement experiential;
8. Fun/enjoyment/intrinsic.

3 marks

(b) (i)

4 marks for 4 of (3 max per section)

Advantages	Disadvantages
1. focus on process not outcome/winning not the only important thing/educational focus/personal development of child stressed	7. Depth of learning/skill development may be hindered
2. All abilities can be catered for/achieve success/do not have to be good at it/less pressure in PE	8. Competitive approach inherent in sport may be restricted/less inter school fixtures/less elite/less medals
3. May encourage more to participate at a higher level if positive attitudes adopt within PE/doing sport through choice	9. Schools have the maximum impact for reaching all children/potential talent can be lost/if not encouraged to take part in school sport children may never extend their initial interests.
4. Range of activities can be catered for in PE	10. The facilities and coaches within the community are not maximised
5. High level sport not the remit/responsibility of a physical education teacher	11. Children won't be pushed by others of the same ability
6. Unsporting behaviour can be reduced	12. Less link with sports clubs

4 marks

(ii)

3 marks for 3 of (2 max per section)

PE Lesson	Inter-school fixture
1. Compulsory/no choice	3. Choice/voluntary
2. Resentful	4. Training/effort/commitment/ competitive/more assertive (<i>accept aggression</i>)
	5. Loyalty/teamwork/pride
	6. Specialising/advanced skills/specialist roles.
	7. Serious outcome/winning/win at all costs e.g. cheat

3 marks

(c)

4 marks for 4 of (1 mark per section)

Institutionalised	1. (Standardised) rules/behaviour/officials regulate activity; strategies, training schedules; skills formally learned/NGB/club
Competitive	2. Wanting to achieve what someone else wants to achieve at the same time/contest/opponent/wants to win
Physical exertion	3. Hard work/training/fitness/health/striving/energetic
Extrinsic factors	4. Medals/fame/obligation/praise/fitness/money/ role model/equiv

4 marks

(d)

4 marks for 4 of (3 max per section)

Reasons	Initiatives
1. Increase level of sport/performance/spot talent early on/participation pyramid	6. Sport Raising the game
2. Increase medals	7. A sporting future for all
3. Get more involved in sport/positive attitudes fostered by sport/use of leisure time	8. 5 point plan [Smith & Blunkett]
4. Increase in co-ordinated government policies	9. Sports college
5. Health and population	10. School Sport Coordinators
	11. Physical Education School Sports Club Links Strategy (PESSCLS)
	12. Active Mark
	13. Active programme
	14. TOPs programme

4 marks

- 2 (a) (i) 3 marks for 3 of:
- 1 Boys brought activities from villages and schools;
 - 2 Played regularly in free time;
 - 3 Devised initial rules/individual schools versions;
 - 4 (This allowed) inter House competitions;
 - 5 Later adopted standardised rules;
 - 6 (This allowed) inter-school competitions;
 - 7 Structural changes boundaries/time limits/numbers on teams/strategies/roles/skills/techniques/kit;
 - 8 Leadership/captain roles/games elite. 3 marks
- (Do not credit fair play)
- (ii) 3 marks for 3 of:
1. British Empire/colonising other cultures/exporting British traditions;
 2. Officers;
 3. Teachers to schools/blues/colours;
 4. Clergy through church;
 5. Employers through employees;
 6. Establishing the modern sport club structure/regional/national;
 7. Creating National Governing bodies/administration structures;
 8. Ex public school boys high status/jobs/influential/government;
 9. University. 3 marks
- (Do not credit old boys/armed forces on their own)
- (b) 3 marks for 3 of:
- Initial restrictions**
- 1 Long working hours/12 hours a day/7 days a week/little leisure time/Sunday/Sabbath;
 2. Less money /little disposable income;
 3. No private facilities/personal equipment;
 4. Poor cramped living conditions/no space/no room for mob games;
 5. Little energy for sport/less daylight hours in winter especially;
 6. No public provision until later nineteenth century;
 7. Less opportunities for women. 3 marks
- Improvements**
8. Trade unions began to fight for workers rights/less working hours/increase in free time/better pay;
 9. Beginnings of public provision of recreation facilities/e.g. parks/employer provision;
 10. Civilising of activities/rationalising/social control/middle class concern for working class;
 11. Still less opportunities for working class women;
 12. Opportunities for professional sport/spectating;
 13. Improvement in transport/equipment. 3 marks

- (c) (i) *4 marks for 4 of:*
1. Social control/control leisure time of masses/reduce crime/children off streets;
 2. Health of population;
 3. Social justice/equal opportunities/disability act/women/ethnicity;
 4. Prestige of area/tourism/economic profit/creating employment;
 5. Elected/need to please community/expectation/integration of community;
 6. Meet government aims/objectives/more medals.
- 4 marks*

- (ii) *5 marks for 5 of:*

Initially

1. Economically depressed areas due to loss of industry = deprived areas;
 2. People have less disposable income for leisure/possible poorer health;
 3. Blue collar to white collar/change in lifestyle/leisure expectations/less social class distinctions;
 4. More sedentary work/office jobs = health issues – need more active leisure/extreme sports for buzz;
 5. More government policies to improve participation/raised awareness of health;
 6. Shift work = need more flexible opening of facilities/off peak times/job share;
 7. Fragmented workforce = more individual pursuits/less team activities/personal trainers;
 8. Home based work = wider range of activities/home videos/DVDs;
 9. More free time/more income/more opportunities;
 10. Greater diversity of public and private provision.
- 5 marks*

- 3 (a) (i) *4 marks for 4 of:* *Sub max 3 per section*

Objectives
1. Improve fitness of working class
2. Improve military preparedness/familiarity with weapons
3. Improve discipline/obedience/for work/war

Sub max 3 per section

Characteristics
4. Military drill/regimented straight lines
5. Exercises taken from War Office/adult exercises for children/didactic/no freedom for teachers or children
6. Static/freestanding/no apparatus/dummy weapons
7. Instruction given by NCOs/drill sergeants
8. Uniform class response/command style

4 marks

(b)

*4 marks for 4 of:**Sub max 3 marks per section*

Content	Delivery
1. More variety/recognition of gymnastic and games skills	6. Introduction of group work
2. Element of play	7. Decentralised lesson
3. Better facilities such as playing fields and gymnasiums	8. Teacher beginning to relate to individuals/individual response
4. Recognition of ages (under 11 & over 11)	9. More freedom for teachers/teachers trained
5. Link between mind and body	

4 marks(c) *3 marks for 3 of:*

1. Beginning to shed the traditional domestic role/removing of stereotypes;
2. Took on jobs during the war/gained respect;
3. More sports becoming acceptable for women;
4. Increasing leisure provision in society/more facilities/clubs;
5. More freedom generally /gained the vote/more independence/fashion/labour saving gadgets;
6. More high profile competitions beginning to highlight the potential of women;
7. Media coverage = role models=stimulated participation.

3 marks(d) (i) *4 marks for 4 of*

1. Self esteem/confidence;
2. Challenge/develop new skills/achievement;
3. Health/physical development;
4. Active role in society;
5. Less 'them and us' attitude/public awareness and acceptance of disability sport/reduce stereotypes;
6. Inclusion/integration into society;
7. The more they participate the higher the standards reached/role models;
8. Allows them to be competitive/can be a spectator/increase knowledge in specialised coaching.

4 marks(ii) *3 marks for 3 of*

1. To provide opportunities for people with disabilities to participate;
2. To promote benefits of exercise to people with disabilities;
3. To support relevant organisations who provide for people with disabilities;
4. To educate and make society aware of the needs and abilities of people with disabilities/combat discrimination;
5. To encourage people with disabilities to take an active role in the development of their sport;
6. To develop participation from the grass roots (through to Paralympic level).

*3 marks*4 (a) *3 marks for 3 of*

1. Played regularly
2. (Complex) written rules/highly structured/administrative/levels of competition;
3. Refined skills;
4. Strategies/tactics;
5. Moral values/etiquette/code of conduct;
6. Sophisticated facilities/equipment.

3 marks

(b) 4 marks for 4 of: max. 3 per section

How	Why
1. Youth movement e.g. Boys Brigade/Scouts	7. Recruitment/falling church numbers
2. Sunday school clubs/teams	8. Social control/control leisure of masses
3. Provided grounds/facilities	9. Need to instil religious, moral and militaristic values
4. Use of church halls	10. Had become rationalised/civilised compared to earlier popular recreations
5. Services provided for cyclists/ramblers	11. Now matched middle class values/therefore respectable
6. Muscular Christianity	12. Robust men with health and fitness

4 marks

(c) (i) 3 marks for 3 of:

1. Escape to the countryside;
 2. Appreciation of natural environment;
 3. More freedom of the young/personal mobility;
 4. Widely accessible facilities/cheap;
 5. Socialising/mixed sex groups;
 6. Developments of clubs/maps;
 7. Railways allowed quick access to countryside;
 8. Media coverage/lifestyle;
 9. Can be done individually/non competitive;
 10. Challenging/adrenalin rush/risk/danger.
- (Allow answers relating to present day)

3 marks

(ii) 3 marks for 3 of:

- 1 Can be done competitively/self paced;
- 2 Can be pursued individually or as a group;
- 3 Can be done with *varying* levels of physical intensity/output;
- 4 Don't require a vast amount of financial outlay;
- 5 Age not a barrier;
- 6 Non contact.

3 marks

(c) *Sub max 3 marks per section*

Game	<i>Structural</i>	<i>Strategic</i>
	1. Winner decided by highest number of goals/points /runs	5. Highly strategic /complex
	2. Complex rules	6. Formations set plays
	3. Objective and quantitative	7. Positional roles defined
	4. Interaction with an opponent	8. Open environment
		9. Tactics are normally pre planned but usually change during the game /adapting plays
Athletic	10. Winner decided by fastest/ furthest and highest	13. Simple strategic demand/unlikely to change
	11. Simple Rules	14. Phases of race/event
	12. Objective and quantitative	

(Must refer to game and athletic plus structural and strategic for max marks.)*(Can only credit objective and quantitative once)***5 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**