



General Certificate of Education

Sport & Physical Education 5581/6581

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

Mark Scheme

2005 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 2

General Instructions

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

1 (a) (i) Foundation

1. Introduction to basic sport skills/range of skills or activities/compulsory PE curriculum/beginners;

Participation

2. Exercise choice/extend initial interest/extra curricula/local clubs/regular participation/recreational level.

2 marks

(need to distinguish between levels in order to credit)

(ii) 3 marks for 3 of:

1. Active Programme/Active schools/Active communities/Active sports/World class;
2. National Junior Sport Programme (Tops programme – Top Tots/Top Play/Top Sport/Top Skill);
3. Sports Colleges/School Sport Co-ordinators;
4. Activemark/Sportsmark/clubmark;
5. Coaching for Teachers;
6. Sport Action Zones;
7. Sports Development Officers;
8. Development fund (to target specific groups);
9. Plan/develop sport facilities according to need of a local area.

3 marks

- (iii)
1. Sport seen as important part of society/people expect it/popular political vote;
 2. Improves health/fitness of the population/concerns over obesity/prevention better than cure/prevents strain on NHS;
 3. Contributes to education policies;
 4. Helps prevent crime/social control;
 5. Creates employment/gives people life skills;
 6. Part of system of governments joined up policies;
 7. Wanting more control of sport/how money is spent/revenue from sport;
 8. Increase medal winners/national pride/feel good factor/standard of elite;
 9. Social-cultural policies/integration of society/equal opps/regeneration.

4 marks

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- (b) (i) 1. Sixth form given responsibility for organising/officiating games/inter-school fixtures;
2. Initially little involvement by the masters/later acted as authority for masters;
 3. Devised (individual school) rules/technical development of games;
 4. Developed sports committees e.g. Harrow Philathletic;
 5. Became games elite/earned respect and status/Captain of a team had high status/leadership skills/sixth formers as role models;
 6. Given responsibility of younger boys/fagging system/social control/stop brutality/bullying. 2 marks
- (ii) 1. Positive use of leisure time/alternative to poaching/trespassing/counter bad behaviour;
2. Could be played on school grounds;
 3. Obeying rules developed a code of conduct/gentlemanly behaviour/fair play;
 4. Loyalty to team/teamwork/team game equiv;
 5. Smaller boys (fags) helped in practice/feel involved/team ethics/idea of service;
 6. Junior teachers acted as players and coaches (due to nature of cricket);
 7. Headmasters allowed boys to play respectable games;
 8. Inter school fixtures brought the boys together/those who didn't play could watch and support (*must qualify effect of fixtures to credit*);
 9. Respect for Captain/leadership;
 10. Character building/self discipline;
 11. Sixth Form/older boys given authority/fagging system. 4 marks
- (Must use team games to credit)
- (c) 1. Went to public schools/well educated;
2. Had high social status/ powerful following industrial revolution/political clout/wealthy (*do not credit money unless qualified*);
 3. Ex public schoolboys/girls set up original clubs/governing bodies;
 4. Had a lot of leisure time to fill/ Working class did not have a lot of leisure time;
 5. Were used to being leaders/developed leadership skills/would be leaders in society;
 6. Wanted to control leisure of working class/gave sport a moral focus;
 7. Working class did not have the power/skills to be administrators/not educated. 3 marks
- 2 (a) (i) 1. To make a distinction/difference/treat differently/negative experience;
2. To act on a prejudice/pre judge/abuse (verbal/physical);
 3. When opportunities/resources for one social group are not available to all social groups/not allowed/excluded from participation;
 4. Based on stereotype, gender, race, disability. (*only credit if linked back to previous points*). 2 marks
- (ii) 1. Myth of being suited/not suited to certain types of sport;
2. E.g. cricket - Pakistanis/athletics – afro-Caribbean/badminton – Asian/equiv;
 3. Therefore channelled/directed at an early age/at school/clubs/reduces participation in other sports/self fulfilling prophecy;
 4. Considered less capable than other ethnic groups of succeeding at administrative/high level/ not given jobs in NGB's/managerial positions/;
 5. Therefore not given central roles in sport teams/centrality theory/stacking/decision making roles;
 6. Separated to form own leagues. 2 marks
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- (iii) 1. Restrictive membership clauses/not allowed to join clubs/teams;
2. Fewer competitions/coaching/provision/facilities/e.g. crèches/ramps;
3. Prohibitive costs/cannot afford;
4. Racism/sexism/verbal abuse;
5. Less tournament earnings/less funding/less sponsorship;
6. Less media coverage/lack of role models/less in positions of power/decision making.
(Do not credit less leisure time) 3 marks
- (b) 1. Develop specific policies to target groups/community projects/sport equity targets;
2. Meet Government policies such as (Best Value/Neighbourhood Regeneration)/government tells them they need to do it/legislation;
3. Target funding at grass roots of sport/elite sport/specific groups;
(Do not credit funding unless qualified)
4. Establish sport development officers (SDOs)/provide coaching;
5. Concentrate resources in inner city areas;
6. Make facilities better/accessible/affordable/attractive;
7. Change structural aspects such as admission/membership/cost/equal tournament earnings;
8. Change attitudes/get rid of discrimination/campaigns;
9. Raise awareness/publicity/advertising/role models;
10. Employment opportunities within NGB/not restricted by colour/race/ethnic origin.
4 marks
- (c) (i) 3 marks for 3 of:
1. Less leisure time;
2. Due to work and domestic role;
3. Less money/less disposable income/less money for private membership of clubs;
4. Stereotype/sport not for women/sport for males/damage to women's health;
5. Less availability of private facilities;
6. Had to wait for public provision of facilities. 3 marks
- (ii) 4 marks for 4 of:
1. (Command obey style of teaching) developed obedience/discipline;
2. Working class expected to know their place in society/unquestioning;
3. Military style exercises suitable for preparation for war/familiarity with weapons/for work;
4. Fitness/health – working class in poor physical health;
5. Would make them better troops/more productive workers;
6. Catered for large numbers/all ages in a small space/cheap as no equipment needed;
7. Working class considered as not needing recreation activities as had little leisure time.
4 marks

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- 3 (a) (i) *2 marks for 2 of:*
1. Teacher should have high standards/expectations of pupils;
 2. Skill levels appropriate to class;
 3. Adapted activities/mini games/equiv;
 4. Could stream/ ability groups;
 5. More talented pupils help less talented;
 6. Give opportunities for other roles e.g. leadership / choreography /officiating / coaching;
 7. Attainment targets give clear aims/set personal goals;
 8. Give a wide range of activities;
 9. Well planned lesson/clear objectives/effective facilities and resources. *2 marks*
- (ii) *4 marks for 4 of:*
1. Offer a range of activities in PE programme/balanced PE programme/NCPE;
 2. Therefore will acquire range of skills/experiences;
 3. Offer some choice/make it fun/attractive;
 4. Recreational focus/less serious outcome/participation based/other than team games;
 5. Extra curricular programme/to extend interest/trips/excursions;
 6. Motivate with awards/certificates;
 7. Competitive focus/more serious outcome;
 8. Links with local schools/clubs/get coaches with expertise to come in/leisure centre links;
 9. Identify link between health and exercise;
 10. Advertising/notice board/positive role models. *4 marks*
- (b) (i) *3 marks*
1. Less free time/ work commitments/change in lifestyle;
 2. Other competing leisure interests/clubbing/peer pressure/equiv;
 3. Cost of participation/no longer free as in school/not as accessible;
 4. Physical education no longer compulsory/people can choose not to participate;
 5. Poor experiences in school;
 6. Traditionally poor school/club links.
- (ii) *5 marks for 5 of:*
1. Popular in society;
 2. Breakdown stereotypes/suitable for both sexes;
 3. Skill/technique based rather than strength;
 4. Can use existing facilities such as playing fields/for long shots/astro-turf for putting/easily adapted;
 5. Alternative to traditional PE activities/wide range/gives more choice;
 6. Individual proving more popular than team games/individual more interactive than in team games;
 7. Can play at recreational level;
 8. Increase participation/lifelong activity/continue after school;
 9. Social skills and etiquette integral part of game (e.g. sportsmanship/integrity);
 10. Enables mixed ability to play together/only a few people needed;
 11. Mini version/adapted equipment for younger pupils. *5 marks*
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(c) *4 marks for 4 of:*

1. Boys able to play regularly/use of leisure time;
2. Develop skills;
3. Sporting talent could participate together/created a school elite;
4. Extensive/better facilities/grounds/equipment;
5. Coaching standards developed/masters began to become involved/Oxbridge Blues;
6. Competitive opportunities via house/inter-school;
7. Prestige of winning led to serious training/employment of professional coaches in some instances;
8. Encouragement by headmasters/time given to sport;
9. Sport thought to promote athleticism.

4 marks

4. (a) (i) *2 marks for 2 of:*

1. Physical recreation/expend energy/examples of sport;
2. Takes place in individual's free/leisure time/choice;
3. Should have a positive/beneficial effect on individual/enhance quality of life/intrinsic.

2 marks

(ii) *4 marks for 4 of:*

1. Better community spirit/integration;
2. Improves physical/mental health of the nation/individual/stress relief/cathartic effect/
Self esteem/confidence;
3. Socialising/new friends
4. Helps to prevent crime/social control/positive use of free time;
5. Creates employment;
6. Economic benefits;
7. Gives people physical skills;
8. Improves fitness;
9. Fun/enjoyment/intrinsic/enhance life.

4 marks

(iii) *4 marks for 4 of (sub max 3 per section):*

For

1. Large drop in participation when young people leave school/carry on after leaving school/full time education;
2. Suggests traditional activities are not popular;
3. Team games require commitment of other people/leisure time activities more flexible in terms of time;
4. Encourage other roles such as officials/coaching;
5. Any form of activity is better than nothing;
6. Growth in 'lifetime sports' clubs in society.

Against

7. Traditional activities require a lot of energy/better health benefits;
8. Team games are easier for schools to accommodate large groups/more available in society;
9. Team games considered good for moral learning/sportsmanship/leadership/teamwork/equiv;
10. Veteran sections of team games allow longer involvement these days;
11. Schools should offer a broad balanced programme.

4 marks

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

Historical Points

1. Escape to the countryside/attractiveness of natural environment;
2. From polluted cities;
3. Influence of the Romantic movement/poets such as Wordsworth/Lake District;
4. Awareness of health benefits;
5. Railways enabled easier access to countryside;
6. Relatively cheap/did not require a lot of equipment.

Present Day

7. Increase in leisure time/adventure holidays/tourism/clubs/centres;
 8. Increase in disposable income;
 9. Increased accessibility/right to roam/ to natural/adapted environments/man made;
 10. Media coverage/cool/fashionable image/role models;
 11. Included on PE programmes;
 12. Aware of Environmental/conservational issues;
 13. Adrenaline rush/danger/thrill seeking/risk/personal challenge.
- (N.B only credit escapism once)

3 marks

(ii) 5 marks for 5 of:

Benefits to Pupils (max 4 per section)

1. Appreciation of natural environment/respect countryside;
2. Challenge/adventure/dangerous/exciting;
3. Learn to assess risk/danger;
4. Survival skills/map reading;
5. Cross curricula opportunities/field trips;
6. Learning personal limits/understand others needs;
7. Trust in a team;
8. Crucial decision making/life threatening situations/problem solving;
9. Character training/personal & social development/self confidence/esteem/leadership/communication;
10. Doesn't have to be competitive/can be competitive.

Problems for Schools (max 4 per section)

11. Lack of access to countryside/facilities for some schools;
12. Cost of providing such opportunities/transport/insurance;
13. Staff qualifications/cost of staff training;
14. Safety/risk assessment/high media tragedy profiles;
15. Staff student ratio;
16. Loss of local authority facilities/closure of centres;
17. Timetable restrictions.

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*