



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

2006 examination – January 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) *4 marks for 4 of (3 max per section)*

Recreation	Sport
1. Can be done in free time/holidays/leisure time	7. Races/competitions/officials/rules
2. Voluntary/choice	8. Training/physically demanding
3. Intrinsic motivation/fun/enjoyment	9. Coaching
4. Non serious end product/non-competitive	10. Club membership/team squad
5. Active/energetic/healthy/mental benefit	11. Serious end product (winning/improvement)
6. Sporadic participation/ski & pay	12. Regular participation

4 marks

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

Activity (Sub max 2 marks)	Adaptation (Max 1 mark)
1. Climbing/abseiling/mountaineering	7. Climbing Wall
2. Orienteering	8. Park/school grounds
3. Canoeing/rafting	9. Swimming pools/boating pools/canals/resevoir
4. Windsurfing/Sailing	10. Reservoir/gravel pits
5. Mountain biking	11. Country parks/parks/indoor track
6. Para-gliding/hang-gliding	

3 marks

(ii) *3 marks for 3 of:*

1. Equal opportunities/opening up sports for all sections of society/legislation;
2. Developments in technology/inventions;
3. More knowledge of disabilities/coaching/sport science;
4. Higher expectations of people with disabilities/high level competition;
5. Appreciation of benefits of these activities to everyone;
6. Special school programmes/special centres set up for people with disabilities;
7. Sport England/NGB/DSE. *(only credit if qualified)*

3 marks

(c) 3 marks for 3 of: 2 max per section

Real risk

1. Risk from the natural environment/avalanche etc/increases with skill level;
2. Should be avoided at all costs;
3. Poses risk of injury or death;
4. Can be planned for/plan a route/fitness/equiv.

Perceived risk

5. Sense of danger that participant gets/they think there's a risk;
6. Can provide the excitement but everything is under control e.g. a harness;
7. Encouraged by leader for the learning experiences it offers;
8. Importance of developing risk assessments.

3 marks

(d) 5 marks for 5 of:

1. Escape from urban environments/appreciation of countryside;
2. Increased access by transport to isolated parts of country/railways/later cars;
3. Media interest/better advertising/role models e.g. Bonnington;
4. Fashion/youth culture;
5. Put into school PE programmes/extra curricular/trips;
6. Growth in organisations/Youth hostel/ PGL/schemes/organisations/D of E/national parks;
7. More sedentary lifestyles/need for adrenalin rush/vertigo/excitement/danger;
8. More affordable/disposable income/hiring of equipment;
9. Wider range of sports/technology/safety;
10. Urban/disabled adaptations.

11. Does not have to be competitive/individual/no rules/overcoming the environment. 5 marks
(accept reverse)

2 (a) 3 marks for 3 of:

1. More sedentary living/less active children;
2. Transport rather than walking;
3. Diet/more food consumption/obesity;
4. Safety concerns/children do not play outside as much/risk associated with sport;
5. TV/computers/peer pressure;
6. Less PE on the curriculum/some PE now more academic than practical.

3 marks

(b) 3 marks of 3 of:

1. Health/physical/mental/cost to NHS;
2. Improve community integration/pride in community;
3. Sport seen to have benefits for lowering crime rates/social control;
4. Can help people gain employment;
5. Individuals acquire skills/practical and personal/social;
6. Makes people better/more effective citizens.
7. Get more to elite level.

3 marks

(c) 4 marks for 4 of:

1. Background can affect values/e.g. lower value given to sport/more emphasis on academic subjects;
 2. Can be affected by parental preferences;
 3. Female participation lower in ethnic minority groups/patriarchal societies;
 4. Discrimination may prevent access to clubs/racism;
 5. Lack of information getting to these groups who do not already participate;
 6. Preferred/traditional cultural activities may not be offered/religious codes;
 7. Lack of media coverage/lack of role models;
- (not channelling/labelling/money/facilities etc)*

4 marks

(d) 3 marks for 3 of:

1. 2 hours not compulsory/only guidelines;
2. Timetable restrictions;
3. PE not considered as important as academic work;
4. Extra curricula relies on goodwill of teachers;
5. Insufficient specialist physical education teachers;
6. Lack of facilities/equipment/access to facilities/budget restrictions.

3 marks

(e) 5 marks for 5 of (max 4 per section):

(must justify their answer to gain credit)

For (National Curriculum)	Against (National Curriculum)
1. Strong focus on raising awareness of healthy lifestyle/knowledge of body used to devise PE programmes/Health Related Education/cognitive development	7. Focus on skills not just fitness
2. More range/choice of activities	8. Observation/analysis = less actual physical activity?
3. Better equipment /facilities= (enables fitness/health development)	9. Schools struggle to give appropriate/enough time on timetable (Syllabuses)
4. Links made with community sport clubs=later life	10. Therapeutic effects/physical training/sole focus on body
5. Fitness can extend beyond just school life	11. Static drill therefore not good for health
6. Fitness related activities/weight training/aerobics	12. But became more active <i>(must justify drill for/against)</i>

Similarities:

13. Both compulsory/centralised;
14. Both have aims to develop health/fitness

5 marks

- 3 (a) 3 marks for 3 of:
 1 mark for each of:
1. Foundation – introduction to basic sport skills/beginning;
 2. Participation - exercising leisure option/choice/participate regularly;

- 1 mark for 1 of:
3. Foundation – physical education/mini games/tumble tots;
 4. Participation – extra curricula/clubs/grass roots.

3 marks

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

Development of games	Spread into society
<ol style="list-style-type: none"> 1. Developed rules/boundaries/playing numbers/facilities 2. Competitions/House/inter-school 3. Training/coaching 4. Skills/tactics / strategies 5. Leadership/captain 6. Kit to define teams 7. Ethics/morals/muscular/Christianity/athleticism <p><i>Must relate to Universities or beyond to credit</i></p> <ol style="list-style-type: none"> 8. Acted as melting pots 9. Codification 10. More variety 11. Higher standards 	<ol style="list-style-type: none"> 12. Factory /church teams 13. Provided facilities – employers/church 14. Officers to troops 15. British Empire – across the world/diplomats/politicians 16. <u>Old Boys/ Old Girls</u> network 17. Clubs/governing bodies 18. Teachers to schools

4 marks

- (c) 3 marks for 3 of:
1. Little leisure time/had to wait for leisure time e.g. Wednesday half day/little disposable income;
 2. No facilities of their own/little public provision;
 3. Traditional activities lost in urban areas (eg mob football)/legislation/banning;
 4. Lack of space for mass of population;
 5. No schooling until 1870/then only drill/no sport or recreation focus;
 6. Poor health of population/little energy;
 7. NGBs/administration was controlled by upper/middle classes.

3 marks

- (d) 4 marks for 4 of:
1. Health/hygiene of population;
 2. Morale of population/socialising;
 3. Civilising of society/middle class values;
 4. Social control/temperance movement/lower crime rate;
 5. Prestige of local council/area;
 6. Philanthropy/social justice/concern for lot of working classes;
 7. Expectations of community;
 8. Economic benefits/employment; (Present day)
 9. Part of wider social policy.

4 marks

(e) 4 marks for 4 of: max 3 per section

Advantages	Disadvantages
<ol style="list-style-type: none"> 1. More choice 2. Better quality facilities/sport & social 3. Elitist/feel special/personal trainer 4. More opportunity to keep fit and healthy 5. Competitive market = deals for customers 	<ol style="list-style-type: none"> 6. More costly 7. Some may not be able to afford/exclusive/elitist 8. ‘Get out’ for local authorities/government 9. Public services could suffer

4 marks

4 (a) (i) 3 marks for 3 of:

1. Physical /health / fitness;
2. Social skills/interaction/communication/negotiation/friendships/accepting rules;
3. Emotional/cope with winning – losing/pressures;
4. Acquiring skills/motor/perceptual;
5. Autonomy/independence/decision making;
6. Creativity/expressive/imaginative/learning about real life;
7. Fun/intrinsic enjoyment.

3 marks

(ii) 2 marks for 2 of:

1. Carry out/develop (specific) policies/Girls in sport YST;
2. Increase range of activities/offer non-traditional female activities/offer activities such as aerobics/yoga/Pilates;
3. Increase extra curricula;
4. Link with clubs;
5. Recreational focus not just competitive;
6. Varied classes of mixed PE/co-educational and single sex;
7. Break down stereotypes/improve publicity of opportunities/notice boards/relaxed kit.

2 marks

(b) 2 marks for 2 of:

1. To make a distinction/difference between people;
2. Usually based on prejudice/negative stereotype/unfair;
3. An action/verbal/physical attack;
4. Can be overt/law/membership clause;
5. Based on sex/race/age/disability/ability/class;
6. Discrimination can be positive to encourage/equality.

2 marks

(c) 3 marks for 3 of:

1. Less clubs/facilities/activities/competitions;
2. Less funding/sponsorship/financial reward;
3. Less access to positions of decision making/coaching/employment/clubs/activities;
4. Less media coverage/less role models to inspire;
5. Stereotyping/social expectations/members don't want them there.
6. Verbal/sexual harassment/abuse.

3 marks

(d) 3 marks for 3 of:

Advantages	Disadvantages
1. Status/equality/opportunities/raise awareness/expectations	5. Physical disadvantage/ hit ball harder/unfair characteristics
2. Equal funding/reward money/sponsorship	6. Less women may be able to participate/break through
3. Equal/higher media coverage/role models	7. = less role models in reality
4. Could help/combat/reduce counter discrimination in wider society	8. If they fail seem to prove/original view/stereotype/lose status/esteem
	9. Experience discrimination/abuse

3 marks

(e) 5 marks for 5 of:

1. Demonstration/display/not competitive/individual;
 2. Graceful/aesthetic;
 3. Non contact;
 4. Developed by females for females/all women;
 5. Encourages slim/toned body/life/fitness and health;
 6. Socially acceptable/positive media image;
 7. Comfortable environment;
 8. Fashionable;
 9. In groups/social activity;
- (Do not credit indoors/cheap/leisure time)*

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