



General Certificate of Education

Sport and Physical Education 6581

(PED5)

Mark Scheme

2006 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.

Sport & Physical Education

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

1. High standards of performance/excitement;
2. Higher media coverage/higher profile of athletes/role models/celebrity status/glamorous;
3. Professionals used to be working class/low status;
4. Social class no longer such a barrier to participation;
5. Society's attitude/value materialistic rewards;
6. Lombardian ethic more dominant than the amateur ideal;
7. Seen as a 'way out'/upward social mobility. *3 marks*

(ii) *3 marks for 3 of:*

1. Concept devised by the middle/upper classes;
2. Controlled by the middle/upper classes through the development of clubs/societies/NGB/public schools/universities;
3. Membership restrictions for working class professionals/Working class not allowed to play with upper class;
4. E.g. exclusion clauses/fees;
5. Emphasised values of middle/upper classes/moral/civilised;
6. Athleticism/combination of physical and moral qualities/seen as morally superior to professional sport;
7. Supported by the church. *3 marks*

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

Positively

1. Train harder to produce higher quality performances;
2. Maintain discipline to project positive image;
3. Display sportsmanship/fairplay/etiquette;
4. Develop good image 'off the field'.

Negatively

5. Pressure to win/win at all costs;
6. Aggressive play;
7. Deviance/drug abuse to increase performance/mask injury;
8. Increase gamesmanship;
9. Pressure to compete when injured;
10. Overtraining;
11. Control of sponsor (*credit once either on positive or negative*) *4 marks*

(c) *5 marks for 5 of:*

1. Improve standards/ produce winners
2. Increased status of the country in international/world stage;
3. Shop window effect/political system;
4. Role models/increased participation;
5. Increased health of the nation;
6. Economic benefits;
7. Increased integration of multi-cultural groups;
8. Feel-good factor/national pride;
9. Nationalism/demand for success;
10. Allow all individuals to fulfil their potential;
11. Government popularity/electability/gain votes.

5 marks

2. (a) *3 marks for 3 of:*

1. Explanation of gamesmanship – art of winning games by cunning means without actually cheating/breaking the rules;
2. Not following the etiquette of the game;
3. Not declare a foul/admit to a foul/contradict the referee/claim for a decision knowing it's not theirs;
4. Verbal sledging/abuse/distraction of opponent;
5. Time wasting/delay play;
6. Pre-match psyching out tactics.

3

marks

(b) *3 marks for 3 of:*

1. Opposition player fouls/protection from violence;
2. Off field of play – contracts with employers/administration of wages/assets/Bosman ruling;
3. Sponsorship deals/commercial deals;
4. Protection from media intrusion into private life;
5. Protection from hooligans during and after games;
6. Maintenance of restricted areas during training/competitions;
7. Protection from racism/equal opportunities.

3 marks

(c) *5 marks for 5 of:*

1. During the game players display sportsmanship on the field/do not incite the crowd/make gestures/equiv;
2. Prior to/after the game players and club officials do not make inflammatory statements/incite potential trouble;
3. Responsible media coverage/reporting
4. Players, club and community condemn acts of violence;
5. Tighter club control of ticket sales/security at games/CCTV;
6. Ban spectators for violent/abusive behaviour;
7. Family enclosures;
8. Club and community forge closer links to promote social inclusion/increase club activities within the local community/multi-cultural events;
9. Community inform club of potential/known trouble makers;
10. Club involve community in decisions;
11. Educate supporters about the implications of racism and hooliganism.

5 marks

(d) *4 marks for 4 of:*

1. Lombardian ethic – winning is the most important thing
2. No drawn games/always a winner in major sports of baseball, American football, ice hockey and basketball
3. Winners paid more/dropped if lose form
4. Coach fired if unsuccessful
5. Huge amounts spent on facilities
6. Extensive draft/TIP systems
7. Deviancy common/drug abuse/doping/violence
8. Media praises winners/high profile/sponsorship deals
9. Losers shunned by public/community takes loss personally
10. Hall of Fame for most successful
11. Franchise based sports/lose of franchise if unsuccessful

4 marks

3. (a) *2 marks for 2 of:*

1. Number of sports/events available has increased;
2. More countries send female performers/more NOC's represented;
3. Total numbers of performers have increased.

2 marks

(b) *5 marks for 5 of:*

1. Stereotypical image of feminine activities/not wanting to appear aggressive/competitive;
2. Physical/health concerns about participation/physical ability to perform certain activities;
3. Emphasis on cosmetic fitness rather than competitive sports;
4. Discrimination/sexism/membership restriction to clubs;
5. Limited media coverage/role models/promotion of opportunities;
6. Less funding via sponsorship allows progression;
7. Religious/cultural restrictions;
8. Limited legislation to ensure equal opportunity;
9. Male dominated organisations.

5 marks

(c) *4 marks for 4 of (accept first country only):*

USA

1. Elite performers come through education system/focus of competitive sport in education system/extra curricula high profile;
2. Inter collegiate sport high profile/similar to professional scene in UK;
3. High quality facilities in schools and colleges;
4. Scholarship system heavily used to keep performers in university;
5. Use of sports coaches rather than teachers/high salaries/paid on results;
6. Commercial support;
7. Draft system allows entry to professional sport from university;
8. Federal funding for Olympic athletes;
9. Title IX/equal funding for female sport provision.

OR

France

10. National system of talent identification;
11. Centralised system;
12. Competitive sport compulsory/Wednesday afternoon (as well as PE);
13. Good links between schools and clubs/license system;
14. Sport study sections/'sections sport étude';
15. State funding of sport;
16. Compulsory provision of municipal facilities;
17. INSEP.

4 marks

(d) *4 marks for 4 of:*

1. National lottery funded (and distributed based on performance criteria)
2. World Class Programme
3. SportsAid
4. NGB grants
5. Sponsorship
6. Scholarships
7. Appearance Money
8. Trust fund
9. Parents

4 marks

SECTION B

4. (a) *6 marks for 6 of:*

1. Better accessibility/transport;
2. Wider range/activities modified;
3. More facilities/artificial facilities/youth groups/clubs/activity holidays;
4. Adapted for the disabled;
5. Media coverage/fashionable;
6. Promoted via National Curriculum;
7. Wider range extra curricular/trips in schools;
8. Better technology;
9. Relatively costs lowered/cheaper;
10. Increased disposable income/more leisure time;
11. Challenge to sedentary lifestyle/non competitive;
12. Competitive aspect more widely available;
13. Escape to countryside/natural environment/greater appreciation of natural environment.

6 marks

(b) *6 marks for 6 of:*

1. Schema are generalised series of movements stored in the memory;
2. Allows performer to adapt basic motor programmes to new situations;
3. Recall schema initiates movement;
4. Based on initial conditions/assesses the present situation;
5. For example present environment/position of the body/equiv;
6. And response specifications/assesses what has to be done;
7. For example skill required/force needed/direction/speed equiv;
8. Recognition schema control and evaluate movement;
9. Based on sensory consequences/assesses how the movement feels;
10. For example action of limbs during movement/equiv;
11. And response outcome/assesses result of action;
12. For example knowledge of result/success of movement;
13. Allows memory to be updated for future reference/correction of mistakes.

6 marks

5. (a) *6 marks for 6 of (maximum of 4 per section):*

Importance of cohesion

1. Cohesion – individuals working together to achieve a common goal/task/objective;
2. The more cohesive a group the better the performance;
3. Task cohesion is vital for success;
4. Task cohesion is more important than social cohesion;
5. Social cohesion can undermine/disrupt effectiveness of the team;
6. But success can improve social cohesion.

Development of cohesion

7. Elimination of faulty processes/co-ordination problems/motivational problems/social loafers;
8. Practice/training drills;
9. Explain roles/expectations within the group;
10. Give praise/feedback/highlight positive aspects of play/encourage discussion of performance with whole team/support for each other;
11. Set individual/sub group targets/goals;
12. Give individual players responsibility;
13. Develop social cohesion away from training/competitive situation. *6 marks*

(b) *6 marks for 6 of (max 4 per section):*

Advantages

1. Increased media coverage/awareness of sport;
2. Increase participation rates/new teams established;
3. Recruitment of referees/coaches;
4. Increase in financial income;
5. More spectators/sponsorship deals/TV rights/commercial spin-offs/replica kit/hospitality deals;
6. Change in players perception/self efficacy/belief they can win again;
7. Knock-on effect to other sports/recognition from other sports/seek advice on preparation.

Disadvantages

8. High spectator expectation to win/maintain standard;
9. Over commitment of players to competitive fixtures/burnout/injury/early retirement;
10. Higher wages expectation from players/financial burden on clubs;
11. Change of attitude/win at all cost/deviancy/cheating/over aggressive play;
12. Financial dependency on sponsorship deals/TV rights;
13. Governing Body loss of control/dictation of schedule by TV and sponsors.

6 marks

6. (a) *6 marks for 6 of*
1. Use knowledge of angular momentum plus angular velocity plus moment of inertia; (*Must have 2 out of 3*)
 2. Angular momentum remains constant during rotation;
 3. Angular momentum = moment of inertia x angular velocity;
 4. Angular momentum – quantity of rotation/motion;
 5. Angular velocity – speed of rotation;
 6. Moment of inertia – spread/distribution of mass around axis;
 7. Change in moment of inertia leads to a change of angular velocity/speed/spin of rotation;
 8. To slow down rotation gymnast increases moment of inertia;
 9. Achieved by extending body/opening out/or equivalent;
 10. To increase speed of rotation gymnast decreases moment of inertia;
 11. Achieved by tucking body/bringing arms towards rotational axis. *6 marks*
- (*Accept annotated diagrams*)
- (b) *6 marks for 6 of:*
1. Self efficacy – self confidence of a performer in a particular situation;
 2. Performance accomplishments/Give opportunities for success/set easier tasks;
 3. Perform in a competitive environment during training/introduce spectators;
 4. Vicarious experiences/show others performing successfully;
 5. Verbal encouragement;
 6. Stress management techniques to control arousal levels;
 7. Imagery/mental rehearsal;
 8. Positive self-talk;
 9. Set appropriate goals/targets;
 10. Performance goals rather than outcome goals;
 11. Use attributions correctly;
 12. Internal attributions for success/external attributions for failure. *6 marks*
7. (a) *5 marks for 5 of:*
1. Physiological/psychological testing; (*Do not credit just testing*)
 2. Skills testing;
 3. Sports development officers/regional co-ordinators;
 4. Co-ordinated policies e.g. sports science/sports medicine/coaching;
 5. Effective coaching development;
 6. Structured levels of competition;
 7. Funding/sponsorship of schemes;
 8. Ensuring equal access for all areas of society/inner city schemes;
 9. Availability/access of facilities;
 10. Develop links with UK Sport/World Class Programme;
 11. Regional/national scouts/selection opportunities;
 12. School – Club link/ Sports Colleges
 13. Squad weekends/development squads *5 marks*

(b) *7 marks for 7 of (maximum 5 per section):*

Training Programme

1. Working with target zone/threshold;
2. 60 – 80% max heart rate/Karvonen Principle;
3. Explanation of Karvonen Principle/Max HR reserve = HR (max) - HR (rest).

Adaptations

4. Cardiac hypertrophy;
5. Increase stroke volume/lower resting heart rate/bradycardia/increased cardiac output;
6. Increased capillarisation of trained muscle/development new capillaries;
7. Improved efficiency of vasoconstriction and vasodilation;
8. Decrease in resting blood pressure;
9. Increase in blood plasma;
10. Increase in red blood cell volume and haemoglobin.
11. Reduction in resting respiratory rate
12. Reduction in breathing rate
13. Small changes in lung volumes/vital capacity increases slightly/tidal volume increases slightly
14. Increase strength of respiratory muscles
15. Pulmonary diffusion more efficient
16. Increased surface area of alveoli
17. Increased size/number of mitochondria
18. Increased glycogen/triglyceride stores
19. Increased myoglobin
20. Increased oxidation of fat and glucose
21. Increase in size/number of slow twitch fibres

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*