



General Certificate of Education

**Sport and Physical Education
5581**

PED2

Mark Scheme

2007 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.

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1. (a) (i) 4 marks for 4 of:

1. Physical endeavour with moral integrity (sub max 1 mark)

3 marks for 3 of :

Physical	Social
2. Energetic/hard physical work/strength/ develop fitness/ robust / health/manliness	6. Teamwork/ co-operation/ team more important than individual
3. Physical contact game/take knocks/ bravery	7. Abiding by rules/fairplay/ sportsmanship
4. Break from study	8. Win with honour/lose with dignity/ Respect opponents
5. Catharsis/ stress relief	9. Test of temperament/coping with pressure
	10. Leadership

(ii) 3 marks for 3 of:

1. Social control/ kept large numbers of boys occupied / in acceptable activities/ away from drinking – gambling/encouraged rational games not mob;
2. Prestige of the school/ compete against other schools for pupils/ impress parents/ governors/ fixture results reported by media / use of sports days;
3. Rational sport promoted middle class values / respect for rules – authority/sportsmanship/fairplay/preparing for future roles/leadership/character building/teamwork;
4. Health/fitness;
5. (Government report 'Clarendon') stressed the educational value of team games;
6. Competitive nature of British society / learn how to win and lose with honour;
7. Muscular Christianity/Christian values.
(need to qualify win to credit mark)

(b) (i) 3 marks for 3 of :(take first three – do not accept examples of activities eg football)

1. Games;
2. Dance;
3. Gymnastics;
4. Swimming;
5. Outdoor **and** Adventurous activities;
6. Athletics.

- (ii) *Sub max 4 marks per section must identify what area they are referring in order to credit*

Knowledge	Values
1. Health related fitness/diet/exercise/hygiene;	8. Social – teamwork / cooperation;
2. Appreciation of movement/aesthetic/wide range of sports;	9. Fair play/sportsmanship/etiquette;
3. Learning – understanding of rules;	10. Emotional control – win – lose;
4. Learning – understanding of tactics/ strategies/decision making;	11. Abide by rules/discipline/official decisions;
5. Structure – function of body;	12. Leadership/responsibility/decision making/problem solving;
6. Observation/Analysis/Evaluation;	13. Creativity/imagination;
7. Preparation for work/career/other roles e.g official/coach;	14. Fun/enjoyment/confidence.

- (iii) 3 marks for 3 of:

1. Dance/gymnastics type of activities/skill based/new sports/activities/options programmes;
2. Child centred / focus on children's needs (physical, psychological, social and emotional);
3. Programmes for primary schools – Moving & Growing / Planning the Programme/ Laban influence;
4. Children encouraged to be creative / imaginative / problem solving through movement;
5. Better facilities / indoor etc;
6. Teaching styles – guidance / heuristic/interactive;
7. Teachers now specialists / plan own work / autonomy / not directed by Syllabuses/ less command styles;
8. Less of a medical focus / responsibility now with Education Department not with medical department;
9. Decentralised/secondary – primary distinction;
10. Non competitive emphasis.
(do not credit health and fitness or fun and enjoyment)

2. (a) (i)

- development in transport and communications;
- emergence of middle classes.

(5 marks)

5 marks for 5 of: (*sub max 4 section*)

Development in transport& communications	Middle classes
1. Rail allowed transport of teams and spectators/horses/spectator sport increase; 2. Competitions became regional and national/leagues; 3. Access to countryside / rambling / fishing/ climbing; 4. Roads development in cycling clubs; 5. Spread knowledge of sporting heroes/role models;	6. Gave moral focus to sport/rational; 7. eg abiding by rules/ etiquette; 8. Banned popular recreations etc mob football; 9. Organisers/ administers of sport clubs / competitions/ NGB/amateur; 10. Used sport as social control of w/c/works teams/time/rights; 11. Established their own sports for their own identity eg lawn tennis / cycling/more variety.

(ii)

Role change	Sporting opportunities
1. Suffragettes/women's rights/ get the vote/ more political say/equal opps; 2. WW1 status increased / did men's jobs eg factories / proved their worth; 3. Less emphasis on domestic role; 4. Got more education via state schools; 5. Began to earn more personal money; 6. More freedom – mobility/ clothing/ leisure time;	7. Still very restricted compared to m/c and men; 8. Accepted firstly by middle class ladies – later w/c; 9. But more schools/provision of PE/clubs/teams/became available; 10. More competitive opportunities; 11. Sporting organisations [such as Women's League of Health and Beauty established; 12. Achievements of women athletes / role models.

(*Must qualify how women's sport increased to credit*)

(b) 3 marks for 3 of:

1. Sports such as football became more popular / lots of clubs – people playing;
2. Needed an administrative organisation/organising authority/control of sport;
3. To oversee rules/standardise/codify;
4. Organise competitions;
5. Eligibility – amateur – professional;
6. Interest/passion of/ old boys network.

(c) (i) 3 marks for 3 of: (*sub max 2*)

Characteristics	Objectives
1. Run by members/committee/AGM/unpaid volunteers; 2. Possibly on trust/charity basis; 3. Financed by members' fees/fund-raising /sponsorship/money placed back into club; 4. Runs on profit-loss but profit not an overriding concern.	5. Provide for grass roots of sport; 6. Tries to increase participation / performance in their sport/look for talent; 7. Meet up with people with similar interests.

(ii) 2 marks for 2 of:

1. Consider best value for money;
2. Best value experiences they offer;
3. Money spent on sport pays dividends in other areas such as crime/employment/health;
4. Work with Sport England;
5. Balance national objectives with local priorities;
6. Find out what people want and expect / quality of life/community choice;
7. Set standards;
8. Deliver services to match standards;
9. Measure success;
10. Review expectation.

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

1. [Institutionalised] – rules /clubs / officials/ set times/ NGB's
2. [Competitive] – to win / to lose / must have an opponent

(ii)

Characteristics	Benefits
1. Spontaneous; 2. No set boundaries/time; 3. Children make up games/rules/change rules; 4. Little adult control/no officials;	5. Friendships/social; 6. Cognitive/decision making; 7. Creative/imaginative/role rehearsal/master reality; 8. Children autonomous/independent; 9. Communication/negotiation; 10. Health/fitness; 11. Fun/enjoyment/non serious/intrinsic.

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

Reasons	Changes
1. Uniformity across a country/children same experience; 2. Government wanted more control; 3. Teachers not trained; 4. Needed to improve health/fitness of working class;	5. Less tables/recognition of ages; 6. More variety/small games/equipment; 7. More interaction in lessons; 8. More free movement; 9. More fun/ play incorporated; 10. More group work/decentralised lesson.

(Do not credit child centred)

(c) (i) 4 marks for 4 of: sub max 3 per section:

Advantages	Disadvantages
1. Allowed ethos of physical education to dominate / personal development of children / educational focus; 2. Allowed choice for teachers and children/no pressure; 3. Clubs can cater for those interested in competitive sport/develop elite; 4. Low cost compared to joining clubs / readily available;	5. Don't reach maximum number of children if optional; 6. Allows teachers to 'opt out'/relies on good will; 7. Facilities not used to maximum capacity; 8. Could be elitist – only some kids could stay behind after school.

(Do not credit health/fitness)

(ii) 4 marks for 4 of:

1. Government included it in policies / such as Raising the Game / A Sporting Future for All / Game Plan;
2. PESSCLS / Gifted & Talented / better links between schools & clubs;
3. Teachers could be paid extra by governor discretion/more coaching for teachers available;
4. Sports colleges/Sports Co-ordinators/Academies/SDO's/Primary liaison teachers;
5. More money given to develop school sport / lottery / better facilities;
6. More awareness of school sport benefits / health / fitness;
7. Winning of Olympics / school Olympics;
8. ActiveMark [primary] / Sportsmark [secondary] / Gold Awards /Active programme;
9. Ambassadors for Sport.

(Do not credit 'more funding')

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

1. Safety concerns/medically considered dangerous;
2. Stereotype/lower expectations by society;
3. Self perception/low self esteem/less confident;

4. Lack of specialised coaches/trained staff;
 5. Lack of specialist/adapted or equivalent facilities/access ramps;
 6. Discrimination;
 7. Lack of competition/clubs;
 8. Lack of: mobility/transport/personal income;
 9. media role models/Lack of information.
- (Must qualify facilities to credit)*

(ii) 1 mark for 1 of:

1. All people have the right to equal opportunities according to their needs / this does not mean having to participate together but what is right for each individual.
- (Not the same as integrated sport)*

1 mark for 1 of:

2. Sensory;
 3. Mental.
- (allow examples)*

(iii) 4 marks for 4 of [*sub max 3 section*]

Advantages	Disadvantages
<ol style="list-style-type: none"> 1. Safety of those with special needs/security/feeling comfortable/ confidence; 2. More equal competition/no physical advantage; 3. Can use appropriate modifications; 4. Teachers – coaches can focus on requirements of disabled; 5. Don't feel different; 6. Excellence levels more easily achieved; 	<ol style="list-style-type: none"> 7. Reinforces 'them and us'/separation from main society/may be only chance to meet able bodied socially; 8. Use of different times of facilities; 9. Lack of awareness of public of capabilities/no stretch & challenge; 10. Can be over protective; 11. Increases/lowers self esteem.

(Do not credit lower standard or unfair) (credit self esteem once only under either advantage/disadvantage)

(b) 4 marks for 4 of:

1. More equal opportunities/less discrimination/Disability Discrimination Act;
2. Adapted activities/modified activities/own sports e.g goalball/rules;
3. Increased expectations of disabled people/raising standards of performance/Paralympics;
4. More knowledge of coaches/trained staff;
5. Organisations such as Disability Sport England/Sport England/English Federation of Disability Sport/specialised governing bodies e.g. Riding Association;
6. Growth in clubs/mainstream school-PE lessons;
7. Media/increase in role models (such as Tanni Grey Thompson);

8. Increase in technology/access facilities/equipments e.g
prosthetics/wheelchairs.

(must be qualified to credit)

(do not credit funding unless qualified)

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

1. Active leisure/Energetic activity/strenuous/raise heart rate/exertion/exercise;
2. Done in free time/leisure time;
3. Choice/voluntary/free will;
4. To recuperate/refresh energies/stress relief;

Why *(sub max 3)*

1. Healthy population;
2. Reduce crime rates/social control;
3. Economic impact;
4. Employment;
5. Prestige of area/tourism/regeneration;
6. Expectations of community/many couldn't afford private/political popularity;
7. Community integration/social/friendship;
8. Social Inclusion.

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*