



General Certificate of Education

**Sport and Physical Education
6581**

PED5

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.

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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) 5 marks for 5 of:
1. Talent Identification Programme / talent spotting / regional scouts;
 2. Attract funding / sponsorship / media income / TV deals;
 3. Distribute funding / athlete personal awards;
 4. Liaise with other organisations / partnerships such as UK Sport / SportsCoach; UK / Sport England / BOA / EIS / Centres of Excellence / Sportsaid;
 5. World Class Performance Programme;
 6. High quality facilities/coaching;
 7. Provide sport science/medical/psychological support/physiotherapy/nutritional advice/biomechanics;
 8. Promote sport/use of role models/taster activities/increased media coverage/ widen participant base;
 9. Structured levels of competition/selection of national teams/attract major events;
 10. Coaching structure/provision of training camps;
 11. Modernise administration structure/whole sport plan;
 12. Equal opportunities policy.
- (b) 5 marks for 4 of : (sub max of 3 marks)
(Similarities)
1. Holistic approach to development of performers/education and career;
 2. EIS – Performance Lifestyle / INSEP – Project Life;
 3. Both offer high quality coaching/facilities;
 4. Both offer sports science support / physiotherapy / sports medicine;
 5. Both work closely with NGB / Federations;
 6. Good talent identification programmes.
- (Differences)
7. EIS – regional centres /hubs/satellite/ INSEP – central location/one centre model;
 8. EIS – some sports are mixture of national & regional;
 9. EIS facilities more modern;
 10. EIS – Lottery funded / INSEP – state funded;
 11. EIS – relatively new / INSEP – established over 40 years ago;

(c) 5 marks for 5 of; (max 3 per section)

(Benefits)

1. Increased facilities for future use / sports facilities / new housing / urban regeneration/legacy of facilities;
2. Better infrastructure / communication network / improve transport system;
3. Increased tourism / business / employment/ shop window effect/ international prestige/ advertise country/ increased economic benefits;
4. Increased participation / raise profile of sport / raise awareness of equal opportunities;
5. Feel good factor / national pride;
6. Social control / healthier nation / less strain on health service / lower crime levels;
7. Social inclusion / improve cultural.

(Drawbacks)

8. Businesses may have to relocate/home owners' relocation;
9. Increase cost to the tax payer/diversion of funds from other areas of society;
10. Legacy of debt if not commercially successful;
11. Increased security risk / terrorism;
12. Influx of visitors and disruption of normal life;
13. Legacy of unused and expensive facilities;
14. Poor games may affect future hosting opportunities.

2. (a) 3 marks for 3 of:

1. Sportsmanship – playing by the unwritten rules / code of ethics / fair play / etiquette;
Gamesmanship – art of winning games by cunning means without actually cheating / breaking the rules;
2. One example of sportsmanship;
3. One example of gamesmanship.

(b) 3 marks for 3 of:

1. Penalties within the event – bookings/free kicks/ sin bin or eq.;
2. Penalties after the event – bans/fines or eq.;
3. Fair play awards / allocation of place in major event based on disciplinary record;
4. Clubs fined / points deducted;
5. Matches played behind closed doors / spectators banned from watching;
6. Fair play charters / code of conduct / campaigns;
7. Drug testing.

(c) 4 marks for 4 of:

1. Explanation of contract to compete – unwritten mutual agreement with opponents;
2. Winning is now the dominant ethic / Lombardian ethic / society has high expectations;
3. Highly paid/sponsorship deals/contracts/ bonuses depends on result;
4. Many performers break rules/commit fouls/violent play;
5. May resort to extreme measures such as doping;
6. May not play to best of ability/match fixing;
7. May not allow other to play to the best of their ability;
8. Break the ethics/etiquette linked to game/lack of sportsmanship/ discrimination;

9. Over-train/play with injury;
10. Increased number of sports related prosecutions.

(d) 5 marks for 5 of: (*sub max 3 per section*)

(For)

1. Spectators / sponsors / media want to see the best performance possible;
2. Drugs are just another training aid;
3. Used correctly there is limited health risk;
4. Individual choice / aware of the consequences;
5. Performers don't ask to be role models;
6. Level playing field for all performers;
7. Saves money/time on expensive testing/money could be used for education of younger athletes;
8. Testing always one step behind the cheats/chemists/technology.

(Against)

9. Proven health risks / side effects;
10. Not all performers have access to doping methods/can afford drugs;
11. Against nature of sport / unethical / cheating / contract to compete/ not use of natural ability;
12. Negative role model for children / wider implication for society;
13. Other athletes pressurised into taking drugs / fear of failure / pressure from coaches.

3. (a) 3 marks for 3 of:

1. Ticket sales insufficient to cover costs;
2. Expensive to accommodate performers / officials;
3. High cost of security;
4. Provide high quality facilities / spectator access / regenerate facilities;
5. Promotion of the event;
6. Excess funds used to reinvest and develop sport further/ develop grass roots;
7. Prize money / attract top performers and prize money.

(b) 4 marks for 4 of: (*sub max of 2 per person*)

(Positives)

1. Increased access to watch sport / live coverage;
2. Higher standards of performance;
3. High quality stadiums;
4. Enhanced viewing experience / interactive technology;
5. Greater awareness / knowledge of the sport / creates role models;
6. Rules changed to become more exciting spectacle;
7. Influenced elimination of negative aspects of sport eg hooliganism / responsible reporting.

(Negatives)

8. Increased cost / ticket prices / pay-to-view / satellite TV;
9. Merchandise expensive / replica kit frequently changed;
10. Events moved and scheduled depending on prime time / highest viewing figures;
11. Event interrupted to accommodate adverts / commercial breaks;
12. Traditional nature of the game may have to alter / rule changes / time-outs/ clothing;
13. Irresponsible reporting can lead to spectator violence / deviant behaviour.

- (c) 3 marks for 3 of:
1. Limited funding available for many athletes / sports / best use of limited resources;
 2. Sport in competition with other 'good causes';
 3. Funds have to be directed to potential medal winners;
 4. Increases chances of winning medals;
 5. Public expect medal return for their money / want results;
 6. Success breeds success/medals mean more money/increased participation/ raise profile of sport;
 7. Gives incentives to athletes to reach high level;
 8. Makes performers/NGB's accountable.
- (d) 5 marks for 5 of:
1. Winning ethic is dominant / Lombardian ethic;
 2. Progression is based on talent not social background;
 3. American Dream / rags to riches / anyone can succeed with hard work;
 4. Social mobility encouraged through sport;
 5. School based sport allows maximum number of children to be involved / club system not as dominant;
 6. School system used as part of talent identification programme/inter-collegiate sport allows anyone to progress;
 7. Scholarships provided to ensure progression to university;
 8. Capitalist system / marked economy / income from media & TV commercialisation of sport funds scholarships;
 9. Professional sport only interested in commercial potential;
 10. Sponsorship deals made irrespective of social background;
 11. Draft system ensures best performers progress;
 12. Olympic athletes Government funded / federal funded;
 13. Title IX/equal funding opportunities for women.

Section B

4. (a) 3 marks for 3 of:
(Factors to consider)
1. Ensure sport specific exercises included / replication of movement or skill patterns;
 2. Relevant muscle groups exercised;
 3. Correct order of exercises / alternate body areas;
 4. Exception may be experienced / highly trained athletes;
 5. Number of repetitions / sets / intensity / overload;
 6. Recovery periods;
 7. Equipment available;
 8. Current level of fitness/ age/ gender/ injuries.
- 3 marks for 3 of:
(Suitability)
9. Replication of game activity / work & recovery intervals;
 10. Adaptable to include sport specific exercises / skill based exercises;
 11. Develops relevant aspects of fitness e.g. aerobic endurance / muscular endurance / or equiv./ skill related fitness factors;

12. Time efficient;
13. Variation of exercise maintains motivation levels;
14. Not all exercises may be sports specific/ replicate movements required.

(b) 3 marks for 3 of:

(Provision)

1. Time given to play / practice;
2. Competitions arranged / inter-house matches/ intra-school/ inter-school;
3. Rules developed;
4. Introduction of uniform/kit;
5. Coaches/blues to improve standard of play;
6. Development of skills/ strategies/ tactics;
7. Provided facilities.

3 marks for 3 of:

(Reasons)

8. Not as effective for social control;
9. Catered for limited numbers – players / spectators;
10. Specialist facilities required / Specialist courts provided / often linked to existing buildings;
11. Limited opportunity for leadership;
12. Limited opportunity for co-operation / teamwork;
13. Limited opportunity for development of athleticism/ physical endeavour/ moral integrity/ Muscular Christianity/ character building;
14. Clarendon Commission supported team games / lacked support for individual activities.

5. (a) 7 marks for 7 of: sub max of 4 per section

(Suitability)

1. Valid predictor of VO_2 max;
2. But only a predictor not accurate measure;
3. More accurate test PWC170/cycle ergometer or equivalent;
4. Test is maximal;
5. But relies on participant being motivated;
6. Test relevant to many sports;
7. But may favour runners and not favour some e.g. swimmers or cyclists.

(Benefits of testing)

8. Identification of strengths and weaknesses/comparison of national averages;
9. Set targets;
10. Helps motivation;
11. Monitor progress;
12. Modification of training programme/development of training programme;
13. Identify potential talent.

(b) 5 marks for 5 of: (sub max of 3)

1. Outline of principle of altitude training – increase in altitude leads to a decrease in partial pressure;
2. Causes less oxygen to be available when compared to sea level.

(Advantages)

3. Increase in red blood cells/haemoglobin levels;
4. Increase in efficiency of gaseous exchange/ diffusion/ capillarisation;
5. Increase in oxygen carrying capacity/increase VO₂ max/ Lactate threshold/ OBLA;
6. When return to sea level athlete can utilise more oxygen / maintain higher intensity for longer.

(Disadvantages)

7. May experience altitude sickness;
8. May have to train at lower levels of intensity / lower level of overload possible;
9. Therefore training not as effective;
10. Needs at least 4 weeks at altitude to see significant improvement;
11. Effects last short period of time.

(Point 8 must be linked to point 7)

6. (a) 6 marks for 6 of:

1. Co-ordinated approach/co-operation between all groups;
2. Schools offer activities as part of curriculum/extra-curricular;
3. PESSCLS/club school links/sport development officers;
4. Clubs visit school/taster days;
5. Sports College status SSCO/PDO;
6. Active programme/Sportsmark – Activemark;
7. Sport Action Zones;
8. National School Sport Champion;
9. School Olympics;
10. Structured levels of competition/ award schemes;
11. Accessible coaching courses for teacher / club coaches/ increase coaches/ leaders;
12. Open access for all target groups;
13. Access to facilities / increase number of clubs;
14. Affordable / reduce costs;
15. Develop image of the sport / advertising campaigns / role models;
16. Seek funding / National Lottery / Sponsorship.

(b) 1 mark for:

1. Explanation of achievement motivation – motivation of a performer when some form of evaluation occurs;
5 marks for 5 of:
(Decision based on)
 2. Personality of the performer;
 3. e.g. high need to achieve / high Nach / low need to avoid failure / low Naf;
 4. Characteristics of a Nach performer – likes challenges/takes risks/ accepts feedback/or eq.;
 5. Situation;
 6. e.g. probability of success / if completed the routine before more likely to attempt;
 6. Incentive for winning;
 7. e.g. the value of winning the competition outweighs the risk of trying the more difficult routine;
 8. Emotional response;

9. e.g. the performer will be happy / feel pride even if they fail / not worried about protecting their image / feeling shame;
10. Result is Approach behaviour;
11. e.g. prepared to take the risk / not concerned about failure / will see it as challenge / learn from the mistakes / or equiv..

7. (a) 1 mark for:

1. Explanation of reaction time – time taken from onset of stimulus to start of Movement;

5 marks for 5 of:

2. Choice reaction time is mainly used;
3. Numerous stimuli and numerous responses / one stimuli and numerous responses;
4. Hicks Law / increase number of options the reaction time becomes slower ;
5. Psychological Refractory Period;
6. One stimulus closely followed by another delays reaction time;
7. Brain only able to process one piece of information at a time / Single Channel Hypothesis;
8. Anticipation / Spatial anticipation / temporal anticipation;
9. Attempts to predict what will happen – where / when;
10. May have a negative effect on performance / unable to recover if wrong decision is made;
11. Practice can help to improve RT/ operant conditioning;
12. Improve selective attention/block out distractions;
13. Increase fitness/more likely to remain focussed and detect stimulus;
14. Improve memory process/chunking/chaining;
15. Visualisation/imagery/mental rehearsal of situations;
16. Analyse opponents strengths and weaknesses.

(b) 3 marks for 3 of:

(Why?)

1. Predominately female activity / less popular with the viewing public / stereotypical view;
2. Limited target audience;
3. Perceived lower level of excitement / skill level / or equiv.;
4. Difficult to break into primetime slots against major sports / male dominated sports;
5. Limited TV rights / commercial interest / attraction of sponsors;
6. Few high profile stars / role models;
7. Men dominate positions of authority in decision making roles;
8. Amateur not professional sport;
9. Not telegenic – difficult to televise;
10. Public have limited knowledge of sport/rules.

3 marks for 3 of:

(Adverse effects)

11. Less money for development of grass roots/elite performance;
12. Decrease in participation / number of players aiming to succeed;
13. Talented performers attracted to other sports;
14. Sport may have to change to become more viewer friendly;
15. Rule changes / clothing;
16. Structure of sport may have to alter / competitions / new clubs / timing of games / or equiv..

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*