

GCE

Edexcel GCE

Physical Education (6721)

Summer 2005

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Mark Scheme (Results)

## Unit 1 (6721) -The Social Basis of Sport and Recreation

### UK and the European Context

1. (a) In the pre-industrial phase Peasant games had simple rules. Explain how these games managed to function with such limited codification.

(3)

3 marks for 3 of:

1. games were played by the whole village area so all understood the rules
2. rules were passed on by word of mouth
3. long history/tradition of games often reinforced by folk tales/stories
4. games only played in a specific area/ no need for standard rules
5. most could not read or write so writing rules was pointless/limited education
6. used natural boundaries/town boundaries/rivers
7. Size and numbers involved meant rules were unworkable

- (b) Codification is a term associated with the development of sport during the Industrial Revolution.

- (i) What changes in society during the industrial revolution led to a need for the codification of sport?

(3)

3 marks of 3:

1. transport development meant teams could travel/setting up of competitions/leagues
2. problems over different rules in different areas/ need for national/standardised set of rules
3. urbanisation meant large numbers of potential players
4. urbanisation meant a lack of space so pitch boundaries had to be introduced
5. compulsory education meant every one could read and write
6. Need for consistent/fully fit work force meant need to reduce violence
7. emergence of middle class/muscular Christianity/civilising sport

- (ii) Explain the process by which sports achieved codification at the end of the 19<sup>th</sup> century.

(3)

3 marks for 3 of:

1. role of public schools/Oxbridge/universities move towards one set of rules
2. formed a national governing body/association
3. invited representatives from clubs, schools and universities
4. held meetings where rules were agreed
5. compromised/melting pot of rules from around the country
6. had agreed rules written down and printed

- (c) Most professional sports in the 21<sup>st</sup> century are now funded through the commercial sector.

Outline the main types of commercial funding available to professional sports.

(5)

5 marks for 5 of:

1. gate receipts/ money from paying spectators
2. selling advertising space to companies around the pitch or on clothing/ sponsorship/endorsement
3. media funding/. TV money/ pay per view TV
4. merchandising/club shops/ selling club shirts
5. club lotteries
6. hiring facilities for corporate or entertainment
7. selling players
8. private investors/floating on stock market/becoming a PLC/ shareholders

- (d) *Sport for All* is a term used throughout the European Union.

- (i) Explain the concept of *Sport for All* in Europe.

(3)

3 marks for 3 of:

1. forms part of the European Charter/basic requirement for all Europeans
2. all people should have free access to sports and recreation/facilities
3. linked to the concept of mass participation/widening the base of the sports pyramid
4. health and fitness benefits that can arise from sport for all
5. European nations have a legal duty to promote and provide access to sport and recreation
6. reference to target groups

- (ii) Outline the benefits that a country may achieve from a successful *Sport for All* programme.

(4)

4 marks for 4:

1. healthier population fitter population
2. less impact on health service/ more efficient workforce/less time off
3. sporting success/more population to select from/global sports success
4. reduction in crime/social control
5. social integration/breaking down social and racial barriers
6. consumer spending/economic benefit/VAT
7. External status/shop window/external image/tourism/investment/chance to host major games

- (e) Most sports participation in Europe takes place within the amateur and voluntary sector.

Using examples, describe the organisation of sport within this sector.

(4)

4 marks for 4 of:

1. the club is the basic unit/performers join clubs/aimed at grass roots/local level
2. clubs play in leagues/affiliated to regional associations/county governing bodies
3. clubs rely on membership fees/players need to pay to play
4. most people who work for the clubs are unpaid volunteers
5. clubs are run by unpaid committees/identify roles
6. most of money for clubs comes from donation and fund raising/sponsorship from local business
7. amateur performers do not get paid/play for love of game/enjoyment
8. need to hire/rent facilities

2. (a) Define the terms in Figure 1 and explain why they are represented in a pyramid

(4)

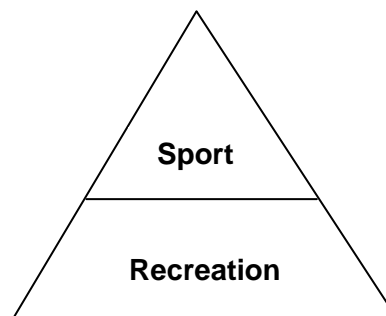


Figure 1

4 marks for 4 of: (needs both parts for max sub max 3)

1. Sport = competitive physical activities with serious organization/rules and regulations
2. Sport extrinsic and intrinsic rewards
3. Recreation = non competitive activities/ limited organisation
4. Recreation intrinsic focus/enjoyment
5. More people have access to recreation
6. sport is selective
7. sport requires higher level of funding and organization
8. Relationship/link /explanation of top and bottom of pyramid/role models

- (b) Oxford and Cambridge Universities played a central role in the development of sport during the 19<sup>th</sup> century.

In terms of sport, what problems did students face when arriving at university from public schools and what developments did this lead to?

(4)

4 marks for 4 of:

1. each school had its own set of rules/variation in terms of rules
2. meant that standard games could not be played
3. playing areas and courts also differed
4. led to compromise of rules/process of melting pot
5. to codification/ production/writing down of rules/one set of rules
6. led to standardisation of playing surface/pitch size
7. led to formation of governing bodies export of games ethic

- (c) Physical education developed in state schools at the turn of the 20<sup>th</sup> century.

- (i) Explain how the early development of physical education in the UK was influenced by European models.

(3)

3 marks for 3 of:

1. well established models of physical training in most European countries by the end of the 19<sup>th</sup> century
2. Swedish gymnastics/Ling recognised as a suitable method of exercise for young people
3. German systems/Jahn/Gut Muths/ published training programmes
4. Some areas began adopting Swedish/German programmes
5. London School Board appointed Mdm Bergman -Osterberg to develop Swedish drill
6. McLaren built gymnasiums based on European models

- (ii) Suggest why earlier syllabus in schools referred to physical training rather than physical education?

(2)

2 marks for 2 of:

1. focus on developing fitness and discipline
2. need to prepare fit working class soldiers/preparation for war
3. military link/early programmes written by army
4. cost effective/performed in small areas/lack of space & equipment
5. limited training for teachers/taught by NCOs/army personnel

(iii) What role does the government play in the current provision of physical education in state schools in the UK?

(3)

3 marks for 3 of:

1. department of Education and skills has overall responsibility for all state schools in the UK
2. DfES now awards Activemark/Sportsmark/Sports College status
3. PE part of the National Curriculum/ 2hr PE per week
4. Governments Quango OFSTED responsible for inspecting PE provision in state schools
5. National strategy - SCo/PDM/PESSCL
6. Government encouraging all schools to provide extra-curricular sport /after school clubs /NOF funding/supports range of organisations
7. Governments Quango Sport England promotes grass roots sports schemes/TOPS
8. DCMS step into sport/leadership /volunteering
9. Funding - needs specific reference - facility development

(d) Explain what is meant by the term *Americanisation* and suggest how it is influencing professional sport across Europe.

(4)

4 marks for 4 of:

1. increasing/reliance on commercial/private sector funding/advertisement/sponsorship
2. American influence of sport/adopting practices that have developed in American sport
3. use of franchises
4. increasing influence of media/ key funder of sport/selling media rights/exclusive tv deal
5. sport acting as a bill board to advertisers and sponsors/festoon
6. adoption of names /changing image of clubs/stadium sponsors/
7. match now part of an entertainment package/cheer leaders/razzmatazz/ few play more watch.
8. accelerates move towards gamesmanship/cheating/win ethic dominates
9. increases the amount players can earn
10. changing rules to enhance entertainment

- (e) There are a number of social factors that can affect a person's access to sport and recreation.

Discuss the role stereotyping can play in sport, with reference to the theories of centrality and stacking.

(5)

5 marks for 5 of:

1. stereotypes group of characteristics that all members of a group share/predisposition to act in a certain way
2. links to concept of esteem/ the way people think about themselves
3. often lead to sporting myths, black men can't swim/glass ceiling effect
4. negative stereotypes/negative effect/myths can lead to discrimination/ often linked to selection
5. stereotypes can become self fulfilling prophecies where people find it easier to conform to the stereotypes
6. positive stereotyping/effect/ creates role models/esteem
7. Centrality where dominant cultural group in society take dominant roles in sport/WASP dominance
8. Football examples linked to racial background
9. Stacking - players from certain racial groups stacked /channelled into certain sports or positions

(Total 25 marks)

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Total for Section A: 25 marks

## SECTION B - The Olympic Case Study

3. The modern Olympics were founded at the end of the 19<sup>th</sup> century by a group of White European and North American gentlemen.

How effective has the Olympic movement been in promoting participation amongst ethnic minorities?

### ANSWER GUIDELINES

1. Olympics are the true world sporting event/IOC promotes participation for all
2. Olympic Charter states that the games are open to all regardless of race, creed or colour
3. More nations are members of the IOC than the United Nations
4. Athens 2004 was a real melting pot of culture and races
5. Definition of ethnic minority
6. Early games reflected European/imperial dominance of sport
7. First ethnic participate - 2 Zulu warriors - included for entertainment
8. Gives athletes from emergent cultures the chance to gain status/high profile
9. Many of the world top athletes/sprinters are from ethnic minorities
10. Many of the Olympic legends are from ethnic minorities Jim Thorpe/Jesse Owens/Carl Lewis/Daley Thompson
11. ethnic minorities using the games to protest/Black power protests in 1968 and 1972
12. African nations dominance in running events
13. Afro-Caribbean dominance of sprinting
14. Olympics still tend to be held in European/USA cities
15. IOC membership dominated by WASPS/centrality
16. Olympics can reinforce stereotype/ racial stereotypes/stacking
17. Often media can highlight/reinforce sporting myths/ Eric the eel
18. IOC sports ambassadors working in many developing cultures
19. Within a culture Olympic success can help integrate cultures/reconciliation  
Native Americans - Jim Thorpe/Billy Mills    Aborigines Cathy Freeman

(Total 25 marks)



4. London is bidding for the right to host the 2012 Olympics and will need to beat around 10 cities in order to do so.

Discuss why so many cities are now prepared to spend millions of pounds simply bidding to host the Games.

#### ANSWER GUIDELINES

1. profile of hosting the games/international shop window
2. eyes of the world will be on city for three weeks
3. legacy of sporting venues that will left in the city
4. money/funding potential of hosting the games
5. Problems of Montreal led to change in funding of games
6. Role of Uberroth/ festoon/commercial success
7. Games watched by over 4 billion people world wide
8. Sydney £10billion boost to economy after 2000 games
9. Tourist benefits/ attracts visitors to city
10. Chance for home athletes to compete at home/sports benefits
11. Government/Council/Mayor see political benefits of hosting the games
12. Chance to modernise/update transport/infrastructure
13. Hosting the games integrates/unifies nations/brings together many groups
14. Hosting games can boost participation in host city/nation
15. Can lead to hosting other international sport events
16. Job creation - especially important in deprived areas such as East London

(Total 25 marks)

5. Many would argue that within the Olympic Games the original ideal of sportsmanship has been replaced by the concept of gamesmanship.

Discuss this apparent change in attitude amongst Olympic performers.

#### ANSWER GUIDELINES

1. Definition of sportsmanship - playing the written and unwritten rules/ spirit and letter/better to lose honourably
2. Definition of gamesmanship - pushing rules to the limit/ win justifies the means/ get away with what you can
3. Olympics still seen as the leader in terms of sportsmanship/sports ethics
4. Games begin with both performers and officials taking oaths to apply the rules
5. at the early games most of performers were gentleman amateurs
6. Olympic movement based around the public school ideal of taking part
7. This was the only attitude prevalent at the time
8. As sport moves into 20<sup>th</sup> century and moves down to working class/pro sport appears
9. For most of C20th Olympics maintains amateur status
10. Amateur status tended to maintain ethic of sportsmanship
11. Political use of games in 60's and 70's led to some erosion of ideal
12. Led to emergence of state sponsored athletes in the eastern bloc
13. Mirrored development in USA of college sponsored athletes
14. Need to win for nation/political system led to some deviance
15. Suggested that drug abuse became a central part of the east European sports system
16. By 1990's commercial pressure on sport and athletes led to a change of focus
17. Increasing influence of Lombardian ethic/ win at all costs attitude
18. Media pressure to have the best at the games led to pro athletes such as the Dream team flouting amateur rules
19. Pressure to have sports such as tennis in the Olympic also led to professionals
20. Pressure of Americanisation/increasing commercial sponsorship of athletes
21. So much reward for winning a gold medal increases chance of deviance
22. Olympic drug testing programme lacked behind the drug users
23. Olympic has had no real control over athletes outside of Olympic competition
24. Olympic oath still taken by athletes and most still support sportsmanship ethic
25. Wining through gamesmanship called hollow victory
26. Sport simply reflects society - corruption and deviance society mirrored in global sport

(Total 25 marks)

6. The 2004 Paralympics immediately followed on from the Olympic Games of Athens 2004.

How does the media coverage and promotion of both events differ?

**ANSWER GUIDLINES**

1. definition of Paralympics - parallel to Olympics
2. History of games, Guttman setting up game to coincide with London Games 1948
3. stadium not as full for Paralympics
4. sponsors and advertisers less interested
5. Paralympics stars less well known than Olympic peers
6. Few Paralympic stars are household names
7. TV coverage different - most of Olympic shown live, all channels show highlights
8. Paralympics only given highlights show
9. ABC had no coverage of Paralympics - but exclusive rights to 2004 Olympics
10. Paralympics only briefly mentioned on news programmes/Olympic mentioned on every news programme
11. Newspaper wall to wall coverage of Olympics/ limited coverage of Paralympics/Tabloids ignore
12. Paralympics not allowed to use Olympic logo/rings
13. Paralympic logo not as recognised as Olympic logo
14. Samaranch's views that Paralympics would harm the market potential of the Olympics
15. Less attractive to sponsors
16. Athletes used to promote product are Olympian not Paralympian
17. Scope of Paralympic smaller/fewer athletes/fewer competing athletes
18. Successful Paralympians do create positive role models - Tanni Grey Thompson
19. Beginning to see some Paralympians on TV/adverts
20. Positive image of paralympians - strength, courage, determination attractive to spectators and potential sponsors

(Total 25 marks)

(Total for Section B: 25 marks)

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**TOTAL FOR PAPER: 50 MARKS**

<i>MARK BAND</i>	Description
21 - 25	Continuous prose, well structured with evidence of planning. Covers all aspects of question using practical examples to highlight points. Evidence of analysis, correct use of technical languages. Debates and challenges issues covered in question.
17 - 20	Structured description with some analysis of the issue. Use of practical examples and correct language to support most points. May lack balance and not cover fully all parts of question.
14 - 16	A fundamentally descriptive account, good use of points, some use of technical language though some points not supported. Lack of balance, some areas covered in depth others very brief.
11 - 13	Valid points predominately descriptive. Little level of analysis or linking parts of answer together. Limited use of practical examples and points only partially developed.
8 - 10	Mainly isolated statements. Limited points suggesting some understanding, but poor use of language. Bland assertions and failure to answer the question set directly.
5 - 7	Disjointed with limited number of points. Considerable inaccuracy or irrelevance. Mainly statements that highlight a lack of grasp of what are relevant.
1 - 4	Very brief seriously incomplete narrative answer. Lacking range and accuracy. Fails to identify correct topic. Little material is relevant to the question.