

GCE Physical Education 6724

Mark Scheme (Post - Standardisation)

Summer 2008

GCE

GCE Physical Education (6724/01)

General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Question Number	Answer - ANSWER MUST <u>EXPLAIN</u>	Mark
1(a) EXPERT	4 marks for 4 of : 1. land of free/land of opportunity/chance for all to take part and progress 2. access to social mobility through sport/escape from ghetto 3. rags to riches/American Dream achievable through sport/reference to Rocky/Michael Jordan 4. win at all costs attitude in sport/no draws/reflect capitalism/commercial system/ 5. frontier spirit evident in games and team names/survival of the fittest/Invasion games dominate/pioneering 6. male dominated society reflected in sport/violent sports dominate 7. need to escape urban lifestyle 8. radical ethic/sports as a means of character building 9. counter culture linked to recreational sport/eco sport	(4)

Question Number	Answer NB Topographical already in question so no marks just for repeating - need to mention range etc`	Mark
1(b) Expert	4 marks for 4 of: 1. large population/large base to pyramid/50 states 2. city based populations/good infrastructure for sport 3. range of topography giving chance to train/practice all sports/different terrains 4. range of climate /Areas for altitude/acclimatisation 5. good transport/communication network 6. large space means lots of area for training and sport 7. diverse populations means cities give focus for national competition.	(4)

Question Number	Answer ANSWER MUST REFER TO <u>HIGH SCHOOL SPORT</u> Scholarship point must have reference to college recruitment - schools do not offer scholarships	Mark
1(c) Expert	5 marks for 5 of : 1. professional attitude to school sport/large audience experience/mirror pro game 2. time allocation for practice/sports competition 3. sport rather than PE focus in schools 4. elite level facilities/equipment/approach/stadiums 5. full time professional coaches 6. best players progress from school to college/only route to top/one route 7. professional and college scouts recruit players 8. Best high school performers will be offered scholarships to college 9. <u>High school</u> first step towards <u>draft system</u> 10. every game recorded and analysed/players stats are recorded 11. in such a large country school sport replaces professional sport/school sport on media/televised.	(5)

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Question Number	Answer	Mark
1(d)(i) Graduate	3 marks for 3 of: 1. competitive/win ethic dominates American sport 2. ruggedness of sports/violence/aggression/bravery/contact 3. sport is about survival of the fittest 4. sport and frontier dominated by men/macho image/females have only minor/supporting roles 5. logos and names of teams 6. invasion games dominate reflecting pioneers	(3)

Question Number	Answer	Mark
1(d)(ii) Expert	5 marks for 5 of: 1. reflects pioneers/frontier spirit/tradition/history of North America 2. escape from urban lifestyle/stress release/back to nature/at one with nature 3. variety of North America/National Parks/large areas of wilderness 4. accessibility of outdoors to most Americans/good transport links 5. increase in disposable income/leisure time/ free to use/ cheap form of recreation 6. systems that make it safe/land classification/ranger service 7. fashion/trend/media coverage/role models linked outdoor sports 8. adrenaline/feel good factor many Americans crave 9. eco sport/counter culture/movement seen as an alternative to the win ethic/all can take part/individual as opposed to team 10. many outdoor sports commercially packaged/commercial/tourism industry/promoting activities 11. most Americans given a grounding in outdoor sports at school/popularity of summer camp promotes frontier spirit 12. father and son bonding/family tradition 13. technological advances make it safer/improve safety	(5)

Question Number	Answer ANSWER MUST EXPLAIN not just list	Mark
1(e) Expert	4 marks for 4 of: <ol style="list-style-type: none"> 1. win ethic/win at all costs ethic that counters sport for all 2. no real amateur sport network 3. limited access to facilities/limited public sector provision 4. American Dream demands individuals to achieve in some area/work ethic means most individuals need to be on task 5. early selection through school sports system counters sport for all 6. Sport very elitist/people feel put off by standards /prefer to watch 7. Cost of facilities/access to private facilities 8. Lack of opportunity linked to socio economic or ethnic/gender groups 9. PE and sport not compulsory in schools 10. No state/government policy/no sport for all agenda 	(4)

Question Number	Answer	Mark
2(a) Graduate	4 marks for 4 of: <ol style="list-style-type: none"> 1. climate/warmer/more suitable climate 2. space/proximity to coast line/beach 3. role of education/well established programmes for young people 4. cultural/historical factors - need to succeed/link with former colony 5. young population/dynamic population/striving for new identity 6. strong state/government support and funding 7. self fulfilling prophecy of successful role models. 	(4)

Question Number	Answer	Mark
2(b) Graduate	4 marks for 4 of: <ol style="list-style-type: none"> 1. provide administration/fund governing bodies/take central control/mention of ASC 2. <u>federal</u> government provides funding for facility development/build institutes/AIS 3. <u>state</u> governments now built and provide state institutes of sport 4. influence sport in schools/make sport and PE compulsory 5. provides funding for athletes/scholarships/provide work opportunities 6. fund coaches and support staff 7. encourage communities to get involved in sport in order to widen base of sports pyramid. 	(4)

Question Number	Answer	Mark
2(c)(i) Expert	4 marks for 4 of: <ol style="list-style-type: none"> 1. compulsory provision of sport education/on timetable/school curriculum 2. 100 mins a week on timetable /80 mins in primary schools 3. an addition/seperate to physical education lessons 4. run an a season basis/2 seasons per term/mirrors community sport 5. aim is to all students access to sport/sport for all 6. students organise/student led activities 7. educates about other roles in sport/coach/secretary/official. 	(4)

Question Number	Answer- candidates need to refer to both cultures to get point	Mark														
2(c)(ii)	4 marks for 4 <u>linked</u> points															
Expert	<table border="1"> <thead> <tr> <th>NWC School Sport</th> <th>UK School Sport</th> </tr> </thead> <tbody> <tr> <td>SEPEP/Sport Ed programmes for all Higher priority/status</td> <td>Limited opportunity for sport education within curriculum</td> </tr> <tr> <td>School sport run by teachers/voluntary</td> <td>School sport run by teachers/voluntary</td> </tr> <tr> <td>State/provincial departments help promote and organise school sport</td> <td>Limited state involvement/newly appointed school sport co-ordinators</td> </tr> <tr> <td>Sport has to be played with in school time</td> <td>School sport nearly always an extra-curricular activity</td> </tr> <tr> <td>Students have timetable time to practice and prepare for competition</td> <td>Students have to practice in own time/lunch time/after school</td> </tr> <tr> <td>Considerable community support</td> <td>Limited community support</td> </tr> </tbody> </table>	NWC School Sport	UK School Sport	SEPEP/Sport Ed programmes for all Higher priority/status	Limited opportunity for sport education within curriculum	School sport run by teachers/voluntary	School sport run by teachers/voluntary	State/provincial departments help promote and organise school sport	Limited state involvement/newly appointed school sport co-ordinators	Sport has to be played with in school time	School sport nearly always an extra-curricular activity	Students have timetable time to practice and prepare for competition	Students have to practice in own time/lunch time/after school	Considerable community support	Limited community support	(4)
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Question Number	Answer- answers only relevant if they talk about young people/children	Mark
2(d)	4 marks for 4 of:	
Expert	<ol style="list-style-type: none"> 1. copies of/mini/small versions of adult games/modified rules/adopted by many LA's, NGBs and states 2. 1 mark for specific example; kick a roo soccer/minky hockey/walla rugby/Auskick/netta netball 3. system mirrors professional game with conferences and play-offs 4. initially set up by parents/different age groups in different divisions 5. uses school grounds and facilities on weekends 6. selected through competitive trials/winning highly valued/win ethic 7. give young people a taste of Australian life/fair go for all 8. grass roots/foundation level gets young people interested in sport 9. first step on the ladder/encourages children who can dream of a career in sport. 10. replaced by Active Australia/ASC withdrew central funding in 1990's 	(4)

Question Number	Answer	Mark
<p>2(e)</p> <p>Expert</p>	<p><u>Explanation</u></p> <ol style="list-style-type: none"> 1. centre of excellence/bring together elite athletes and coaches 2. offers performers best leadership/coaching/management 3. geographical factor in such large countries/travel may be difficult 4. provide best possible/state of the art facilities/training environment 5. allow full time training/no worry over accommodation or funding 6. state/government support/funding/Australia Sports Commission 7. full country coverage HQ in Canberra 8. satellite institutes in all capital cities/state institutes widens programme 9. Role in talent identification/sports search 10. Role of sports science support/medical support <p><u>Reasons</u></p> <ol style="list-style-type: none"> 9. poor Olympic performance (1976)/chance to gain global recognition 10. comparative study/East German system/Eastern bloc 11. reform of sports pyramid leading to structured sports pyramid. 	<p>(5)</p>

Question Number	Answer	Mark
3(a)	4 marks for 4 of: 1. develops national pride/morale/feeling of well being 2. brings different tribes/cultural groups together 3. helps reduce crime/anti social problems 4. cheap means of developing external standing 5. gets population fit and healthy/promotes mass participation 6. defence/armed forces benefit.	(4)

Question Number	Answer	Mark
3(b)	4 marks for 4 of: 1. Kenya former UK colony/sports followed flag 2. Argentina important trade links with UK/sport followed 3. initially games played amongst/ex pats/traders 4. indigenous populations encouraged to play by schools/churches/missionaries 5. Army influence/sports spread by army 6. sport means of maintaining contact with UK/judging progress of development.	(4)

Question Number	Answer	Mark
3(c)(i)	4 marks for 4 of: 1. act as screen/selection process for population 2. sponsor/funding to allow elite sport preparation 3. offering favourable conditions for training and competition 4. influence now diminishing/increase of professionalism 5. Kenya military long tradition of long distance running/army championships act as trails for national team.	(4)

Question Number	Answer	Mark
3(c)(ii)	3 marks for 3 of: 1. increased professionalism/athletes can be more independent 2. chance to move overseas/lucrative contracts/leagues in Europe 3. increasing commercialism means sponsors interested in	

	developing athletes 4. developing cultures now adopting institute models.	(3)
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Question Number	Answer	Mark
3(d)	3 marks for 3 of: 1. focus limited resources on a small number of sports 2. nations achieve success out of proportion in terms of their population and resources 3. nations concentrate/select a small number of sports that reflect their culture 4. due to lack of economic resources/limited sporting opportunities 5. specific sports linked to environmental/topographical advantages.	(3)

Question Number	Answer	Mark
3(e)(i)	4 marks of 4 of: 1. develops morale/feeling of well being/national pride 2. fitter/healthier population/less strain on health service/ 3. economic benefits/attracts sponsor/overseas investment 4. reduces crime rate/anti social behaviour/political unrest 5. helps integrate population/bring together different ethnic/cultural groups 6. chance to gain social mobility/gain economic mobility.	(4)

Question Number	Answer	Mark
3(e)(ii)	3 marks for 3 of: 1. playas programme in Argentina 2. community sports leaders working in the centres of urban communities 3. limited provision for disadvantaged 4. PE programmes in schools 5. Kenya-Government funded district sports officers 6. these develop sports programmes in all areas 7. main focus though is on discovering talent.	(3)

Question Number	Answer	Mark
4(a)	4 marks for 4 of: 1. develops national pride/morale/feeling of well being 2. brings different tribes/cultural groups together 3. helps reduce crime/anti social problems 4. cheap means of developing external standing 5. gets population fit and healthy/promotes mass participation 6. defence/armed forces benefit.	(4)

Question Number	Answer	Mark
4(b)	4 marks for 4 of: 1. some countries were former UK/European colonies/sports followed flag 2. cultures had important trade links with UK/sport followed 3. initially games played amongst/ex pats/traders 4. indigenous populations encouraged to play by schools/churches/missionaries 5. army influence/ sports spread by army 6. sport means of maintaining contact with UK/judging progress of development.	(4)

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		(3)
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Question Number	Answer	Mark
4(d)	4 marks for 4 of: <ol style="list-style-type: none"> 1. popular events/large audiences in Asian cultures 2. staged in between Olympics/preparation for global competition 3. means of checking sports development/local national rivalries 4. success important for shop window/political points 5. helps integrates different nations/cultures and religions/promotes Asian harmony 6. encourages young people to take up sport/creates role models 7. puts performers in global spotlight/chance for overseas contracts. 	(4)

Question Number	Answer	Mark
4(e)(i)	4 marks of 4 of: <ol style="list-style-type: none"> 1. develops morale/feeling of well being/national pride 2. fitter/healthier population/less strain on health service 3. economic benefits/attracts sponsor/overseas investment 4. reduces crime rate/anti social behaviour/political unrest 5. helps integrate population/bring together different ethnic/cultural groups 6. chance to gain social mobility/gain economic mobility. 	(4)

Question Number	Answer	Mark
4(e)(ii)	3 marks for 3 of: <ol style="list-style-type: none"> 1. junior sports clubs/national sports festival in Japan 2. children's Games and National games in Korea 3. collective exercise in ChinaJapan and Korea 4. martial arts programmes/Wushu in China 5. sport in the work place. 	(3)

5. Discuss the role global games play in international reconciliation, recognition and protest.

Question Number	Indicative content
5	<p>Better candidates will discuss <u>both sides</u> of the issue and use a range of global examples argument.</p> <p>Why is sport used ? Sport as a substitute for war? Sport as a rallying point for national/political development.</p> <ol style="list-style-type: none"> 1. definition of key terms 2. (Reconciliation) - bringing nations together/building bridges/development of peace 3. De Coubertin's/Olympic ideal of Olympic reconciliation in c19th 4. sport is apolitical/ping-pong diplomacy/South Africa back into global sport/ England V Argentina/Afghanistan football team v UN XI 5. South Africa rugby world cup/Mandela/football teams in Iraq 6. (Recognition) - shop window profile of sport/global stage 7. chance for emergent/new world culture to gain status/world standing/mobility 8. success of emergent cultures in using sport/success of emergent athletes 9. unified approach to South Africa and problems of Apartheid 10. recognition of ethnic minorities within through success in sport/Cathy Freeman/Billy Mills/acting as role models 11. use of boycott/nations governments using sport as an easy option 12. (Definition of protest) - put forward issue/political/social protest 13. global games been used by nations and groups for protest/systematic and non systematic protests 14. for example - Nazi games 1936/Black Power protest 1968/Munich massacre 1972/boycotts/tit for tat/aboriginal land rights in Sydney 15. link to FIFA World Cup 'minnows' on world stage 16. counter point - global games tend to bring up past differences/conflicts e.g. England V Germany/Argentinians 17. Beijing torch protest can be seen as both positive and negative use of sport for protest

5. Discuss the role global games play in international reconciliation, recognition and protest.

Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-6	An essay that mostly fails to address the question and contains many inaccuracies and irrelevancies. Very little evidence of synoptic analysis with statements that demonstrate a lack of understanding. A poorly structured essay. Incorrect spelling, punctuation and grammar. Incorrect use of terminology. Many inaccuracies.
Level 2	7-9	An essay that fails to address many parts of the question. There is little evidence of synoptic analysis with sweeping statements that may contain some relevant information but generally remain unsupported by evidence or accurate examples and suggest limited understanding. Irrelevant points and repetition may be used to pad out the answer. A poorly structured essay in which there may be errors in spelling, punctuation and grammar. Incorrect use of terminology. A significant proportion of material is irrelevant.
Level 3	10-13	An essay that describes accurately a limited number of relevant examples of how states and groups have used global games. There is little evidence of analysis although some basic understanding of the positive and negative use of sport for political means is demonstrated. Relevant points may be supported by examples but only partially developed – there may be some inaccuracy in dates and names. Limited attempt at a conclusion. A basic structure is evident. Some incorrect use of terminology. There may be errors in spelling, punctuation and grammar. A number of inaccuracies.
Level 4	14-17	The essay gives detailed description of the way global games have been used by states and groups. A sound understanding is demonstrated through the use of factual information and relevant examples, much of which will come from the Olympic Games. Some analysis and debate is evident, although this may be lacking both in depth and balance. It makes an attempt to address the key issues raised in the question. An obvious attempt to structure the essay. Fundamentally sound use of terminology. Generally clear and concise with limited inaccuracies. Satisfactory spelling, punctuation and grammar.
Level 5	18-21	The essay discusses both the positive and negative uses of <u>global</u> games as a focus for reconciliation, recognition and protest. A good understanding is demonstrated through some detailed analysis and balanced debate of key points linked to examples of both state and <u>groups</u> – though this may not be balanced. Factual information and accurate examples, many taken from global games, are used in support of points made. Will include a conclusion and an attempt at synthesis – but this may be more descriptive. Answers in this band will refer to all three concepts: reconciliation, recognition and protest A well structured essay with predominantly accurate use of spelling, punctuation and grammar. Correct use of terminology. Clear and concise but may occasionally make an irrelevant comment.
Level 6	22-25	The essay debates in detail both the positive and negative uses of <u>global</u> games as a focus for reconciliation, recognition and protest. There is in-depth analysis and balanced debate of the issues with correct use of technical language and factual information throughout, demonstrating a clear understanding of the subject matter. It differentiates between state and ethnic groups and there is an equal weighting in terms of examples used. A range of accurate practical examples, predominantly taken from global games, supports the vast majority of points. A

	<p>range of contemporary and original statements is included. There is a clear attempt at synthesis through a reasoned conclusion which clearly demonstrates an understanding of the link between sport and politics.</p> <p>Answers in this band will refer to all three concepts: reconciliation, recognition and protest</p> <p>A well structured essay with continuous prose. Predominantly accurate use of spelling, punctuation and grammar. Correct use of terminology. Clear, concise and relevant throughout.</p>
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6. Discuss the role global games can play in promoting opportunity in sport.

Question Number	Indicative content
6	<p>Better candidates will use examples from a range of minority groups and examples from a range of global games.</p> <ol style="list-style-type: none"> 1. definition of opportunity/chance to participate/access to sport 2. global games on a global stage/huge influence 3. global games act as motivation/increase levels of participation/sport for all effect 4. creates positive role models/national heroes/positive impact on next generation/young people/grass roots 5. global games legacy of facilities and infrastructure for sport/examples from Barcelona/Sydney/Manchester 6. positive effect of stereotypes/breaking sporting myths 7. positive impact on minority participation/showing they can do it/improving self esteem 8. counter arguments that sport reinforces stereotypes/myths 9. a few global sports tend to dominate (football) harder for minority sports to have similar impact/TV coverage less 10. issues over Paralympics still separate from main global games 11. increasing commercial/sponsorship of disabled games 12. work of specific target group organisations e.g. Womens Sport Foundation 13. Governments recognise success in all global games/brings political advantages 14. success of target group campaigns in countries means more athletes competing in global games <p>Counter arguments</p> <ol style="list-style-type: none"> 15. if now together will disabled performers always be in the shadows of able bodied 16. number of disabled athletes now wanting to compete against able bodied athletes/number of new sports that allow all to compete. 17. Global games tend to reinforce target group stereotypes 18. Issue of stacking/centrality and self fulfilling prophecies

6. Discuss the role global games can play in promoting opportunity in sport.

Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-6	An essay that mostly fails to address the question and contains many inaccuracies and irrelevancies. Very little evidence of synoptic analysis with statements that demonstrate a lack of understanding. A poorly structured essay. Incorrect spelling, punctuation and grammar. Incorrect use of terminology. Many inaccuracies.
Level 2	7-9	An essay that fails to address many parts of the question. There is little evidence of synoptic analysis with sweeping statements that may contain some relevant information, but generally remains unsupported by evidence or accurate examples and suggests only limited understanding. Irrelevant points and repetition may be used to pad out the answer. A poorly structured essay in which there may be errors in spelling, punctuation and grammar. Incorrect use of terminology. A significant proportion of material is irrelevant.
Level 3	10-13	An essay that describes accurately the issue of opportunity linked to the shop window global games offer. Main focus will be on the impact of role models – and answers may be biased towards particular groups such as women or race Relevant points may be supported by examples but only partially developed – there may be some inaccuracy in dates and names. Limited attempt at a conclusion. A basic structure is evident. Some incorrect use of terminology. There may be errors in spelling, punctuation and grammar. A number of inaccuracies.
Level 4	14-17	The essay gives detailed description of how global games can promote opportunity in sport. A sound understanding of the issue of is demonstrated through the use of factual information and relevant examples, much will come from the Olympic Games. Some analysis and debate is evident, although this may be lacking both in depth and balance. May be biased toward the positive aspects only It makes an attempt to address the key issues raised in the question. An obvious attempt to structure the essay. Fundamentally sound use of terminology. Generally clear and concise with limited inaccuracies. Satisfactory spelling, punctuation and grammar.
Level 5	18-21	The essay discusses role global games play in promoting opportunity in sport. An answer in this band will include links to socio-cultural theories such a stacking and centrality Factual information and accurate examples, many taken from global games, are used in support of points made. Answers in this band will show a balance between the positive and negative Influences Will include a conclusion and an attempt at synthesis – but this may be more descriptive. A well structured essay with predominantly accurate use of spelling, punctuation and grammar. Correct use of terminology. Clear and concise but may occasionally make an irrelevant comment.
Level 6	22-25	The essay debates in detail both the success and failures of global games role in promoting opportunity. There is in-depth analysis and balanced debate of the issues with correct use of technical language and factual information throughout, demonstrating a clear understanding of the subject matter. It differentiates between the breaking and reinforcement of cultural stereotypes.

		<p>A range of accurate practical examples, predominantly taken from global games, supports the vast majority of points. A range of contemporary and original statements is included. There is a clear attempt at synthesis through a reasoned conclusion which clearly demonstrates an understanding of the issue of opportunity in global sport.</p> <p>A well structured essay with continuous prose. Predominantly accurate use of spelling, punctuation and grammar. Correct use of terminology. Clear, concise and relevant throughout.</p>
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7. Using specific examples, compare the different systems used by cultures to nurture elite sports talent.

Question Number	Indicative content
7	<ol style="list-style-type: none"> 1. Two main models of managing excellence 2. decentralised/talent management done by individual sports bodies/federations 3. centralised where state takes direct control of developing sporting talent 4. traditionally east v west split 5. USA developing a college based scholarship system 6. key giving athletes full time training through funding support 7. Soviet/Communist model of state sponsorship 8. move by most cultures to an institute model 9. pioneered by East Germany in the 1950/s 10. further developed by Australia/AIS now world recognised 11. full sports science support 12. UK model a more amateur approach/sport performers amateurs 13. no longer able to compete with in global competition 14. several sports developing their own academy approach 15. football examples Claire Fontaine/Ajax 16. issues over ethics and drug use/control of athletes <p>Counter argument</p> <ol style="list-style-type: none"> 17. copy cat/fashion/ cant beat em join em mentality 18. works best with 'closed' sports/ not as effective with open/team games 19. can constrain real talent/over emphasis on fit/ fitness rather than skill 20. can lead to burn out/training injuries 21. Fair play - are institutes heating/costs may prevent some cultures having them

7. Using specific examples, compare the different systems used by cultures to nurture elite sports talent.

Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-6	An essay that mostly fails to address the question and contains many inaccuracies and irrelevancies. Very little evidence of synoptic analysis with statements that demonstrate a lack of understanding. A poorly structured essay. Incorrect spelling, punctuation and grammar. Incorrect use of terminology. Many inaccuracies.
Level 2	7-9	An essay that fails to address many parts of the question. There is little evidence of synoptic analysis with sweeping statements that may contain some relevant information but generally remain unsupported by evidence or accurate examples and suggest limited understanding. Irrelevant points and repetition may be used to pad out the answer. A poorly structured essay in which there may be errors in spelling, punctuation and grammar. Incorrect use of terminology. A significant proportion of material is irrelevant.
Level 3	10-13	An essay that describes accurately 2-3 systems of nurturing sports talent. There is little evidence of analysis although some basic understanding of cultural influences is demonstrated. Relevant points may be supported by examples but only partially developed – there may be some inaccuracy in dates and names. Limited attempt at a conclusion. A basic structure is evident. Some incorrect use of terminology. There may be errors in spelling, punctuation and grammar. A number of inaccuracies.
Level 4	14-17	The essay gives detailed description of at least global 3 systems with some analysis of the difference between centralised and decentralised models linked to the socio and political context Some analysis and debate is evident, although this may be lacking both in depth and balance. It makes an attempt to address the key issues raised in the question. An obvious attempt to structure the essay. Fundamentally sound use of terminology. Generally clear and concise with limited inaccuracies. Satisfactory spelling, punctuation and grammar.
Level 5	18-21	The essay discusses a range of elite sports systems - making some reference to contrasting political and cultural influences. A good understanding is demonstrated through some detailed analysis and balanced debate of key points. – though this may not include a subjective comparison. Factual information and accurate examples, many taken from global games, are used in support of points made. Will include a conclusion and an attempt at synthesis – but this may be more descriptive. A well structured essay with predominantly accurate use of spelling, punctuation and grammar. Correct use of terminology. Clear and concise but may occasionally make an irrelevant comment.
Level 6	22-25	The essay debates in detail a range (3+) of elite sports systems - making clear reference to contrasting political and cultural influences. There is in-depth understanding of the historical and cultural reasoning for the adoption of different systems of nurturing talent. Includes correct use of technical language and factual information throughout, demonstrating a clear understanding of the subject matter. A range of accurate practical examples predominantly taken from global games supports the vast majority of points. A range of contemporary and original

		<p>statements are included. There is a clear attempt at syntheses through a reasoned conclusion which clearly includes a comparative review of the use of different systems – this should include a discussion of the merits and limitations of the systems identified.</p> <p>A well structured essay with continuous prose. Predominantly accurate use of spelling, punctuation and grammar. Correct use of terminology. Clear, concise and relevant throughout.</p>
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8. Discuss the reasons for the increased commercialisation of global sport and explain how it has changed the nature of competition.

Question Number	Indicative content
8	<ol style="list-style-type: none"> 1. at the early games most of performers were gentleman amateurs 2. Olympic movement based around the public school ideal of taking part 3. this was the only attitude prevalent at the time 4. as sport moves into 20th century and moves down to working class/pro sport appears 5. for most of C20th Olympics maintains amateur status 6. amateur status tended to maintain ethic of sportsmanship 7. political use of games in 60's and 70's led to some erosion of ideal 8. led to emergence of state sponsored athletes in the eastern bloc 9. mirrored development in USA of college sponsored athletes 10. need to win for nation/political system led to some deviance 11. suggested that drug abuse became a central part of the east European sports system 12. Role of Uberroth and change of Olympic funding in 1980's 13. by 1990's commercial pressure on sport and athletes led to a change of focus 14. media pressure to have the best at the games led to pro athletes such as the Dream team flouting amateur rules 15. Power of media /sports changing rules/ scheduling to suit television 16. some sports/sport stars are more attractive to media and sponsors 17. pressure to have sports such as tennis in the Olympic also led to professionals 18. so much reward for winning a gold medal increases chance of deviance/pressures on athletes 19. Olympic drug testing programme lagged behind the drug users/BALCO scandal shows that athletes can get away with drug taking 20. Olympic has had no real control over athletes outside of Olympic competition 21. Olympic oath still taken by athletes and most still support sportsmanship ethic 22. wining through gamesmanship called hollow victory 23. Most athlete still honour the Olympic oath/fair play

8. Discuss the reasons for the increased commercialisation of global sport and explain how it has changed the nature of competition.

Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-6	An essay that mostly fails to address the question and contains many inaccuracies and irrelevancies. Very little evidence of synoptic analysis with statements that demonstrate a lack of understanding. A poorly structured essay. Incorrect spelling, punctuation and grammar. Incorrect use of terminology. Many inaccuracies.
Level 2	7-9	An essay that fails to address many parts of the question. There is little evidence of synoptic analysis with sweeping statements that may contain some relevant information but generally remain unsupported by evidence or accurate examples and suggest limited understanding. Irrelevant points and repetition may be used to pad out the answer. A poorly structured essay in which there may be errors in spelling, punctuation and grammar. Incorrect use of terminology. A significant proportion of material is irrelevant.
Level 3	10-13	An essay that describes accurately the increasing commercialisation of global sport. There is little evidence of analysis although some basic understanding of the sources of commercial funding. There will be an attempt at a historical time line with emphasis on the 1984 Olympics. Relevant points may be supported by examples but only partially developed – there may be some inaccuracy in dates and names. Limited attempt at a conclusion. A basic structure is evident. Some incorrect use of terminology. There may be errors in spelling, punctuation and grammar. A number of inaccuracies.
Level 4	14-17	The essay gives detailed description of the concept of Americanisation with much reference to Uberroth and the LA games of 1984. A sound understanding of the effect of TV and commercialisation in global sport is demonstrated through the use of factual information and relevant examples, much will come from the Olympic Games. Some analysis and debate is evident, although this may be lacking both in depth and balance - will be mainly concerned with the positive impact it makes an attempt to address the key issues raised in the question. An obvious attempt to structure the essay. Fundamentally sound use of terminology. Generally clear and concise with limited inaccuracies. Satisfactory spelling, punctuation and grammar.
Level 5	18-21	The essay discusses the reasons for the increased commercialisation and makes some reference to the impact. A good understanding is demonstrated through some detailed analysis and some mention of historical and cultural background. Factual information and accurate examples, many taken from global games, are used in support of points made. Will include a conclusion and an attempt at synthesis - but this may be more descriptive. A well structured essay with predominantly accurate use of spelling, punctuation and grammar. Correct use of terminology. Clear and concise but may occasionally make an irrelevant comment.
Level 6	22-25	The essay debates in detail the impact of commercialisation on the move towards the 'open' status. There is in-depth understanding of the historical and cultural reasons for the change. Includes correct use of technical language and factual information throughout, demonstrating a clear understanding of the subject matter. A range of accurate practical examples predominantly taken from global

		<p>games supports the vast majority of points. A range of contemporary and original statements are included. There is a clear attempt at syntheses through a reasoned conclusion this should include a discussion of the merits and limitations of such a change in emphasis.</p> <p>A well structured essay with continuous prose. Predominantly accurate use of spelling, punctuation and grammar. Correct use of terminology. Clear, concise and relevant throughout.</p>
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