

GCE 2004  
*June Series*



# Mark Scheme

## Sport & Physical Education *Unit PED5*

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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) *2 marks for 2 of:*
1. Elite performers/professionals;
  2. Regional/world championships;
  3. Multi sport or single sport;
  4. National showpiece/pride/political statement;
  5. Commercialisation/large events/worldwide coverage/equiv;
  6. Cultural/social benefit/Olympic spirit/ideals/bringing people together. *2 marks*
- (b) (i) *3 marks for 3 of:*
1. Represent country
  2. Opportunity to perform at the highest level/world championship/to compete against the best;
  3. Recognised as the best/social status/personal pride/celebrities/stars;
  4. To establish relationships with others/friendships;
  5. In a spirit of ethical/friendly rivalry;
  6. To establish the performer's name to gain future remuneration/sponsorship/extrinsic rewards. *3 marks*
- (ii) *3 marks for 3 of:*
1. Displaying political values/ideals/statements/stability;
  2. Promote the city/country;
  3. Improve infrastructure/redevelop/rejuvenate city/legacy facilities;
  4. Enhance national pride/status;
  5. Gain income from tourism/economics/employment or equiv;
  6. Improve community spirit/integration/equiv. *3 marks*
- (c) (i) *3 marks for 3 of:*
1. It is an attempt to enable the widest number/range of viewers to be able to spectate;
  2. Subscription channels are only for those who have a certain level of income/wealth/not affordable for all;
  3. Not available geographically to all viewers/parts of the country/regional availability;
  4. Certain events are part of a sporting/cultural/heritage/tradition/patriotism;
  5. And therefore should be available for all/people's rights. *3 marks*

(ii) 4 marks for 4 of [max 3 per section]:

**Agree**

1. Enhanced sound and picture quality/size enhances experiences;
2. Technology allows for more individualised experiences/live screenings/player cam /hawk eye/ref link/equiv;
3. Can watch as part of crowd/community in pubs/halls/work places;
4. Is therefore more of a shared experience with other people.

**Disagree**

5. Do not get an encompassing view/lacks atmosphere;
6. The producer/commentator shapes the experience of the viewer;
7. Little/less sense of being a part of the spectacle/playing a role within the contest;
8. Unlikely to interact with opposition spectators; 4 marks

2

(a) 5 marks for 5 of:

1. Funding for equipment/training expenses;
2. From Exchequer/Lottery/Sport England;
3. World Class Programme (or other NIS programme);
4. Coaching;
5. Provision of elite/high class training facilities;
6. Provision of specialist support/mentoring/nutrition/sport science/sport medicine (primary services);
7. Works with NGBs to set elite performer development plans/TIP (Talent Identification Programme);
8. Provides network of regional centres/institutes/or national centre (varies with NIS);
9. Provides education programme for athlete development e.g. ACE (secondary services). 5 marks

(b) 4 marks for 4 of [3 per section]:

**How**

1. Has charitable status;
2. Receives donations from individuals/companies;
3. Fund raising/events/dinners/speakers;

**Criteria**

4. Young with potential;
  5. Clear financial need;
  6. Not in receipt of lottery funding;
  7. Performers with a disability of any age;
  8. Nominated by NGB. 4 marks
- (Do not accept sponsorship)

(c) 6 marks for 6 of:

**France**

1. Standardised/national system of talent identification programmes;
2. Earlier identification;
3. Centralised facility/base;
4. Early progression into clubs from schools;
5. Better/formal school club links;
6. More government/tax/exchequer funding;
7. Centralised/government control on elite performer development/policies;
8. Legal requirement for coaching qualifications;
9. Compulsory provision of local facilities;
10. Sport studies sections in schools of excellence/focus on multi sports.

**USA**

11. More scholarships for supporting young performers at university;
12. Focus funding on fewer sports/performers;
13. Commercial support (increases);
14. Professional clubs TIP/Draft system;
15. Professional level of sport coaches in schools and colleges.

**Apply to both USA and France**

16. Focus more on competitive sport/less on PE in schools;
17. Professionalised administration in NGBs.

6 marks

*(Do not credit general terms such as more money/winning)*

3

(a) **Relationships**

1. Media uses sport to gain viewers/readers;
2. Media is used by business for advertising;
3. Business pays media for advertising space/time;
4. Business pays sport to act as an advertising medium/franchising/to sell more goods;
5. Sport needs to appear in the media to attract sponsorship/become known;
6. Mutual dependency/golden triangle.

*Sub max 3marks*

**Benefits to sport**

7. Sport gets money for allowing events to be televised;
8. Sport gets money – business buys advertising at grounds/events/provides sponsorship;
9. Sport become popularized/more fans/equiv.

*Sub max 2 marks*

**Disadvantages to sport**

10. Media – sensationalism/reporting the dysfunctional/bad aspects of an event/match or equiv;
11. Media – can affect organisation/scheduling/timing of sport events to detriment of performers;
12. Media can change nature of the sporting activity e.g. length of game/breaks in play/need to play attractively;
13. Media – only popular sports are televised;
14. Business – players may spend too much time working/appearing for sponsors;
15. Business – more pressure to win due to sponsorship pressure.

6 marks

*(Do not credit if related to individual)*

- (b) 1. Lombardian ethic implies that winning is everything/second is nowhere/equiv;  
2. Performers strive to win – will encourage performers to strive as hard as possible – no detrimental effect;  
3. Within the rules – may be tempted to break rules/break the ethics/etiquette/aggression;  
4. Within the characteristics of the activity – no effect as win ethic is accepted by all;  
5. Allow others to compete fairly – again to win ethic is a focus on the need to strive;  
6. But may be tempted to take drugs or equiv. 4 marks  
(Do not credit professional contracts)

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

**Yes**

1. The battle against drugs is expensive/time consuming;
2. Drug detection is ineffective/always behind the chemists/playing catch up;
3. The line between a nutritional supplement and a drug is difficult to define;
4. The sacrifices that a performer is prepared to make to achieve success is a personal decision;
5. Leads to high performance/therefore more attractive to spectators/sponsors.
6. Level playing field same for all.

**No**

7. The side effects of drug use are dangerous/permanent;
8. Young/uninformed performers may be tempted to use them without understanding the consequences/role model effect;
9. Performers may be forced/encouraged to use them by coaches/pressure of the performers;
10. Sport is about the utilisation/development of natural talents;
11. Use of drugs falls outside the concept;
12. Unethical/cheating;
13. Cost. 5 marks

**4** (a) **Physiological** (Max 5 per section)

1. High proportion of slow twitch muscle fibre;
2. High VO<sub>2</sub> max/excellent aerobic fitness/high anaerobic threshold;
3. High lactate tolerance;
4. Large number/size mitochondria;
5. Good capillarisation of lungs/muscle/more efficient;
6. High levels of haemoglobin (*not red blood cells*);
7. High levels of myoglobin;
8. Enlarged/large heart/ventricle;
9. Large stroke volume;
10. Healthy/efficient vascular system;
11. Somatotype/power-weight ratio/body mass (correctly identified)/effective levers.  
(Do not accept larger lung volumes/training)

**Psychological**

12. High self efficacy;
  13. High need to achieve/low NAF;
  14. Intrinsic motivation/fulfilling inner need to sustain training/preparation/commitment/determination;
  15. Extrinsic motivation – financial security/records/medals;
  16. Stress management techniques (need to qualify)/optimal arousal;
  17. Suitable iceberg profile;
  18. Ability to visualise the race/strategy/pacing;
  19. Confidence to maintain strategy (linked to point 18);
  20. Set herself goals/time/intermediate times;
  21. Selective attention/attention narrowing/perceptual narrowing.
- (Do not credit personality/attitude)

8 marks

(b) 4 marks for 4 of:

1. More opportunity for women in sport;
  2. Increasing awareness/demand for equality of opportunity;
  3. Growth in fun running;
  4. Improvements in women's distance running times;
  5. Women's participation in ultra endurance events;
  6. Fears that women would be injured/suffer ill effects/discredited;
  7. Some countries are advanced in developing/protecting/requiring equality of opportunity for women/Title IX;
  8. Difficulties of staging extra events/space/time/equiv;
  9. Better identification/progression opportunities for women from NGB/Sport England policies/strategies/WSF.
- (Focus on marathon not women's sport in general)

4 marks

5 (a) 7 marks for 7 of:

**Health (Max 2)**

1. Absence of illness;
2. Undertake one's normal life;
3. Mental/physical/social well being.

Accept 2 out of 3 to credit mark

**Fitness (Max 3)**

4. Able to cope with demands placed upon the body/cope with day to day demands/environment;
5. Made up of a number of components;
6. Cardio respiratory/strength/power/flexibility/speed/gross motor abilities;
7. Often specific/related to specific demands.

**Relationship (Max 3)**

8. Improved fitness leads to improved health;
9. Although some poor health due genetic factors;
10. Fitness training improves cardio-vascular condition;
11. Helps control obesity/fat % in body;
12. Can slow the ageing process;
13. By maintaining bone density/cardio-vascular function;
14. Physical exercise improves self esteem;
15. Stress reduction.

7 marks

(b) 5 marks for 5 of (Accept opposites):

**Similarities**

1. Both have fitness/health/therapeutic objectives.

**Differences**

2. Better understanding of health and fitness;
3. Knowledge of link between health, fitness and nutrition;
4. Knowledge of how the body adapts to overload;
5. Modern day curriculum attempts to develop understanding of importance of fitness and the health-fitness link;
6. Modern day PE has/range/better equipment/facilities;
7. Modern day PE is taught by trained/knowledgeable specialists;
8. Modern day PE has developed links with clubs enabling performer to extend their fitness development/specialist fitness.
9. More fitness related activities.

5 marks

6 (a) 6 marks for 6 of (max 4 per section):

**Description**

1. Periodisation is dividing the year into a series a phrase/time periods;
2. These may be preparation/competition/transition;
3. Macro-meso-micro cycles/Mega;
4. Length of the cycles/periods is dependent upon the activity/and the performer;
5. Macro cycle/period is the year;
6. Meso cycle – usually 4-12 weeks;
7. Micro cycle – usually a week;
8. Preparation pre-season/period of strength work/hard aerobic training/skill change or development;
9. Competition period – maintain levels of conditions/focus on competition specific preparation;
10. Competition – reduce hard conditioning training/no skill rebuilding/tapering/peaking;
11. Transition – recover/active rest/equiv.

**How it helps**

12. Allows the setting of short term/long term/time phased goals;
13. Training can be focused on the needs of the individual performer/sport specific;
14. Able to manipulate training intensity/volume/frequency/rest;
15. Helps prevent overtraining.

6 marks



(b) 6 marks for 6 of:

1. Goals may either be outcome goals;
  2. Or performance/process goals;
  3. In general better to set performance/process goals (*no eggs required for this point;*)
  4. Goals should be specific;
  5. Measurable – (*require explanation*);
  6. Achievable – (*require explanation*);
  7. Difficult but realistic/challenging/motivating/enjoyable/interesting;
  8. Both long and short term/time phased/egs;
  9. Recorded – (*require explanation/no eg required*);
  10. Evaluated – (*require explanation*);
  11. Be agreed/involve the performer in setting the goals;
  12. Identify the strategies to achieve/provide the support;
- (*No examples maximum mark 3*)

6 marks

7 (a) 5 marks for 5 of (*allow appropriate examples of the following*):

1. Sufficient/appropriate facilities/resources;
  2. Sports science/availability of coaching;
  3. Funding/financial support/social-economic class factors;
  4. Talent identification programmes;
  5. Structured/levels of competition;
  6. Role models/sport exposure;
  7. Parental family support/peers;
  8. School background (*must be qualified*);
  9. Social class/gender/ethnic stereotypes/expectations (*must explain how these barriers affect development to elite*);
  10. Anti-discrimination policies/equal opportunities;
  11. Ethnic/religious preferences/perceived inferiority.
- (*Do not accept any physiological/geographical/psychological reasons*)

5 marks

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

**Factors**

1. Ability to perceive important information/perceptual skill/pick out relevant cues;
2. From background/environment/display;
3. Selective attention/ignoring irrelevant cues;
4. Store (in long term memory) of relevant previous experience;
5. Recognising situation;
6. Recalling previous experience and comparing with perceived information;
7. In short term/working memory/decision making;
8. Level of arousal/attention narrowing/evaluation apprehension/self efficacy/over arousal;
9. Intensity of stimulus;
10. Reaction time/CRT/SRT/Hicks Law/anticipation.

**Coach help**

11. Ensure/relevant/transferable practice;
12. Range of practice situations/schema development;
13. Assist in identification of cues/memorable;
14. Develop imagery/mental rehearsal/visualisation skills;
15. Stress management techniques;
16. Appropriate feedback and guidance methods.

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*