



**GCE**

**Sport and Physical Education  
5581**

**PED2**

**Socio-cultural and Historical Effects on  
Participation**

**Mark Scheme**

*2008 examination - January 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.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

Copyright © 2008 AQA and its licensors. All rights reserved.

#### COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

**Sport & Physical Education**

**Unit 2**

**General Instructions**

In the mark scheme ; separates single marks  
 / indicates alternatives  
 CAO correct answer only  
 Equiv. Means allow any equivalent answers.

- 1 (a) (i) 1. Physical health/motor skills;  
 2. Creativity/expressive/creative skills;  
 3. Independence/autonomy/decision making;  
 4. Communication/negotiation/friendships;  
 5. Practice for later life/role rehearsal;  
 6. Learning cultural values/socialisation; 2 marks

(ii)

similarities	differences
1. Voluntary/choice/free will; 2. Spontaneous due to few pre set rules; 3. Social/friendship groups; 4. Develop skills e.g. [must state at least one] motor/ cognitive/perceptual/ emotional; 5. Health/fitness; 6. Creative/expressive; 7. Officiate themselves; 8. Informal learning/not taught/ assessed; 9. Non serious end product;	10. Adults do recreation /children do play; 11. Recreation =time free from work/children don't work; 12. Recreation more organised than play – some pre set/ modified rules/etc; 13. Adults escape reality/get away from real life; 14. Stress relief for adults/cathartic.

3 marks

(iii)

Physical recreation	Physical education
1. Voluntary/choice/no moral obligation; 2. Activity done in leisure time 3. Informal learning/relaxed/ casual; 4. Individual controls activity; 5. Participation level on the participation pyramid; 6. Limited organisational structure;	7. Compulsory/moral obligation School time; 8. Formal teaching & learning environment/assessment/ serious/National Curriculum; 9. Curriculum Teacher in Authority; 10. Foundation level on the participation pyramid; 11. Highly structured/pre planned times-sessions-activities.

4 marks

- 
- (b)
1. Health and fitness [physical and mental] e.g. relaxation/stress relief;
  2. Learn to win and lose/competitive experience;
  3. Structured competitive levels – perform to a higher standard/improve skill levels/opportunity for inter school – regional – national competitions;
  4. Extrinsic rewards – trophies/certificates/badges;
  5. Sense of loyalty/represent school;
  6. Interact with wider community/inter school/local facility use;
  7. Develop interest for later life/occupy leisure time/career route;
  8. Act as role models for younger pupils;
  9. Assume more responsibility e.g. captain. *5 marks*
- (c)
1. Saturday half day;
  2. Early closing Wednesday;
  3. Bank holidays;
  4. Factory Acts/reduction in working hours;
  5. More public provision e.g. parks/baths;
  6. Increase in transport especially railways;
  7. Access to seaside/countryside;
  8. Development in spectator facilities;
  9. Developments in education/media informed the working classes of sport – leisure;
  10. More disposable income enabled working classes to e.g. afford equipment;
  11. Middle classes encouraged working classes in rational recreation / factory teams / patronage / seaside excursions *4 marks*
- 2** (a) (i)
1. (Foundation) introduction to basic sport skills/PE programme/tumble tots;
  2. (Participation) increase interest/choice/club/extra curricula;
  3. (Performance) higher level of performance/training/high club level/country/regional
  4. (Excellence) national/international/elite. *4 marks*
- (ii)
1. Make PE interesting/fun/enjoyable;
  2. Offer a wide range of activities;
  3. Offer clubs/extra curricula activities;
  4. Advertise/posters;
  5. Inspirational teachers;
  6. Improve links with local clubs/ask local coaches in to school;
  7. Emphasise importance of a healthy lifestyle. *4 marks*
- (b) (i)
1. Less socially acceptable/Victorian stereotype slow to change/femininity;
  2. Less leisure time/more domestic role/less personal money;
  3. Less opportunity/less clubs/less activities available;
  4. Less media coverage/less role models;
  5. Females tended to be less competitive/less aggressive than males. *3 marks*
- (ii)
1. Improved social awareness of potential of disabled/higher expectations;
  2. Role models have inspired individuals;
  3. More clubs available;
  4. Adaptations have increased range of sports;
-

- 
5. More coaching opportunities;
6. Campaigns e.g. Sport England/Disability Sport England/Government e.g. Disability Acts;
7. NGB's have to have equity plans/government policies;
8. More media coverage of disability sport. 4 marks
- (c)
1. Develop specific policies to target groups/community projects e.g. women/ethnic minorities/low socio-economic groups/young people/disabled;
2. Meet Government policies such as Best Value;
3. Target funding at grass roots of sport and elite sport
4. Establish sport development officers;
5. Concentrate resources e.g. in inner city areas;
6. Make facilities accessible/affordable/attractive;
7. Change *structural* aspects such as admission/membership/cost;
8. Change *attitudes*/get rid of discrimination/campaigns;
9. Raise awareness/publicity/advertising;
10. Employment opportunities within NGB/not restricted by colour/race/ethnic origin. 4 marks
- 3 (a) (i)
1. (Played) regularly/often;
2. (Rules) – written/complex/sophisticated;
3. (Behaviour) – etiquette/codes of behaviour/civilised/fair play/sportsmanship;
4. (Highly Structured) – set times/number of players/boundaries;
5. (Skill) – refined/complex/developed. 2 marks
- (ii)
1. Society becoming more civilised/manners/less violent;
2. Middle class were in control of society's values/social control of working classes;
3. Industrialisation – need for disciplined workforce;
4. Era of social reform/philanthropists;
5. Mass of population needed entertaining;
6. Lack of space meant no room for old popular recreations;
7. Administration needed as more clubs/national governing bodies. 4 marks
- (iii)
1. Loyalty;
2. Teamwork/cooperation/trust;
3. Leadership/response to leadership;
4. Courage/bravery;
5. Self discipline;
6. Decision making/strategic/tactical;
7. Win and lose with honour. 4 marks
- (b)
1. Money to afford equipment/facilities;
2. Type of schooling – curriculum offered e.g. private/state;
3. Parental interests;
4. Amount of leisure time;
5. Cultural values e.g. high culture – low culture/working class/middle class;
6. Access to clubs;
7. Whether likely to have a controlling position/administration etc. 4 marks
-

(c)

	<b>Structural</b>	<b>Strategic</b>
Rugby	<ol style="list-style-type: none"> <li>1. Invasion game</li> <li>2. Based on most points</li> <li>3. Complex / lots of rules</li> </ol>	<ol style="list-style-type: none"> <li>4. Lots of strategies</li> <li>5. Set plays / formations</li> <li>6. Open environment / react to opponents play</li> </ol>
Sprint swim race	<ol style="list-style-type: none"> <li>7. Athletic activity</li> <li>8. No direct contact between opponents / separated by lanes</li> <li>9. Simple / few rule structure – [start/ turn / end]</li> <li>10. Time over distance – fastest time</li> </ol>	<ol style="list-style-type: none"> <li>11. Little strategic demand [flat out from start to finish]</li> <li>12. Read wall for approach</li> </ol>

4 marks

4. (a) (i)
  1. Health and fitness of working classes;
  2. Discipline and obedience;
  3. Familiarity with weapons;
  4. Preparation for work/war.

4 marks

- (ii)
  1. Use to follow a set syllabus;
  2. Used not to be trained/specialist;
  3. Used to use instructional style of teaching;
  4. Little interaction with children;
  5. Now plans own work;
  6. Now has to be qualified;
  7. Now more guidance;
  8. Now more interaction.

4 marks

- (iii)
  1. Therapeutic means to improve health or equiv.;
  2. Via Swedish gymnastics;
  3. Syllabuses of Physical Training;
  4. Education Gymnastics;
  5. National curriculum;
  6. Health related fitness;
  7. Awareness of a need for a healthy lifestyle;
  8. Examination syllabuses.

4 marks

- (b)
  1. Physical health and fitness;
  2. Motor skills;
  3. Leadership/decision making/responsibility;
  4. Personal skills/self esteem/well being/self awareness/known strengths and weaknesses/personal limits;
  5. Social skills/team work/co-operation/working with others/communication;
  6. Later life/career/active leisure/qualifications;
  7. Appreciation of natural environment – countryside/conservation issues/pollution/erosion etc.

5 marks

(c)

<b>Advantages</b>	<b>Disadvantages</b>
<ol style="list-style-type: none"> <li>1. Maximum use of local facilities</li> <li>2. Schools in central locations</li> <li>3. Lower cost to community facilities / school</li> </ol>	<ol style="list-style-type: none"> <li>4. Wear and tear of facilities / equipment</li> <li>5. People don't want to go back to school</li> <li>6. Community can only use at certain times</li> <li>7. Administration nightmare/ whose in charge</li> <li>8. Security issues</li> </ol>

*3 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.

*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*