GCE

Edexcel GCE

Physical Education (6721)

January 2006

Mark Scheme (Results)

UNIT 1 (6721) – THE SOCIAL BASIS OF SPORT AND RECREATION

SECTION A – UK and the European Context

1. (a) The development of sport after 1800 was shaped by a number of social revolutions.

(i) Outline the impact of the transport revolution on **life** after 1800. **(3)**

3 marks for 3 of:
1. meant people could travel across the country, development of railways allowed nationwide travel
2. led to a development of a national media which reported on and promoted sport
3. transport opened up areas of the UK for sight seeing and sports/lake district and coast/faster travel/spectating at events including sport
4. allowed people to travel for holidays and leisure
5. led to the development/spread of urban areas/urbanisation/people could now commute to work/job creation/employment
6. Gave access to travel to all classes/allowed working class to travel

(ii) Explain the effect that this transport revolution had on sport after 1800. **(3)**

3 marks for 3 of:
1. meant teams/athletes could travel to competitions/away fixtures
2. led to inter town rivalry and matches
3. led to the need for a national set of rules/localised rules could no longer function/codification
4. led to a need to organise sports by sports governing bodies/examples of NGB formation
5. allowed the setting up of national leagues and competitions
6. allowed the developed of spectatorism / spectators able to follow their teams to matches.
7. Increase in revenue through gate receipts/leading to professionalism

(b)   The changes in society after 1800 led to the need for a more formal administration of sport. Explain how the national governing bodies of sport fulfilled this role.   **(3)**

3 marks for 3 of:
1. **NGB' set about writing formal national sets of rules/codification**
2. **NGB's took control of leagues and competitions/regular competition/fixtures**
3. **took control of discipline/ control of players/punishment/officials/referees**
4. **developed system of affiliation/clubs had to become registered members**
5. **set about developing international teams and fixtures.**
6. **formal registration of players/only play for 1 team/transfers/eligibility**

(c)   A number of national agencies have developed grass roots programmes aimed at increasing the number of young people participating in sport and recreation.

Describe the structure and aim of the TOPs or Active sports programme.   **(5)**

TOPS
1. **developed by the Youth Sports Trust/and/ or Sport England**
2. **a series of linked progressive schemes for 18 months to 18 years/7-11**
3. **TOP sport most widespread of programmes/in all primary schools**
4. **TOP sport a range of modified games for young people**
5. **Mention of Top tots/ top start/Top play/ Top Skill/Top link/Top sportsability**
6. **Key features include resource cards, child friendly equipment**
7. **Welsh equivalent is Dragon sport/delivered as part of Active Sports Programme**
8. **Lottery funded/provide TOP bags**

ACTIVE SPORTS
1. **led and set up by Sport England in 1999**
2. **part of millennium strategy**
3. **aims to encourage mass participation amongst young people**
4. **aims to bring together local providers – schools, clubs and community groups**
5. **local authorities appointed Active sport managers to facilitate this**
6. **co-ordination**
7. **posts and programmes are lottery funded/NOF funded**
8. **linked scheme Millennium Volunteers scheme/ 16-24 years olds**
9. **localised example – eg girls football programmes**
10. **10 sports have been identified/most widely participated**

(d) What role can local sports clubs play in promoting participation
     amongst local populations?   **(3)**

     3 marks for 3 of:
     1. **first step towards sport**
     2. **running junior sides/ aim to get children involved in schools**
     3. **linking with schools and sports college/offering coaching**
     4. **running open days/taster sessions**
     5. **Providing facilities for people to access sport/local facilities
         for local people**
     6. **Run veterans sides/ageing well/masters**
     7. **Disabled provision/gender/ladies sections/teams**

(e) What is the role of the UKSI network?   **(4)**

     4 marks for 4 of:
     1. **facilities for training and elite preparation**
     2. **sports science support**
     3. **base for national coaches and performance directors**
     4. **medical support for elite athletes**
     5. **lifestyle management training and support**
     6. **provides a regional focus for potential athletes**
     7. **role in talent identification/scouting potential athletes**

(f) How does the World Class programme support existing and potential
     elite performers in the UK?   **(4)**

     1. **three levels of programmes to cater for all aspect of elite
         performer**
     2. **directs <u>lottery</u> funding to athletes and teams**
     3. **allows access to UKSI network/top coaches/top facilities**
     4. **World class start aimed at developing talented youngsters/
         active sport camps at UKSI's**
     5. **World class potential aimed at assisting with the development
         of teenage/young people with potential to medal in 10 years**
     6. **World class performance support existing elite athletes**
     7. **Access to warm weather/altitude/acclimatisation training
         camps**

                                                    (Total 25 marks)

2. (a) Explain how public schools in the 19th century used sport as a means of social control. **(4)**

4 marks for 4 of:
1. **keeping boys out of trouble/positive recreation**
2. **catharsis/getting rid of aggression/frustration/excess energy**
3. **means of settling scores arguments**
4. **educational values**
5. **confined boys to school grounds**
6. **fair play/sportsmanship ethos/developed discipline**
7. **role of prefects/6th form controlling sports**
8. **Fitness/promotion of health**

(b) Describe the ways in which British sports were diffused throughout the **rest of the world** at the end of the 19th century. **(4)**

4 marks for 4 of:
1. **Spread by traders/commerce setting up clubs in ports**
2. **Army sport for morale /training other soldiers**
3. **Spread via education system/ British teachers taking sport abroad**
4. **Church – vicars/priests using sport as a means of social control and education/missionaries**
5. **Ex pats forming clubs/ diplomats/emigrants taking rules with them**
6. **Convicts/social control**
7. **taken back by visitors(de Coubertin)/students (oxbridge) returning to 'own' countries**

(c) Outline ways in which **schools** in the UK can help develop excellence in sport. **(4)**

4 marks for 4 of:
1. **provide specialist coaches/instructors for particular sports**
2. **allow student time for practice and training/extra curricular provision/widen base of participation pyramid**
3. **work with specialist sports colleges**
4. **linking to local clubs/TOP link/PESCL**
5. **running sport search/talent identification programmes/trials/acts as scouts**
6. **mention of specific programmes such as the 'oarsome' project/able & talented**
7. **TOP skill programme aimed challenging 11-14 year olds to extend their sporting skills/Top link with clubs**
8. **Private schools can offer scholarships/bursaries to talented performers**

(d) Increasingly sedentary lifestyles in the UK give rise to concerns over the populations health.

(i) What are the possible long term sporting and social problems that may arise due to sedentary lifestyles? **(4)**

4 marks for 4 of:
1. problems linked to obesity
2. cardiac problems/heart disease
3. more days off work/less productive work force
4. more/greater strain on national health service
5. reduction in sports pyramid/smaller number of people playing sport/fewer sports clubs
6. less talent to select from/effect on elite sporting performance

(ii) Explain how socio-cultural factors can affect a persons access to sport and recreation. **(4)**

4 marks for 4 of:
1. cost of taking part/ low income
2. transport /lack of /cost of/limited public service
3. ability/physique/stamina /fitness/level of disability
4. social pressures/ stereotypes/social constraints
5. age factors/very old and young
6. gender factors/females less likely to participate/
7. ethnic background/race/religion
8. geographical factors/inner city/rural areas

(e) Explain reasons for the apparent rise in wilderness and alternative sports. **(5)**

5 marks for 5 of:
1. ease of access/transport/car ownership
2. television/media/extreme image/role models
3. fashion/clothing/technology improved safety
4. education programmes/alternative to mainstream sports/National curriculum
5. danger/risk/element/character/
6. holidays/increase in leisure time/disposable income
7. escapism/catharsis/back to nature
8. lifetime sports
9. Technology/artificial facilities/wilderness to urban areas/snowdomes
10. lottery funding must be linked to specific scheme

(Total 25 marks)

(Total for Section A: 25 marks)

SECTION B – The Olympic Case Study

3.   Explain De Coubertin's motives and philosophy behind the establishment of the modern Olympic Games.

1. DeCoubertin's background/ French failings
2. Lead to world peace/promote global harmony
3. Chance to show nationalism in a controlled manor
4. Substitute for war/conflict/cathartic effect
5. Promote the values of physical exercise/ education
6. Encourage mass participation in all participating countries
7. Travel to other countries/emancipation of cultures/races/ visit countries and great cities
8. DeCoubertin keen that games should move around the great cities of the world
9. Re-introduce classical culture/history
10. Develop character/values/ athleticism/games ethic/sportsmanship
11. Celebrate the arts and wider cultures
12. Recreate the 'Games ethic' he had seen in the English Public schools
13. Influence of 'Tom Brown school days'.
14. Influence of early attempts / Dovers Olympicks/ Much Wenlock and Penny Brookes
15. Debate on whether De coubertin's wider philosophy overridden by WASP middle class/amateur ideal

(Total 25 marks)

4.   Explain how the globalisation of sport and increasing influence of multi-national corporations is changing the nature of the Olympic Games.

1. Led to a huge media influence
2. satellite tv/technology now means tv audience of 4 billion watch the games
3. huge global audience means a great opportunity to get a commercial message across
4. Tv companies willing to pay huge amounts for money for coverage
5. TV funding helps offset the increasing costs of staging the games
6. Sports altered introduced to attract TV/wider audience/ re introduction of tennis/possible future inclusion of golf
7. Performers have become global stars/household names
8. Performers now see large increase in extrinsic rewards/ but this can lead to a rise in deviance
9. TOP sponsors now essential for the running of the games
10. Money gives sponsors lots of power to change timing and focus of events and schedule
11. Atlanta Olympics and Coca Cola

(Total 25 marks)

5. Comment on the influence the Olympic games have had on women's access to sport.

    1. History Decoubertin's philosophy/early games
    2. gradual increase in the participation by women athletes/
    3. gradual increase in the range of activities now available
    4. still less choice for female athletes
    5. still majority of athletes are males
    6. Games can act as a powerful motivator/role models/Kelly Holmes
    7. Media tends to focus on female athletes that conform to the feminist image/less media coverage
    8. Olympics mirror general role/status of women in west
    9. Legislation/pressure of women's emancipation
    10. Gradual increase in women's role as administrators/IOC membership
    11. No female IOC presidents/no sign of female president
    12. Issue over women in third world countries gaining access to sports officialdom
    13. Gradual increase in female officials
    14. Difference in status/earning power of top female athletes compared to top male athletes
    15. still some sports limited access reflected in absence of some Olympic disciplines for women

                                                            (Total 25 marks)

6. Discuss how the Olympic Games have been used by nations and groups to gain recognition.

    1. Athens/ Australia – the best games ever – put country in a good light national
    2. Success of hosting games can have benefits to tourism and economy
    3. Use of the Olympics as a shop window
    4. Many associate top of medal table with positive attributes
    5. 1936 Hitler's use of the Olympics/first to global show case
    6. super power use of the Olympic boycott/1980/1984
    7. 1968 birth of TV coverage leads to increased exposure to propaganda
    8. protest group s recognise life event/chance to put protest on a world stage
    9. mention of examples including black power in 1968. Black September in 1972
    10. chance for smaller nations to put themselves on the map/Eastern bloc use of sport
    11. positive element of bringing nations together
    12. reconciliation of two Koreas and South Africa/ success of Iraqi football team at Athens

                                                            (Total 25 marks)

                                                (Total for Section B: 25 marks)

                                                TOTAL FOR PAPER: 50 MARKS

MARK BAND	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.