Edexcel GCE

Physical Education
6721/01

June 2006

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Mark Scheme (Results)

SECTION A – UK and the European Context

1. (a) **Give reasons for the importance of combat sports in pre industrial society.** **(4)**

4 marks for 4 of:

1. need for war preparation/constant threat of war/fitness/exercise
2. compulsory archery practice for lower classes
3. need for defence skills/preparation for life/hunting skills
4. betting possibilities/professional nature of prize fighting/boxing
5. form of status/prowess/standing in community
6. reflected violent society/limited rules and law/settling disputes
7. easily accessible/limited equipment required

(b) **Explain, using examples, the role of European and International governing bodies.** **(5)**

5 marks for 5 of:

1. correctly identifying and using one European governing body
2. correctly identifying and using one international governing body
3. oversee international competitions/Olympic game
4. allocation/decisions over venues/events
5. regulate rules/dictate rules to national governing bodies
6. takes a lead in discipline matters
7. drug and doping control
8. commercial and media deals

(c) **Describe three of the basic requirements necessary in order to participate in sport and recreation.** **(3)**

3 marks for 3 of:

1. time/free time/leisure time
2. money/disposable income
3. transport/access to facilities/mobility
4. resources/kit/clothing/equipment
5. fitness/basic level/healthy/GP check up
6. ability/skill level/knowledge of game/sports/rules

(d) **Explain what is meant by the term "Sport for All".**
Describe the benefits of "Sport for All" programmes. **(5)**

5 marks for 5 of:

1. free access to sport and recreation/giving all the chance to participate
2. promotion of mass participation
3. aimed at disadvantaged/target groups

4. increase base of pyramid/excellence benefits/ more to pick from
5. improved health and fitness of population/reducing obesity
6. greater efficiency of work force/less time off sick/higher levels of production
7. reduction in crime/social problems
8. better social integration/interaction
9. economic benefits/increased level of spending/raise in tax revenue/more jobs created
10. creation of healthy/positive image for nation/attracts overseas investors and sponsorship

(e) **Participation in sport is affected by social influences.**
(i) **Using one disadvantaged group as an example explain what is meant by *access*, *opportunity*, *provision* and *esteem*, when applied to participation in sport.** **(5)**

Up to 2 marks for each concept with correctly <u>applied</u> example.
(access) – factors that affects a persons ability to take part in sport and recreation
(Opportunity) – chance to play/issues relating to money and or time/
(Provision) – availability of facilities/how easy it is to play/ where facilities are / transport
(Esteem) – societal view of individuals/what will I look like/how do I feel/issues linked to stereotypes

(ii) **Outline reformative policies that have been used to increase participation in disadvantaged groups.** **(3)**

3 marks for 3 of:

1. programming /putting on specific sessions/target group coaches
2. concessions/cheaper entrance fees/rates
3. advertise/use specific campaigns
4. school/PE programmes/ role of education
5. use of role models
6. specialist facilities and equipment/open days/taster session
7. subsidised travel/transport programmes
8. named local examples

(Total 25 marks)

2. (a) **What changes in <u>society</u> led to the rationalisation of sport in the late 19th century?** **(6)**

6 marks for 6 of:

1. transport development meant a need for rules
2. role of education/ role of boys leaving school
3. urbanisation/less space meant a decline in popular recreations
4. more civilised society/ less violence
5. industry created set leisure time/weekends/ Saturday afternoons
6. rise of the middle class/middle class control of society and sport
7. church support/ rational sports seen as a form of social control
8. media developing/newspaper reporting on sport/developing popularity/communication developments
9. wide spread literacy/ people able to read and write/link to rules

(b) **What role did the universities of Oxford and Cambridge play in the codification of sport?** **(3)**

3 marks for 3 of:

1. students had come from different schools/brought different sets of rules
2. need to compromise the rules/acting as a melting pot
3. began writing up rules/formally recording rules
4. example of Cambridge football rules
5. graduates then took these rules into society/spread through society
6. varsity games became the pinnacle of sport/helped develop the popularity of sport
7. role of the blues in taking up influential positions in sports clubs and governing bodies/led to formation of NGB's eg FA

(c) **Outline the ways in which war influenced the development of physical education in the early 20th century.** **(6)**

6 marks for 6 of:

1. need for a <u>fit</u> working class army
2. need for <u>disciplined/ obedient</u> army and working class

3. Boer war identified limitations/unfit soldiers
4. failure leads to Model Course/compulsory PE
5. NCOs/army instructors/drill sergeants used in school to teach course/PT
6. War Office/Colonel Fox writes first PE syllabus
7. Emphasis on military drill in early PE/military exercises

8. Lessons named PT/move away from Swedish and German Drill
9. World War I led to a reemphasis on military drill/writing of 1919 syllabus
10. 1918 Fisher Act encouraged provision of sports facilities
11. Role of games in convalescent camps influence PE in schools

12. World War II led to a more independent PE/child centred/reflecting new mobile battlefield
13. World War II blitz meant new schools built with sports facilities

(d) **In what ways are schools and universities in the UK and Europe supporting the <u>development of excellence in sport?</u>** **(5)**

5 marks for 5 of:

1. scholarships/allowing funding
2. extra-curricular programmes/regular fixtures and practices
3. talent ID programmes/sports search/ description of performance pathway
4. provision of good facilities/sportsmark awards/lottery bids
5. Coaching for teachers/Sports coach UK helping teachers develop their knowledge of sports coaching
6. International/sports tours
7. use of sport schools/sports college status/sports study section
8. development of links with sports clubs/PESSCL/link to professional sports clubs
9. offering a greater range of sports courses/degrees
10. developing as centres of excellence/institute of sport
11. specific examples eg Loughborough & Bath
12. developing academy models allowing students access to elite sports training and facilities
13. allowing students to combine study and training

(e) **At the local level, sports clubs are the basic unit of sports administration.**
Describe how <u>amateur</u> sports clubs are organised and funded. (5)

5 marks for 5 of:

1. groups of people with common interest/small local groups of people
2. clubs run by volunteers/ within the voluntary sector
3. clubs run by elected committees
4. examples of committee structure/chair/secretary/treasurer/president
5. money raised through fundraising/sponsorship
6. affiliation system/ organised into regional and national associations/overseen by governing bodies
7. players have to be members/pay an annual memberships
8. payment of match fees/weekly subs to cover expenses
9. clubs often have to rent/hire facilities from private/public sector
10. clubs seek funding from external bodies/local councils/lottery

(Total 25 marks)

TOTAL FOR SECTION A: 25 MARKS

SECTION B – The Olympic Case Study

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 language. 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 of 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 but 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 which highlight a lack of grasp of what is relevant.
1 – 4	Very brief and seriously incomplete narrative answer. Lacking range and accuracy. Failure to identify correct topic. Little material relevant to the question.

3. **Explain how the concepts of *'stacking'* and *'centrality'* are prevalent in the modern Olympic Games.**

1. Definition of 'stacking'
2. Definition of 'centrality'
3. Still tend to see ethnic minorities stacked/channelled into certain sports and positions
4. The Olympics creates role models that the next generation can aspire to
5. But Olympics tends to reinforce racial stereotypes/ examples such as sprinting
6. Reinforce sporting myths such as white men cant jump/black men cant swim
7. Media /tv often highlight these stereotypes
8. World stage can give a positive image of ethnic minority participation
9. Representing country helps to break down prejudice and discrimination
10. Centrality/dominant roles undertaken by dominant culture/admin/IOC/ dominated by WASP
11. Olympics traditionally a male dominated event/ some change but male influence remains
12. Still few Asian role models
13. But developing concept of 'white flight' in some activities/reverse racism
14. IOC committed to a more culturally diverse membership/criticism as tokenism

Counter arguments could include

15. Olympics can help disadvantaged groups to gain recognition eg Cathy Freeman and the Aborigines
16. Success of black sprinters can be argued as both positive and negative impact of stacking
17. Centrality was evident in the ancient games as well as the modern
18. Some myths are now under threat – success of 'white' basketball teams
19. Success in sport may be more to do with money and access
20. Stacking and not as evident in the Paralympics/white athletes dominate paralympic sprinting

(Total 25 marks)

4. **The Olympics, has over the last few decades, witnessed a move away from the concept of sportsmanship towards a more driven ethic of gamesmanship. Suggest the reasons for this apparent change.**

1. 20th century seen a shift towards the Lombardian/win ethic/away from the traditional recreational ethic
2. Increase in the extrinsic rewards now available to successful performers
3. Sponsors since 1980s keen to associate themselves with athletes
4. Sportsmanship linked to amateurism and upper class culture
5. Olympics now professional/open linked to gamesmanship
6. Change in background/culture of competitors over 20th century, move away from public school values
7. Winning relies on fractions of time/distance/ any advantage can be crucial
8. long history of deviance and drug abuse in games/ancient Olympics
9. reward – end justifies the means/ for many gamble for potential rewards is worth risk of getting caught
10. systemic use of drugs by states – China and East Germany/super power competition
11. spectators/ TV wants highest fastest- strongest = deviance or drug abuse
12. vast variety of drugs used/ difficult to control – example EPO/increase in technology and sports medicine means cheats are usually one step ahead of the IOC
13. Lack of funding into drug control by international sports bodies
14. IOC has no real power over out of competition testing/ testing in home country

Counter argument

15. there is no increase we are just more aware/media coverage /investigation

(Total 25 marks)

5. **The principle of amateurism dominated the background of the early modern Olympics.**
Discuss the reasons for this domination and explain why it is no longer relevant in the 21st century.

1. De Coubertin's strong views on amateurism
2. A copy of the English public school system
3. Elite class/social background of early Olympians meant that money was not an issue
4. Need for athletes to be able to pay their own way/no funding available form media or commercial sponsorship
5. De Coubertin had largely chosen well establish amateur sports to make up the Olympic programme/ignored professional sports/ professional sports were in the minority at the turn of the C20th
6. Upper class bias through early games
7. Increase in nations and athletes form different cultural back grounds begins to dilute this influence as 20th century develops
8. This transition reflected the change in society and the growth of professional sports outside the Olympics
9. 1980s saw the rise in the commercial nature of the games/ performers becoming stars/sponsors increasingly interested in sport
10. state manipulation of the concept of sponsorship. State sponsored amateurs in USSR/ college amateurs in USA
11. sponsors and TV now have biggest influence on the games
12. USA basketball dream team in 1992 broke the taboo of professional athletes in the games
13. Games are now open/ however still the majority of performers remain amateur / rely on state/lottery funding
14. Need for higher levels of performance has meant a need for full time athletes

Counter arguments could include

15. the majority of athletes remain 'amateur'
16. media tends to focus on the elite/house hold names
17. for many the Olympic ideal is simply getting to the games.

(Total 25 marks)

6. **The intention of the Paralympics is that they run parallel to the Olympic games.**
    Discuss the relationship between the Paralympic and Olympic movements.

    1. Guttmann organises sports for disabled service men after World War II
    2. Spinal injures unit set up Stoke Mandeville/sport used as part of their rehabilitation
    3. Olympic style games for wheelchair athletes organised in 1960
    4. Expanded to include all other disability categories at 1976 Toronto games
    5. Disabled athletes/Paralympics shared Olympic venue since summer games of Seoul 1988
    6. IOC gave no commitment to the Paralympics until 1988
    7. Paralympics still not able to use Olympic logo or name
    8. Success of the Sydney and Athens games raised profile of the Paralympics
    9. Still limited commercial/sponsorship opportunities when compared to the Olympics
    10. Limited number of disabled performers and events now held in mainstream games
    11. Issue over some disabled events now included in Olympic Games
    12. Still limited TV coverage/BBC only show highlights
    13. 2006 Winter Paralympics saw launch of IPC's own Paralympic TV
    14. Lottery funding now available /investment in facilities/Stoke Mandeville UKSI

(Total 25 marks)

TOTAL FOR SECTION A: 25 MARKS

TOTAL FOR PAPER: 50 MARKS