

# Mark Scheme (Results) Summer 2007

GCE

## GCE Physical Education (6721) Paper 01



## Unit 1: The Social Basis of Sport and Recreation (6721)

### Section A - The UK and European Context

<b>1</b>	(a)	At the grass roots level people participate in both sport and recreation.	
		<p>(i) Give <b>three</b> differences between these two forms of activity.</p> <p>3 marks for 3 of:</p> <ol style="list-style-type: none"> <li>1. sport is competitive/recreation is less/non competitive</li> <li>2. sport is highly organised/formal rules/recreation is less formal/flexible rules</li> <li>3. sports has set boundaries/set time and space/recreation more flexible</li> <li>4. sport has both extrinsic and intrinsic rewards associated/recreation just intrinsic rewards</li> <li>5. sport has a serious focus/recreation non serious/recreation is for fun/sport require commitment/training</li> <li>6. sport requires specialist equipment and facilities.</li> </ol>	<b>(3)</b>
		<p>(ii) How can a sports facility provide opportunities for both sport and recreation?</p> <ol style="list-style-type: none"> <li>1. having set times for specific/activities/programming</li> <li>2. running competitions/acting as a venue for sports competitions</li> <li>3. offering fitness/gyms for those who just want to get fit or those who want to train for sport</li> <li>4. facility can be hired by groups/teams to play sports fixtures</li> <li>5. offer single use charge/hire for those who want to recreate</li> <li>6. offer concessions/sessions for specific target groups/fun sessions</li> <li>7. facilities can offer instructors/coaches for recreation.</li> </ol>	<b>(4)</b>

	(b)	The industrial revolution led to many changes within British society.	
	(i)	<p>Explain the effect that the industrial revolution had on the organisation of sport after 1800.</p> <ol style="list-style-type: none"> <li>1. Initially less time/shift pattern of work/long hours/ machine time</li> <li>2. Introduction of ½ day holiday/development of set leisure time</li> <li>3. Urbanisation/lots of people for team development of spectating</li> <li>4. Less space for sport/loss of common land</li> <li>5. Purpose built facilities for sport and recreation/development of parks and playing fields</li> <li>6. Move to spectating rather than playing/more watch few play/led to development of professionalism</li> <li>7. Development of travel meant teams/players could travel to fixtures</li> <li>8. Led to need for national sets of rules</li> <li>9. Development of education/literacy meant people could now understand rules</li> <li>10. Less influence of church/ holidays became industrial holidays</li> <li>11. Reduction in violence/need for fit workforce/banning of animal sports</li> <li>12. Machines meant equipment could be massed produced/ cheaper/easier access</li> <li>13. Development of factory/church teams.</li> </ol>	<b>(6)</b>
	(ii)	<p>Give <b>three</b> reasons for the formation of national governing bodies of sport by the mid 19<sup>th</sup> century.</p> <ol style="list-style-type: none"> <li>1. Transport developments meant teams began to travel and play teams from other areas</li> <li>2. Need to bring together different sets of rules/need for codification</li> <li>3. Need to organise regular fixtures/competition</li> <li>4. Need to curb violence/control player discipline/need for fit work force</li> <li>5. Control player registration/ play for one team/ transfers/payment of players</li> <li>6. Social class influence/Middle class needing to take control of sport</li> <li>7. Train/provide officials/referees for fixtures.</li> </ol>	<b>(3)</b>

	(iii)	<p>Using an example, describe the role that national governing bodies play in the organisation of sport in the 21<sup>st</sup> century.</p> <p><i>Candidate must refer to a specific example in their answers.</i></p> <ol style="list-style-type: none"> <li>1. Create and maintain rules/regulation/publish rule books</li> <li>2. Organise and oversee competition/leagues and fixtures</li> <li>3. Develop coaching/leadership awards</li> <li>4. Promote grass roots participation/children's participation/development award schemes</li> <li>5. Deal with disciplinary matters/drugs testing/doping control</li> <li>6. Select teams to represent country/talent ID</li> <li>7. Control funding of sports/distribute grants/lottery/media money</li> <li>8. Train/provide officials/referees.</li> </ol>	(4)
	(c)	<p>Define what is meant by <b>Sport for All</b> and list the benefits of such a programme.</p> <p>Definition: (sub max 3)</p> <ol style="list-style-type: none"> <li>1. opportunity for <i>anyone/all</i> to take part in sport or recreation</li> <li>2. access regardless of <u>race/gender/age/ability/socio economic background</u></li> <li>3. mention of the terms grass roots/foundation/level/mass participation.</li> </ol> <p>Benefits: (sub max 4)</p> <ol style="list-style-type: none"> <li>1. increase in the base of the pyramid/excellence benefits/more to pick from</li> <li>2. improved health/fitness of population</li> <li>3. greater efficiency of work force/less time off sick/higher levels of productivity</li> <li>4. less money spend on health service</li> <li>5. reduction in crime rates/social problems</li> <li>6. better social integration/less racial/social tension</li> <li>7. raise morale/self esteem of population</li> <li>8. economic benefits/increased level of spending/job creation</li> <li>9. creation of healthy/positive image attractive to sponsors/investors/tourists.</li> </ol>	(5)

2	(a)	<p>Archery and jousting were two popular combat sports of the pre-industrial period.</p> <p>Describe the social setting of both of these activities.</p> <p>Archery: (Sub max 2)</p> <ol style="list-style-type: none"> <li>1. lower class/peasants</li> <li>2. large numbers taking part/gathering of community</li> <li>3. meet at church/civil duty to practice/made law by king/upper class</li> <li>4. gentry/upper class patronage/provided prizes for competitions</li> <li>5. need for military preparedness/defend nation.</li> </ol> <p>Jousting: (Sub max 2)</p> <ol style="list-style-type: none"> <li>1. upper class/gentry activity</li> <li>2. exclusivity due to wealth required and chivalric code/cost of owning a horse/expensive equipment</li> <li>3. held on closed grounds/royal show grounds</li> <li>4. audience predominately upper class/social gathering for upper class/court.</li> </ol>	(4)
	(b)	<p>After the industrial revolution the UK became much more urbanised.</p> <p>What effect did this have on the development of sport?</p> <ol style="list-style-type: none"> <li>1. Lack of space meant games had to be smaller in scale/have set boundaries</li> <li>2. Too many people led to spectators rather than performers/more watch than play</li> <li>3. Spectators offered business opportunities/led to professionalism</li> <li>4. Facilities were developed/building of stadiums/better standard</li> <li>5. Local authorities recognised need for recreational space/building of public parks/swimming pools</li> <li>6. Need for a disciplined/healthy workforce led to a reduction in violence/banning of violent/blood sports</li> <li>7. Decrease in the influence of the church and holy days</li> <li>8. Rise of a powerful middle class/link to control of sport</li> <li>9. Rise of factory/church teams in urban areas</li> <li>10. Initially a reduction in leisure time due to shift work/machine time</li> <li>11. Increase in leisure time/Saturday half day/Half Day Act.</li> </ol>	(5)

	(c)	Professional sports now need large amounts of money to function.	
	(i)	<p>List <b>six</b> possible sources of funding for a professional sport.</p> <ol style="list-style-type: none"> <li>1. Spectators/gate money/season tickets</li> <li>2. Merchandise/selling endorsed kit</li> <li>3. TV/media money</li> <li>4. Club lotteries/fund raising schemes</li> <li>5. Advertising of leagues/cup competitions</li> <li>6. Sponsorship/commercial/endorsement</li> <li>7. Government grants/state support/Sport England/UK Sport</li> <li>8. National governing body grants/schemes/ Football Foundation</li> <li>9. National Lottery</li> <li>10. Selling shares/bonds/floating on stock exchange/ becoming a Plc</li> <li>11. Investors/Abramovich</li> <li>12. Buying and selling of players</li> <li>13. Prize money/league position.</li> </ol>	<b>(6)</b>
	(ii)	<p>How has increased sports funding benefited the modern professional sports performer?</p> <ol style="list-style-type: none"> <li>1. Increased salary/personal wealth</li> <li>2. Able to train full time</li> <li>3. Raise profile/image/chance to further career outside sport/image rights</li> <li>4. Better training methods/use of support/use of sports technology/sports science</li> <li>5. Higher standard of equipment/kit/training facilities</li> <li>6. Chance to travel/train/compete in global competitions/ altitude training/warm weather training.</li> </ol>	<b>(2)</b>
	(iii)	<p>What are the disadvantages of increasing amounts of money in professional sport?</p> <ol style="list-style-type: none"> <li>1. Over reliance of TV/sponsors/if funding withdrawn problems</li> <li>2. Players private lives come into media focus</li> <li>3. Power to TV/sponsor - they decide when and how games are played</li> <li>4. Dominance of the richest clubs/players/gap between rich and poor</li> <li>5. Win at all costs attitude/leads to increase in deviance/ cheating/ pressure</li> <li>6. Sport dominated by commercial gain not enjoyment</li> <li>7. Clubs tend to look overseas for players/hard for young trainees to break through</li> <li>8. Less money/funding going to grass roots/lower levels/less glamorous sports and/or performers</li> <li>9. Ticket price goes up/cost fans more/corporate allocation of tickets</li> <li>10. Difficult for amateurs to compete in open events.</li> </ol>	<b>(3)</b>

	<p>(d) “Stereotypes are defined as a group of characteristics that we believe all members of a certain section of society share.” Honeybourne et al (2000).</p> <p>How can stereotyping affect an individuals access to physical activity?</p> <ol style="list-style-type: none"> <li>1. Stereotypes reinforce established perceptions/reinforces social pressure</li> <li>2. Role models can promote participation amongst their peers/self fulfilling prophecy</li> <li>3. Stereotypes tend to focus on sports target groups/stacking of groups into sports <u>based on stereotypes</u></li> <li>4. Stereotypes can be positive or negative</li> <li>5. Negative stereotypes - rigid perception that certain groups should not play sport/correctly applied examples/</li> <li>6. Stereotypes can lead to <i>myths</i> such as black men cant swim-big impact on participation</li> <li>7. Positive stereotypes - challenge tradition/negative stereotypes/enhance image of a group</li> <li>8. Links to self esteem and confidence/motivation.</li> </ol>	(5)
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## Section B - The Olympic Case Study

- 3 Discuss how the Modern Olympic Games have been used by nations and groups to make political statements.

Discuss how the Olympic ideal has been abused for political ends.

1. De Coubertin's ideal of developing the games as a vehicle for peace/bring nations together
2. Nations quickly realised shop window games offered/ importance of medal table
3. Olympic Charter states that the game should not be abused by politics
4. Increase in state funding/government sponsorship of athletes means it is inevitable that sport is connected to politics
5. Positive role in building bridges bringing nations together in friendly conflict
6. Games cancelled during two World Wars/nations expelled after Wars
7. 1936 Hitler's use of games for Nazi propaganda
8. 1968 Black Power protest- using televised games as a global stage for protest
9. 1968 televising of games leads to exposure to propaganda
10. 1972 Munich massacre - the games must go on
11. Superpower/Cold War period/sport replaces war/boycotts of 1980 and 1984
12. Use of games to put forward political supremacy/ Soviet/East German medal machines
13. Hamburger Games/Uberroth 1984 leading to games becoming financially attractive - link to political use
14. Current terrorist threat means that considerable funding has to go into security at the Olympic Games
15. Positive impact of banning South Africa - forcing country to change political systems
16. Positive role on games as a vehicle for reconciliation
17. Global TV audience of 4 billion means that game still open to use for propaganda and protest.

### COUNTER ARGUMENTS

18. Only a very small minority of athletes do use the games for political ends
19. Because the Olympics is about nations competing - it is inherently political
20. The Olympic Games are supposed to be about individuals competing not countries or political systems.

**(Total 25 marks)**

- 4 Some athletes continue to misuse drugs whilst preparing for and participating in the Olympic Games.

Discuss the reasons for this.

1. Definition of performance enhancing drugs
2. Examples of performance enhancing drugs/blood doping
3. Increase in the level of medical support athletes now receive
4. Huge amounts of money drug companies put into developing supplements and drugs
5. This is balanced against limited amount of funding available for drug detection and testing
6. Time lag between drugs being manufactured and appearing on banned list/IOC always one step behind cheats
7. Need for world records may require drugs faster/higher/stronger
8. History of drug abuse in communist cultures/state drug programmes/systematic use of drugs
9. Levels of rewards now available for winners now makes gamble of drug taking worthwhile
10. Narrow line between what is legal and what is not/increased use of supplements by athletes/Alan Baxter
11. IOC rule that what is an athletes body is their responsibility
12. IOC has no real power over out of competition testing/testing in home country
13. Problems of masking drugs and bridging techniques/athletes clean during competition
14. Such a fine line between success and failure that athletes look to gain whatever advantage they can
15. Still evidence of widespread use of 'natural' drugs such as testosterone as they are difficult to test for.

#### COUNTER ARGUMENTS

16. Drug taking hasn't increased, it's just that we catch more/are more aware
17. Role of WADA - catching up with drug taking/more sophisticated detection methods.

**(Total 25 marks)**

- 5 To what extent do the Olympic Games play a role in both promoting and inhibiting ethnic minority participation in sport?

*Better answers will discuss both sides of the question.*

1. Creates role models/stars that next generation can aspire to
2. Representing country helps integrate ethnic minority populations
3. Sport teams often overrepresented by some ethnic minority groups/GB team athletics dominated by Afro Caribbean's/out of proportion with general population
4. Team membership breaks down racial tensions and barriers
5. Games used as a world stage/positive image of ethnic minority participation
6. World stage/TV presence also means games can be used for protest by ethnic minority groups
7. Black Power protest in 1968/1972
8. Allowed many ethnic athletes to gain social mobility/financial gain/fame and fortune
9. Still tend to see ethnic athletes channelled/stacked in to certain sports and/or positions
10. Olympics tend to reinforce racial stereotypes/sporting myths/ black men can't swim
11. This in turn can lead to self fulfilling prophecy
12. Problems over access/funding/opportunities due to socio-economic factors
13. Imbalance between summer and winter games/ still limited ethnic minority participation at winter games
14. Negative impact of BBC referring to ethnic minority winter games participants as 'snowhoppers'.

#### COUNTER ARGUMENTS

15. Ethnic minority success at the games can simply reinforce racial stereotypes
16. Access is the real key - some sports are more expensive and are difficult to access regardless of race.

**(Total 25 marks)**

6 Discuss the relationship between the Olympic and Paralympic Games.

*Better answers will discuss the positive and negative aspects of this relationship.*

1. Paralympics now follows on from Olympic Games in same city/venue
2. Recent improvement in relationship between the two organisations
3. Overview of historical development of Paralympics
4. Early reluctance of Olympics to fully support Paralympic movement
5. Link to harming of market potential
6. Samaranch for and against increasing links with both organisations
7. Paralympics not allowed to use Olympic name or logos/had to design their own logo/less impact
8. Some disabled athletes now competing alongside able bodied athletes at Olympics/IOC now include some 'disabled' events in Olympics
9. Tanni Grey Thompson 'won' an Olympic medal at Sydney
10. This can be positive/puts disabled athletes in the main stream/public eye/role models for others
11. Negative in that may take emphasis away from Paralympics
12. Still imbalance in terms of funding and TV coverage of games/ especially evident in USA
13. 2004 Athens ABC TV 10,000 media personnel at Olympics none at Paralympics
14. Future games may include joint events for able and disabled athletes
15. Recent case of disabled athletes seeking to participate in able bodied events/Oscar Pistorius/Natalie Du Toit.

COUNTER ARGUMENT

16. Role/power of IOC president/ comparison of Samaranch's views against those of Rogge.

**(Total 25 marks)**

<b>MARK BAND</b>	<b>Description</b>
<b>21 - 25</b>	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.
<b>17 - 20</b>	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.
<b>14 - 16</b>	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.
<b>11 - 13</b>	Valid points predominately descriptive. Little level of analysis or linking parts of answer together. Limited use of practical examples and points only partially developed.
<b>8 - 10</b>	Mainly isolated statements. Limited points suggesting some understanding, but poor use of language. Bland assertions and failure to answer the question set directly.
<b>5 - 7</b>	Disjointed with limited number of points. Considerable inaccuracy or irrelevance. Mainly statements that highlight a lack of grasp of what are relevant.
<b>1 - 4</b>	Very brief seriously incomplete narrative answer. Lacking range and accuracy. Fails to identify correct topic. Little material is relevant to the question.

