

Mark Scheme (Results) Summer 2007

GCE

GCE Physical Education (6724) Paper 01

Unit 4: Global Trends in International Sport (6724)

Section A: North American Cultures

1	(a)	<p>State how sport in North America reinforces the key ethics of North American societies.</p> <ol style="list-style-type: none">1. Win at all costs ethic/win ethic evident in sport2. Survival of the fittest/toughest survive/games dominated by strength and power3. Macho dominance/male dominated sports scene4. Acceptable level of force/violence/physical force dominates5. Frontier spirit/use of wild west imagery in team names6. Meritocracy/American Dream/chance to make fame and fortune through sport/rags to riches7. Isolated sports/only played in USA reflect independence of USA/new world culture8. Radical ethic- style of winning is equally valued9. Counter culture - a growing movement of recreation/eco sport where taking part is valued above winning.	(3)
	(b)	<p>The historical development of PE in North American cultures reflects the development of North American society. Give three reasons to support this.</p> <ol style="list-style-type: none">1. Decentralised control of schools and education reflect decentralised system of states in USA2. UK colonial influence/British model at core of education3. Constitution and revolution placed importance on public schooling/schools free for all/isolation/independence4. College and universities <u>copied/emulated</u> English public school athleticism5. German/European influence on early system of physical education6. No compulsory curriculum/PE not compulsory reflecting decentralisation7. Sport has greater importance/more status.	(3)

	(c)	School and college sport in North America is unique in terms of community involvement and its role in nurturing elite sports talent.	
	(i)	<p>Give three reasons why school and college sport attracts so much interest from local communities.</p> <ol style="list-style-type: none"> 1. School centre of local community/social attraction 2. Local media attention/funding and exposure through local TV and paper media 3. School/college sport acts as a bridge to professional sport/watch future stars/follow progress of local talented players 4. Schools/college have excellent facilities/stadiums/high standard 5. Community pride in school success/shop window for local community 6. Feeling of involvement/past players/role of booster clubs 7. Community/professional clubs sparse/schools teams acts as alternative/large distances. 	(3)
	(ii)	<p>Describe how the education system in North America acts as nursery for elite and professional athletes.</p> <ol style="list-style-type: none"> 1. Successful performers will represent high school/first step 2. Good performers attract college scouts 3. Colleges offer best performer athletic/scholarships 4. Schools and college sport reflects/structured same as professional games/access to professional coaching 5. Every college game is recorded and analysed/players scored 6. At end of college season top players go into draft/drafted 7. Teams that finish at bottom of the league get first choice of best players 8. Only route to professional game/status. 	(5)

	<p>(d) Explain how professional and elite sport in North America is dominated by commercial factors.</p> <ol style="list-style-type: none"> 1. Television money/influence very strong/TV exclusive rights 2. TV black out to maximise viewing figures 3. All <u>teams</u> rely on commercial sponsorship[sponsorship of leagues]/<u>competitions</u> 4. Teams/clubs run as business/need to win/make profit 5. Huge wage bill needs large amounts of money 6. Franchise system/maximising profit 7. Team names altered to maximise marketing eg Bulls/Bears 8. <u>Players</u> can also access wealth through advertising and endorsement 9. Team names often linked to major backer/names changed/linked to sponsor 10. Importance of spectators/gate fees/large spectator stadiums 11. Entertainment at games to attract spectators and secondary sell 12. Game stopped/rules changed to allow advertising 13. Scheduling of fixtures to fit 'peak time' viewing 14. High costs of ticketing and merchandising linked to players' wages and costs. 	(6)
	<p>(e) What social and cultural constraints have inhibited community involvement in recreational sport in North America?</p> <ol style="list-style-type: none"> 1. Win ethic/win at all costs ethic counters Sport for All/recreational sport 2. No amateur sport network/gap in sports pyramid 3. Limited opportunities after leaving <u>school and college</u> 4. Limited access to facilities/limited public sector provision 5. Cost and elitism/access issue to private sector facilities 6. American Dream demands individuals achieve in some area 7. Work ethic means most individuals need to be on task 8. Early selection through school sports system, counter Sport for All/no compulsory PE at school 9. Description of issues relating to named target groups 10. Reference to issues involving stereotyping linked to access. 	(5)
(Total 25 marks)		

Section A: New world Cultures: Australia, New Zealand and South Africa

2	(a)	<p>Give four reasons why there is widespread participation in sport in New World cultures.</p> <ol style="list-style-type: none"> 1. Climate/weather/more suitable climate 2. Space/proximity to coastline/beach/access to a range of terrains/urban populations help access 3. Role of education/well established programme/sport education compulsory 4. Cultural/historical factors/need to succeed/striving for shop window success 5. Young population/dynamic population striving for new identity/rugged/Bush ethos 6. Role models from elite sport encourage participation/elite success has motivational impact 7. Public sector support/provision of facilities/government/state support. 	(4)
	(b)	<p>Why do New World cultures tend to specialise in sports that originated in the UK?</p> <ol style="list-style-type: none"> 1. Former <u>colonies</u>/members of <u>commonwealth</u> 2. Sports/clubs run and set up by ex-pats/trade/army 3. Education - role of teachers from UK/UK school system adopted in NWC 4. Maintaining links with mother country 5. Chance to prove themselves/measure of development/test matches 6. UK sport adapted to suit own culture/Aussie rules. 	(4)
	(c)	<p>Describe the role sport has played in the integration and advancement of indigenous groups within New World cultures.</p> <ol style="list-style-type: none"> 1. A chance for social mobility/increase in social status 2. Sport used as a stage for protest/recognition of indigenous culture/educating the mainstream population 3. National heroes/breaking barriers/stereotypes 4. Stars become role models for next generation 5. Indigenous performers tend to dominate in working class professional sports/contact sports 6. Issue of tokenism in SA rugby/cricket 7. Focus of national pride develops in mainstream culture/use of Haka 8. Negative stereotypes/reinforces racial stereotypes 9. Use of examples- Cathy Freeman/Chester Williams/Jonah Lomu/Yvonne Gooligong/Lionel Rhodes/or equiv. 	(4)

(d)	<p>Describe how the structure of school sport and PE in New World cultures compares with the UK.</p> <ol style="list-style-type: none"> 1. Many <u>similarities</u> since the NWC system based around/on the UK system 2. Compulsory PE in both cultures/more formally applied in NWC 3. Concept of sport education/SEPEP/sport also compulsory in NWC 4. Sport and PE has more status/importance in NWC 5. More students represent school teams/less elitist in NWC 6. State control and administration of inter-school sport/state department co-ordinate/organise school sport 7. In Australia school sport can be played within school time 8. More emphasis on PE in early years/extensive PE programme in primary schools/Fundamental Motor Skills/FMS/sportsfit 9. School colours/award given in both cultures 10. School sport start of talent pathway/sports search/talent ID programme more extensive in NWC. 	(6)
(e)	<p>List four possible sources of funding available to professional sports in New World cultures.</p> <ol style="list-style-type: none"> 1. Media important fund for sport in NWC/media fees/TV companies paying for exclusive rights 2. Media companies also buy shares in sports clubs/Murdock/Packer/Selling shares/bonds/floating on stock exchange/investors 3. Advertisement/commercial sponsorship/endorsement of <u>teams/stadiums</u> 4. Advertisement/sponsorship of <u>leagues and competition</u> 5. Government/state support and grants 6. Sports can apply for lotto/lottery money 7. Sports and professional clubs run their own club lotteries/fundraisers 8. Revenue from gambling/fruit machines 9. Gate money/charging spectators/ticket sales 10. Merchandising/sale of shirts 11. Selling players 12. Prize money. 	(4)
(f)	<p>Name three reformative programmes that have been introduced in New World cultures to promote participation amongst target groups.</p> <ol style="list-style-type: none"> 1. Womensport Australia/promotes participation for females at all levels 2. Active Girls campaign - media adverts and resources aimed at school aged girls 3. Aussie sport/sport fit/push play/township sports aimed at young 4. New Zealand/Australia 30 minutes programme/daily exercise/Active Australia aimed at 6-60 5. Outreach polices/Koorie Scheme/Desert Sports Carnival/Arrafura Games/National Aboriginal Sport and Recreation Programme 6. Disabled/Able Aussie/Willing and Able programmes. 	(3)
(Total 25 marks)		

Section A: Developing Cultures
(With particular reference to Argentina and Kenya)

3	(a)	<p>Describe how environmental, cultural and topographical factors have influenced the dominance of particular sports in Developing cultures.</p> <ol style="list-style-type: none"> 1. Altitude of Kenya made running a key/choice/dominance of runners from East African Rift Valley 2. Pampas/wide plains of Argentina link to polo 3. Rugged/practical lifestyle and welsh ex pats link to Argentina development of rugby 4. Colonial links/Kenya takes up cricket/soccer from UK influences 5. Trade links/soccer/rugby spread from UK/Europe to Argentina 6. Rural populations of Kenya means individual sports dominate. 	(4)
	(b)	<p>Sport in Argentina and Kenya is strongly influenced by their respective governments.</p>	
	(i)	<p>What positive effects do these governments believe sport can have on their societies?</p> <ol style="list-style-type: none"> 1. Improve lifestyle/health of population 2. Professional sport can bring economic benefits/investment 3. Integrates diverse populations/unifies large countries 4. Produce role models for next generation 5. Positive effect on education/promotes values/character in young 6. Foreign policy/trade links/international status/tourism. 	(4)
	(ii)	<p>Describe how sport is organised at regional and national levels of government in a Developing culture you have studied.</p> <ol style="list-style-type: none"> 1. Sport centralised with state government 2. Sport run from office of Vice President 3. Ministry of Home Affairs, Heritage and sports 4. Three assistant ministers have responsibility for sport 5. Kenyan National Olympic Committee still independent 6. Education and school sport under direct control of government. <p>Argentina -equivalent points.</p> <ol style="list-style-type: none"> 7. Recent increases in state control 8. Much emphasis still on provinces. 	(5)

	(c) Schools and universities help nurture elite sports talent.	
	<p>(i) Explain how the structure of school sport fulfils this role in a Developing culture.</p> <p>Argentina</p> <ol style="list-style-type: none"> 1. National provision for PRE in schools established in 1995 2. School sport based on UK/public school model 3. In private schools associations such as Asociacion Deportiva Estudiantil (ADE) organise school sport 4. Less provision in state schools/good provision in Province of Buenos Aires 5. Link to club sport/teams often organised by local clubs in schools 6. Acts as base to pyramid/aim to give all young people a chance to participate/progress in sport 7. Identifies potential athletes/screen students eligible for sports scholarships. <p>Kenya</p> <ol style="list-style-type: none"> 1. School sport based on UK/public school model 2. Private/colonial schools offer superior resources 3. Parents have to pay for/contribute towards sports and PE equipment 4. PE/school sport is compulsory in schools 5. Large discrepancy between urban and rural schools in terms of funding and programmes offered 6. Acts as base to pyramid/aim to give all young people chance to participate/progress in sport 7. Identifies potential athletes/screen students eligible for sporty scholarships. 	(6)

	(ii)	<p>Explain how the structure of sport in Higher Education fulfils this role in a Developing culture.</p> <p>Argentina</p> <ol style="list-style-type: none"> 1. University sport based on UK/Oxbridge model 2. University sport organised by Conito Tenico del Deporte Univeritario Argentino 3. Universities offer both elite sport and intra mural/ recreational programmes 4. In sports such as rugby and soccer university teams play in national leagues 5. HE sport still has a mainly amateur/voluntary focus 6. Universities affiliated to FISA/FISU 7. HE acts a step up pyramid/aim to give all young people chance to progress in sport 8. HE acts as nursery for potential athletes 9. Students first chance of elite sports experience at FIS world games/chance to identify potential 10. Role in developing technical side of sport/sports science support 11. Many athletes take up scholarships to go to USA/more money/better facilities. <p>Kenya</p> <ol style="list-style-type: none"> 1. University sport based on UK/Oxbridge model 2. University sport organised by Kenya University Sports Association 3. Universities offer both elite sport and intra mural/ recreational programmes 4. HE sport still has a mainly amateur/voluntary focus 5. Universities affiliated to FISA/FISU 6. HE acts a step up pyramid/aim to give all young people chance to progress in sport 7. HE acts as nursery for potential athletes 8. Students first chance of elite sports experience at FIS world games/chance to identify potential 9. Role in developing technical side of sport/sports science support 10. Many athletes take up scholarships to go to South Africa/ USA/more money/better facilities. 	(6)
(Total 25 marks)			

Section A: Asian Cultures

4	(a)	<p>Describe how environmental, cultural and topographical factors have influenced the dominance of particular sports in a named Asian culture.</p> <ol style="list-style-type: none"> 1. Colonial links/take up of cricket/soccer from UK influence 2. Trade links/soccer/rugby from UK/Europe 3. Americanisation of sport/baseball spread 4. Mainly urban populations/dominance of western style professional sport 5. In cultures such as Japan space a premium 6. Religious constraints on contact sports/participation by females. 	(4)
	(b)	<p>Sport in many Asian countries is strongly influenced by their governments.</p>	
	(i)	<p>What positive effects do governments believe sport can have on their societies?</p> <ol style="list-style-type: none"> 1. Improve lifestyle/health of population 2. Professional sport can bring economic benefits/investment 3. Integrates diverse populations/unifies large countries 4. Produce role models for next generation 5. Positive effect on education/promotes values/character in young 6. Foreign policy/trade links/international status/tourism. 	(4)
	(ii)	<p>Describe how sport is organised at regional and national levels of government in a named Asian culture you have studied.</p> <p>Eg Pakistan</p> <ol style="list-style-type: none"> 1. Sport controlled by Pakistan Sports Board/PSB mention of government department 2. Link to government eg PSB under direct control of Ministry of Sport, Culture and Tourism 3. Sport at state level funded by central government 4. State government supports both Olympic and non Olympic sports 5. State government fund and aid institute models 6. Local government provision of stadiums and influence over school sport. <p>Or equiv.</p>	(5)

	(c)	Schools and universities help nurture elite sports talent.	
	(i)	<p>Explain how the structure of school sport fulfils this role in an Asian culture.</p> <ol style="list-style-type: none"> 1. PE/School sport is compulsory in schools 2. Large discrepancy between urban and rural schools in terms of funding and programmes offered 3. Most Asian cultures run school sport championships at both regional and national levels 4. In China potential elite athletes sent to national squad training at the age of 15 5. Anyone not chosen can be trained as a PE teacher 6. Link to club sport/teams often organised by local clubs in schools 7. Acts as base to pyramid/aim to give all young people a chance to participate/progress in sport 8. Identifies potential athletes/screen students eligible for sports scholarships. 	(6)
	(ii)	<p>Explain how the structure of sport in Higher Education fulfils this role in an Asian culture.</p> <ol style="list-style-type: none"> 1. Asian countries all have a link to/Universities affiliated to FISA/FISU 2. University sport is highly organised/well funded 3. Universities offer both elite sport and intra mural/recreational programmes 4. University sports finals are held at local/regional and national level 5. In sports such as rugby, hockey and soccer university teams play in national leagues 6. HE sport still has a mainly amateur/voluntary focus 7. HE acts a step up pyramid/aim to give all young people chance to progress in sport 8. HE acts as nursery for potential athletes 9. Students first chance of elite sports experience at FIS world games/chance to identify potential 10. Role in developing technical side of sport/sports science support 11. Many athletes take up scholarships to go to USA/more money/better facilities. 	(6)

The responses for this section are marked out of 25, but section B will be given twice the weighing in accordance with the specification.

Section B: A Synoptic Analysis of Trends in International sport through Global Games

- 5 Discuss how global games have been used as a focus for identity by both states and ethnic groups.

CONTENT GUIDELINES - better candidates will refer to a range of global examples in their answers.

1. Definition and introduction
2. Historical overview of the use of games for protest
3. Sporting shop window/market place for a nation to display their sporting talent
4. Sports success can bring publicity for a states cultural, economic and political infrastructure
5. Move to one global games means more states willing to use sport for promotion
6. States can hijack/host a complete tournament to put forward their political/social views
7. Hitler's use of the 1936 Olympics to forward/promote Nazi propaganda
8. Eastern Bloc countries using success in global games to show power of their political ideology
9. Live nature/popularity of global games means that message will be seen around the world
10. Huge media focus/scrutiny/presence at every global game
11. Use of global games as a world stage
12. Systematic protest/planned/organised by states and governments
13. Power of sporting boycott/benefits for governments/Olympic boycotts of 1976/1980/1984
14. Pressure on England cricket team not to play in Zimbabwe Cricket World Cup
15. Non systematic protest/spur of the moment protest often used by individuals and groups
16. Use by ethnic groups/race protest/Black Power 1968/Black September 1972
17. Contemporary review/conclusion.

(Total 25 marks)

- 6 Discuss the role that international sports bodies play in detecting and preventing deviance in sport.

CONTENT GUIDELINES - *better candidates will refer to a range of global games examples in their answer.*

1. Definition and introduction
2. Historical review
3. Take a lead role in setting standards of fair play and codes of conduct
4. Deal with discipline and control of global competitions within their sports
5. Importance of creating role models for national and grass roots organisations/players to follow
6. Acceptance of a certain level of gamesmanship now the norm in most global games
7. Develop schemes such as FIFA 'Fair Play' Award to encourage sportsmanship
8. Issue of sportsmanship now outdated
9. Problem of competing to rules written in C19th
10. Global games under intense media spotlight/scrutiny
11. Bodies like IOC take lead role in deciding which drugs are banned substances
12. Mention of/examples of IAAF/FINA/IRB/ICB/UEFA
13. Global bodies take lead role in drugs testing/prevention
14. Bodies are often acting retrospectively/always a step behind the deviants/drug takers
15. Advances in technology mean it is very difficult for global sports bodies to control their sports
16. Advances in commercialism/win ethic mean pressure to deviate greater in C21st
17. Some problems over weighing up commercial pressure/employment laws and banning deviant athletes
18. Cultural values vary - cheating difficult to perceive
19. Monitoring and implementation more difficult on a global scale than a national level
20. Impact of technology/need for 3rd umpire/video referee
21. Contemporary review/conclusion.

(Total 25 marks)

7 Discuss the various systems for nurturing elite sports talent.

CONTENT GUIDELINES - *better candidates will refer to a range of global games examples in their answer.*

1. Two basic models of elite programme/decentralised vs centralised
2. State funded programmes/centralised as in Eastern European models
3. De-centralised systems/autonomous/self funded programmes such as UK
4. Adapted/compromise programmes which are a mix of centralised and decentralised such as Australian model
5. Traditional route to excellence through school and then into club sport
6. US developed system of university scholarship to enable athletes to train as well as pick up an education
7. US scholarship model now common around the world/particularly common in traditionally amateur sports
8. East Germany/Eastern Bloc developed idea of centralised elite sports programme/use of institutes
9. Institute model copied by France in 1970s and Australia in 1981
10. Institute/National academy model now copied by most nations
11. Advantages of putting best athletes with best coaches in best facilities
12. Most efficient in terms of time and facilities/resources
13. Conclusion that modern athletes have to train full time
14. Providing scholarships/grants allows athletes to concentrate on sport
15. Linked work with Athlete Career Education (ACE) programmes
16. Academy system allows use of sports science support to maximise performance enhancement
17. Use of talent ID/sports search/screening of school aged children to identify potential talent
18. Counter argument/spending/focus on elite can have negative effect on base/grass roots
19. Top of pyramid only as good as the base
20. Discussion of Sport for All programmes/ Sport for All/ Active Australia
21. Social and environmental factors can affect a country's excellence programme/discussion of population effect
22. Conclusion/contemporary review.

(Total 25 marks)

- 8 Discuss the roles that TV and Americanisation have played in the move towards the 'open' status global games.

CONTENT GUIDELINES - *better Candidates will refer to a range of global games examples in their answer.*

1. Global sport very attractive/popular/world stage
2. TV money now key roles in financing global sport
3. TV companies under write/finance global games such as World Cup and Olympics
4. US TV companies tend to dominate financing of global games
5. TV have power to dictate timing and scheduling of games
6. Sports prepared to change image/rules/ to attract TV/examples from hockey/squash/cricket
7. Definition of Americanisation/increasing influence of American philosophy/methods/in global sport
8. Success of Peter Uberroth and LA Olympics 1984/created model for all global games to follow
9. Festoon and commercial support of event now all important
10. Sports such athletics/rugby/hockey moved towards open status
11. Some sports such as rugby have been more successful than others
12. Win ethic/win at all costs ethic now prevalent in all global games
13. Win ethic now leading to gamesmanship/rule bending/drug abuse
14. Emphasis of all games now moving towards entertainment/TV audience
15. Professionals dominate- need to train full time/amateurs little chance
16. Commercial pressure led to break down of amateurism/move towards open competition
17. Sports need to make profit/TV money = media return
18. Franchises and move towards continent wide competitions/Champions League/Heineken Cup Rugby
19. Use of nicknames/branding/marketing of clubs
20. Description of sports 'golden triangle'.

(Total 25 marks)

5. Discuss how global games have been used as a focus for identity by both states and ethnic groups.

Mark Band	Description	Likely Characteristics
22 - 25	<p>The essay debates in detail both the positive and negative uses of <u>global games</u> as a focus for identity. There is in-depth analysis and balanced debate of the issues with correct use of technical language and factual information throughout, demonstrating a clear understanding of the subject matter. It differentiates between state and ethnic groups and there is an equal weighting in terms of examples used. A range of accurate practical examples, predominantly taken from global games, supports the vast majority of points. A range of contemporary and original statements is included.</p> <p>There is a clear attempt at synthesis through a reasoned conclusion which clearly demonstrates an understanding of the link between sport and politics</p>	<p>A well structured essay with continuous prose. Predominantly accurate use of spelling, punctuation and grammar. Correct use of terminology. Clear, concise and relevant throughout.</p>
18 - 21	<p>The essay discusses both the positive and negative uses of <u>global games</u> as a focus for identity. A good understanding is demonstrated through some detailed analysis and balanced debate of key points linked to examples of both state and <u>groups</u> - though this may not be balanced. Factual information and accurate examples, many taken from global games, are used in support of points made. Will include a conclusion and an attempt at synthesis - but this may be more descriptive</p>	<p>A well structured essay with predominantly accurate use of spelling, punctuation and grammar. Correct use of terminology. Clear and concise but may occasionally make an irrelevant comment.</p>
14 - 17	<p>The essay gives detailed description of the way global games have been used by states and groups. A sound understanding is demonstrated through the use of factual information and relevant examples, much of which will come from the Olympic Games. Some analysis and debate is evident, although this may be lacking both in depth and balance. It makes an attempt to address the key issues raised in the question.</p>	<p>An obvious attempt to structure the essay. Fundamentally sound use of terminology. Generally clear and concise with limited inaccuracies. Satisfactory spelling, punctuation and grammar.</p>

Mark Band	Description	Likely Characteristics
10 - 13	<p>An essay that describes accurately a limited number of relevant examples of how states and groups have used global games. There is little evidence of analysis although some basic understanding of the positive and negative use of sport for political means is demonstrated.</p> <p>Relevant points may be supported by examples but only partially developed - there may be some inaccuracy in dates and names. Limited attempt at a conclusion.</p>	<p>A basic structure is evident. Some incorrect use of terminology. There may be errors in spelling, punctuation and grammar. A number of inaccuracies.</p>
7 - 9	<p>An essay that fails to address many parts of the question. There is little evidence of synoptic analysis with sweeping statements that may contain some relevant information but generally remain unsupported by evidence or accurate examples and suggest limited understanding.</p> <p>Irrelevant points and repetition may be used to pad out the answer.</p>	<p>A poorly structured essay in which there may be errors in spelling, punctuation and grammar. Incorrect use of terminology. A significant proportion of material is irrelevant.</p>
0 - 6	<p>An essay that mostly fails to address the question and contains many inaccuracies and irrelevancies. Very little evidence of synoptic analysis with statements that demonstrate a lack of understanding.</p>	<p>A poorly structured essay. Incorrect spelling, punctuation and grammar. Incorrect use of terminology. Many inaccuracies.</p>

6. Discuss the role that international sports bodies play in detecting and preventing deviance in sport.

Mark Band	Description	Likely Characteristics
22 - 25	<p>The essay debates in detail both the success and failures of bodies in their approach to deviance. There is in-depth analysis and balanced debate of the issues with correct use of technical language and factual information throughout, demonstrating a clear understanding of the subject matter. It differentiates between detecting and preventing and there is an equal weighting in terms of examples used. A range of accurate practical examples, predominantly taken from global games, supports the vast majority of points. A range of contemporary and original statements is included.</p> <p>There is a clear attempt at synthesis through a reasoned conclusion which clearly demonstrates an understanding of the issue of deviance in global sport.</p>	<p>A well structured essay with continuous prose.</p> <p>Predominantly accurate use of spelling, punctuation and grammar.</p> <p>Correct use of terminology.</p> <p>Clear, concise and relevant throughout.</p>
18 - 21	<p>The essay discusses both the successes and failures of bodies in their approach to deviance. A good understanding is demonstrated through some detailed analysis and balanced debate of key points linked to examples of both prevention and detection - though this may not be balanced. Factual information and accurate examples, many taken from global games, are used in support of points made.</p> <p>Will include a conclusion and an attempt at synthesis - but this may be more descriptive.</p>	<p>A well structured essay with predominantly accurate use of spelling, punctuation and grammar.</p> <p>Correct use of terminology.</p> <p>Clear and concise but may occasionally make an irrelevant comment.</p>
14 - 17	<p>The essay gives detailed description of how the bodies attempt to manage deviance in sport.</p> <p>A sound understanding of the issue of drugs in sport is demonstrated through the use of factual information and relevant examples, much will come from the Olympic Games.</p> <p>Some analysis and debate is evident, although this may be lacking both in depth and balance. It makes an attempt to address the key issues raised in the question.</p>	<p>An obvious attempt to structure the essay.</p> <p>Fundamentally sound use of terminology.</p> <p>Generally clear and concise with limited inaccuracies.</p> <p>Satisfactory spelling, punctuation and grammar.</p>

Mark Band	Description	Likely Characteristics
10 - 13	<p>An essay that describes accurately the problem of drugs in global sport. There is little evidence of analysis, although some basic understanding of detecting and preventing deviance is demonstrated.</p> <p>Relevant points may be supported by examples but only partially developed - there may be some inaccuracy in dates and names. Limited attempt at a conclusion.</p>	<p>A basic structure is evident. Some incorrect use of terminology. There may be errors in spelling, punctuation and grammar. A number of inaccuracies.</p>
7 - 9	<p>An essay that fails to address many parts of the question. There is little evidence of synoptic analysis with sweeping statements that may contain some relevant information, but generally remains unsupported by evidence or accurate examples and suggests only limited understanding.</p> <p>Irrelevant points and repetition may be used to pad out the answer.</p>	<p>A poorly structured essay in which there may be errors in spelling, punctuation and grammar. Incorrect use of terminology. A significant proportion of material is irrelevant.</p>
0 - 6	<p>An essay that mostly fails to address the question and contains many inaccuracies and irrelevancies.</p> <p>Very little evidence of synoptic analysis with statements that demonstrate a lack of understanding.</p>	<p>A poorly structured essay. Incorrect spelling, punctuation and grammar. Incorrect use of terminology. Many inaccuracies.</p>

7. Discuss the various systems for nurturing elite sports talent.

Mark Band	Description	Likely Characteristics
22 - 25	<p>The essay debates in detail a range of elite sports systems - making clear reference to contrasting political and cultural influences. There is in-depth understanding of the historical and cultural reasoning for the adoption of different systems of nurturing talent.</p> <p>Includes correct use of technical language and factual information throughout, demonstrating a clear understanding of the subject matter.</p> <p>A range of accurate practical examples predominantly taken from global games supports the vast majority of points. A range of contemporary and original statements are included.</p> <p>There is a clear attempt at syntheses through a reasoned conclusion which clearly includes a comparative review of the use of different systems - this should include a discussion of the merits and limitations of the systems identified.</p>	<p>A well structured essay with continuous prose.</p> <p>Predominantly accurate use of spelling, punctuation and grammar.</p> <p>Correct use of terminology.</p> <p>Clear, concise and relevant throughout.</p>
18 - 21	<p>The essay discusses a range of elite sports systems - making some reference to contrasting political and cultural influences. A good understanding is demonstrated through some detailed analysis and balanced debate of key points - though this may not be include a subjective comparison. Factual information and accurate examples, many taken from global games, are used in support of points made.</p> <p>Will include a conclusion and an attempt at synthesis - but this may be more descriptive.</p>	<p>A well structured essay with predominantly accurate use of spelling, punctuation and grammar.</p> <p>Correct use of terminology.</p> <p>Clear and concise but may occasionally make an irrelevant comment.</p>
14 - 17	<p>The essay gives detailed description of a number of elite sports systems with limited links to cultural factors.</p> <p>A sound understanding of the difference between centralised and decentralised systems is present. Use of factual information and relevant examples, much will come from the Olympic Games.</p> <p>Some analysis and debate is evident, although this may be lacking both in depth and balance. It makes an attempt to address the key issues raised in the question.</p>	<p>An obvious attempt to structure the essay.</p> <p>Fundamentally sound use of terminology.</p> <p>Generally clear and concise with limited inaccuracies.</p> <p>Satisfactory spelling, punctuation and grammar.</p>

Mark Band	Description	Likely Characteristics
10 - 13	<p>An essay that describes accurately 2-3 systems of nurturing sports talent.</p> <p>There is little evidence of analysis although some basic understanding of cultural influences is demonstrated.</p> <p>Relevant points may be supported by examples but only partially developed - there may be some inaccuracy in dates and names. Limited attempt at a conclusion.</p>	<p>A basic structure is evident.</p> <p>Some incorrect use of terminology.</p> <p>There may be errors in spelling, punctuation and grammar.</p> <p>A number of inaccuracies.</p>
7 - 9	<p>An essay that fails to address many parts of the question. There is little evidence of synoptic analysis with sweeping statements that may contain some relevant information but generally remain unsupported by evidence or accurate examples and suggest limited understanding.</p> <p>Irrelevant points and repetition may be used to pad out the answer.</p>	<p>A poorly structured essay in which there may be errors in spelling, punctuation and grammar.</p> <p>Incorrect use of terminology.</p> <p>A significant proportion of material is irrelevant.</p>
0 - 6	<p>An essay that mostly fails to address the question and contains many inaccuracies and irrelevancies.</p> <p>Very little evidence of synoptic analysis with statements that demonstrate a lack of understanding.</p>	<p>A poorly structured essay.</p> <p>Incorrect spelling, punctuation and grammar.</p> <p>Incorrect use of terminology.</p> <p>Many inaccuracies.</p>

8. Discuss the roles that TV and Americanisation have played in the move towards the 'open' status global games.

Mark Band	Description	Likely Characteristics
22 - 25	<p>The essay debates in detail the roles that TV and Americanisation have played in the move towards the 'open' status.</p> <p>There is in-depth understanding of the historical and cultural reasons for the change.</p> <p>Includes correct use of technical language and factual information throughout, demonstrating a clear understanding of the subject matter.</p> <p>A range of accurate practical examples predominantly taken from global games supports the vast majority of points. A range of contemporary and original statements are included.</p> <p>There is a clear attempt at syntheses through a reasoned conclusion this should include a discussion of the merits and limitations of such a change in emphasis.</p>	<p>A well structured essay with continuous prose.</p> <p>Predominantly accurate use of spelling, punctuation and grammar.</p> <p>Correct use of terminology.</p> <p>Clear, concise and relevant throughout.</p>
18 - 21	<p>The essay discusses the roles that TV and Americanisation have played in the move towards the 'open' status - making some reference to the golden triangle.</p> <p>A good understanding is demonstrated through some detailed analysis and some mention of historical and cultural background.</p> <p>Factual information and accurate examples, many taken from global games, are used in support of points made.</p> <p>Will include a conclusion and an attempt at synthesis - but this may be more descriptive.</p>	<p>A well structured essay with predominantly accurate use of spelling, punctuation and grammar.</p> <p>Correct use of terminology.</p> <p>Clear and concise but may occasionally make an irrelevant comment.</p>
14 - 17	<p>The essay gives detailed description of the concept of Americanisation with much reference to Uberroth and the LA games of 1984.</p> <p>A sound understanding of the effect of TV and commercialisation in global sport is demonstrated through the use of factual information and relevant examples, much will come from the Olympic Games.</p> <p>Some analysis and debate is evident, although this may be lacking both in depth and balance - will be mainly concerned with the positive impact</p> <p>It makes an attempt to address the key issues raised in the question.</p>	<p>An obvious attempt to structure the essay.</p> <p>Fundamentally sound use of terminology.</p> <p>Generally clear and concise with limited inaccuracies.</p> <p>Satisfactory spelling, punctuation and grammar.</p>

Mark Band	Description	Likely Characteristics
10 - 13	<p>An essay that describes accurately the increasing commercialisation of global sport.</p> <p>There is little evidence of analysis although some basic understanding of the sources of commercial funding. There will be an attempt at a historical time line with emphasis on the 1984 Olympics.</p> <p>Relevant points may be supported by examples but only partially developed - there may be some inaccuracy in dates and names. Limited attempt at a conclusion.</p>	<p>A basic structure is evident.</p> <p>Some incorrect use of terminology.</p> <p>There may be errors in spelling, punctuation and grammar.</p> <p>A number of inaccuracies.</p>
7 - 9	<p>An essay that fails to address many parts of the question. There is little evidence of synoptic analysis with sweeping statements that may contain some relevant information but generally remain unsupported by evidence or accurate examples and suggest limited understanding.</p> <p>Irrelevant points and repetition may be used to pad out the answer.</p>	<p>A poorly structured essay in which there may be errors in spelling, punctuation and grammar.</p> <p>Incorrect use of terminology.</p> <p>A significant proportion of material is irrelevant.</p>
0 - 6	<p>An essay that mostly fails to address the question and contains many inaccuracies and irrelevancies.</p> <p>Very little evidence of synoptic analysis with statements that demonstrate a lack of understanding.</p>	<p>A poorly structured essay.</p> <p>Incorrect spelling, punctuation and grammar.</p> <p>Incorrect use of terminology.</p> <p>Many inaccuracies.</p>

