

Mark Scheme (Results) Summer 2008

GCE

GCE Physical Education (6721) paper 01

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

Section A - The UK and European Context

Question Number	Answer	Mark
1(a)	<p>3 marks for 3 of:</p> <ol style="list-style-type: none"> 1. games were played by the whole village area so all understood the rules 2. rules were passed on by word of mouth/made up on the day 3. long history/tradition of games often reinforced by folk tales/stories 4. games only played in a specific area/no need for standard rules 5. most could not read or write so writing rules was pointless 6. focus on taking part/no competitive structure 7. large numbers taking part meant rules were unworkable/too many people to control. 	(3)

Question Number	Answer	Mark
1(b)(i)	<p>3 marks for 3 of:</p> <ol style="list-style-type: none"> 1. transport development meant teams could travel 2. urbanisation meant large numbers of potential players/led to spectatorism 3. urbanisation meant a lack of space so pitch boundaries had to be introduced 4. regular time/half day act/leisure time created 5. development of education/literacy developed/schools wanted to compete 6. need for a fit workforce/violence had to be curtailed 7. emergence of middle class/needed to control sport 8. increase in wealth meant access to equipment/mass production of equipment 9. gambling controlled/licensed betting required clear rules/clear winner. 	(3)

Question Number	Answer	Mark
1(b)(ii)	<p>3 marks for 3 of:</p> <ol style="list-style-type: none"> 1. Initial role of public schools and Oxbridge/initially standardising rules 2. formed a national governing body/association 3. invited representatives from clubs, schools and universities 4. held meetings where rules were agreed 5. compromise of rules from around the country 6. had agreed rules written down and printed. 	(3)

Question Number	Answer	Mark
1(c)	5 marks for 5 of: 1. facilities for training and elite preparation 2. sports science support 3. base for national coaches and performance directors/specialist coaches 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.	(5)

Question Number	Answer	Mark
1(d)(i)	3 marks for 3 of: 1. forms part of the European Charter/basic requirement for all European 2. all people should have free access to sports and recreation/provision of sport and recreational facilities 3. linked to the concept of mass participation/widening the base of the sports pyramid/ target groups 4. health and fitness benefits that can arise from sport for all 5. European nations have a legal obligation to promote and provide access to sport and recreation 6. social integration/brining cultures and races together.	(3)

Question Number	Answer	Mark
1(d)(ii)	4 marks for 4 of: 1. healthier population/less impact on health service 2. fitter population/more efficient workforce/less time off 3. sporting success/more population to select from/start of sporting pathway 4. reduction in crime/social control/social unrest 5. social integration/breaking down social and racial barriers/more minority groups playing sport 6. consumer spending/economic benefit/VAT.	(4)

Question Number	Answer	Mark
1(e)	4 marks for 4 of: <ol style="list-style-type: none"> 1. first step towards sport 2. running junior sides/aim to get children involved in schools/running award schemes/junior competitions 3. linking with schools and sports college/offering coaching 4. running open days/taster sessions/summer camps/festivals 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. 8. reducing costs/offering concessions/cheaper joining fees 9. media coverage/use of role models/sports stars/developing publicity/advertise 	(4)

(Total 25 marks)

Question Number	Answer	Mark
2(a)	<p>4 marks for 4 of:</p> <ol style="list-style-type: none"> 1. sport = competitive physical activities with serious organisation 2. recreation = non competitive activities, limited organisation 3. sport has formal-written rules/recreation has informal rules/sport requires officials 4. sport has both extrinsic and intrinsic rewards/recreation only intrinsic 5. more people have access to recreation 6. sport is selective/trials/recreation open to all 7. sport requires higher level of funding and organisation 8. there are more people at the base due to lower skill/ability/fitness 9. only a few can reach the top. 	(4)

Question Number	Answer	Mark
2(b)	<p>4 marks for 4 of:</p> <ol style="list-style-type: none"> 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/team work/social integration/obeying rules 5. confined boys to school grounds 6. obeying rules/playing to rule/developed discipline 7. role of prefects/6th form controlling sports/developed leadership qualities 8. fitness/promotion of health 9. fair play/sportsmanship ethos muscular Christianity/moral and Christian values. 	(4)

Question Number	Answer	Mark
2(c)(i)	<p>3 marks for 3 of:</p> <ol style="list-style-type: none"> 1. well established models of physical training in most European countries by the end of the 19th century 2. Swedish gymnastics/Ling recognised as a suitable method of exercise for young people 3. German systems/Jahn/Gut Muths/published training programmes 4. some areas began adopting Swedish/German programmes 5. London School Board appointed Mdm Bergman - Osterberg to develop Swedish drill 6. McLaren building gymnasiums on continental model. 	(3)

Question Number	Answer	Mark
2(c)(ii)	<p>2 marks for 2 of:</p> <ol style="list-style-type: none"> 1. focus on developing fitness and discipline 2. need to prepare fit working class soldiers/preparation for war 3. result of Boer war 4. military link/early programmes written by army 5. taught by NCO's/military personnel 6. no education values/instructors not teachers 7. focus on instruction/direction. 	(2)

Question Number	Answer	Mark
2(c)(iii)	<p>3 marks for 3 of:</p> <ol style="list-style-type: none"> 1. Department of Education and skills has overall responsibility for all state schools in the UK 2. DES now awards Activemark/Sportsmark/Sports College status 3. PE part of the National Curriculum 4. Governments Quango OFSTED responsible for inspecting PE provision in state schools 5. Government advices that all schools offer 2 hours of physical education every week/PESCCL 6. Government encouraging all schools to provide extra-curricular sport opportunities/NOF funding/ school sports partnerships 7. Governments Quango Sport England promotes grass roots sports schemes 8. funding of school sports co-ordinators and competition managers 9. school sports champion - Kelly Holmes/school sports ambassadors scheme 10. INSET for teachers/CPD/ training for teachers/coaching for teachers. 	(3)

Question Number	Answer	Mark
2(d)	<p>4 marks for 4 of:</p> <ol style="list-style-type: none"> 1. increasing reliance on commercial/private sector funding 2. American influence of sport/adopting practices that have developed in American sport 3. use of franchises/sport as a commodity/big business 4. increasing influence of media/key funder of sport/selling media 5. rights/exclusive TV deal 6. changing times/scheduling/changing rules/all to suit media 7. sport acting as a bill board to advertisers and sponsors 8. adoption of names/changing image of clubs 9. match now part of an entertainment package/cheer leaders/razmatazz 10. move towards win ethic/win at all costs/Lombardian ethic/gamesmanship 11. Increase in merchandising/shirt sales/club shops. 	(4)

Question Number	Answer	Mark
2(e)	<p>5 marks for 5 of:</p> <ol style="list-style-type: none"> 1. stereotypes group of characteristics that all members of a group share 2. Stereotyping lowers self esteem 3. often lead to sporting myths, black men can't swim 4. myths can lead to discrimination/often linked to selection 5. stereotypes can become self fulfilling prophecies where people find it easier to conform to the stereotypes 6. Stereotypes can have a positive role/encouraging participation amongst certain groups 7. centrality where dominant cultural group in society take dominant roles in sport/management and organisation 8. football examples linked to racial background 9. winter Olympics dominated by WASPs 10. stacking - players from certain racial groups stacked/channelled into certain sports or positions. 	(5)

(Total 25 marks)

Section B - The Olympic Case Study

Question Number	Indicative content
3	<ul style="list-style-type: none">• Olympics are the true world sporting event• more nations are members of the IOC than the United Nations• gives athletes from emergent cultures the chance to gain status/high profile• many of the worlds top athletes/sprinters are from ethnic minorities• many of the Olympic legends are from ethnic minorities Jesse Owens/Carl Lewis/Daley Thompson• African nations dominance in running events• success by nations such as Kenya has had a motivating effect on anticipation• link to role models/self fulfilling prophecy• Afro-Caribbean dominance of sprinting• lots of Olympic sports still biased towards European culture eg modern pentathlon/rowing/equestrian• issues over access to equipment/ethnic minorities often dominate ‘cheaper’ events• positive role that IOC plays in funding/supporting programmes in emerging culture to encourage participation• winter Olympics - huge bias towards WASP culture• Olympics still tend to be held in European/USA cities• rise of far east involvement/ economics changing/India and China population very attractive to sponsors and media• IOC membership dominated by WASPS• Olympics can reinforce stereotype racial stereotypes• often media can highlight/reinforce sporting myths/Eric the eel.

(Total 25 marks)

Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-6	An essay that mostly fails to address the question and contains many inaccuracies and irrelevancies. Very little evidence of understanding with statements that demonstrate a lack of understanding. A poorly structured essay. Incorrect spelling, punctuation and grammar. Incorrect use of terminology. Many inaccuracies.
Level 2	7-9	An essay that fails to address many parts of the question. There is little evidence of analysis with sweeping statements that may contain some relevant information but generally remain unsupported by evidence or accurate examples and suggest limited understanding. Irrelevant points and repetition may be used to pad out the answer. 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.
Level 3	10-13	An essay that describes accurately the participation in the Olympics of ethnic groups. There is little evidence of analysis although some basic understanding of the positive promotion is demonstrated. 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. A basic structure is evident. Some incorrect use of terminology. There may be errors in spelling, punctuation and grammar. A number of inaccuracies.
Level 4	14-17	The essay gives detailed description of the way the Olympics have been used to promote ethnic minority participation. A sound understanding is demonstrated through the use of factual information and relevant examples - though these may be descriptive. 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. An obvious attempt to structure the essay. Fundamentally sound use of terminology. Generally clear and concise with limited inaccuracies. Satisfactory spelling, punctuation and grammar.
Level 5	18-21	The essay discusses both the positive and negative impact the Olympic movement has had on the ethnic minority participation. A good understanding is demonstrated through some detailed analysis and some debate of key points linked to specific examples - though this may not be balanced factual information and accurate examples are used in support of points made. Will include a conclusion and an attempt at analysis - but this may be more descriptive. 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.
Level 6	22-25	The essay debates in detail both the positive and negative impact the Olympic movement has had on the ethnic minority participation. 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. A range of accurate practical examples are used to support the vast majority of points. A range of contemporary and original statements is included. There is a clear attempt at analysis through a reasoned conclusion which clearly demonstrates an understanding of the issue. A well structured essay with continuous prose. Predominantly accurate use of spelling, punctuation and grammar. Correct use of terminology. Clear, concise and relevant throughout.

Question Number	Indicative content
4	<ul style="list-style-type: none"> • history Decoubertin's philosophy/early games • gradual increase in the participation by women athletes/gradual increase in the range of activities now available • role of Alice Milliat and women's sports movement/pressure on IOC to accept female athletes • still less choice for female athletes • still majority of athletes are males • games can act as a powerful motivator/role models/Kelly Holmes • media tends to focus on female athletes that conform to the feminist image/less media coverage • Olympics mirror general role/status of women in west • legislation/pressure of women's emancipation • gradual increase in women's role as administrators/IOC membership • no female IOC presidents/no sign of female president • issue over women in third world countries gaining access to sports officialdom • gradual increase in female officials • difference in status/earning power of top female athletes compared to top male athletes • still some sports limited access reflected in absence of some Olympic disciplines for women • Athens 44% women/projected rise in female athletes for Beijing • even though positive drive from the Olympics/still local cultural and religious constraints can limit women's access to sport • still 5 countries refused to send a female team to the Athens Olympics (12 in Sydney/26 in Atlanta)

(Total 25 marks)

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	0	No rewardable material
Level 1	1-6	An essay that mostly fails to address the question and contains many inaccuracies and irrelevancies. Very little evidence of understanding with statements that demonstrate a lack of understanding. A poorly structured essay. Incorrect spelling, punctuation and grammar. Incorrect use of terminology. Many inaccuracies.
Level 2	7-9	An essay that fails to address many parts of the question. There is little evidence of analysis with sweeping statements that may contain some relevant information but generally remain unsupported by evidence or accurate examples and suggest limited understanding. Irrelevant points and repetition may be used to pad out the answer. 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.
Level 3	10-13	An essay that describes accurately the changing role of women in the Olympic movement. There is little evidence of analysis although some basic understanding of the positive promotion is demonstrated. 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. A basic structure is evident. Some incorrect use of terminology. There may be errors in spelling, punctuation and grammar. A number of inaccuracies.
Level 4	14-17	The essay gives detailed description of women involvement in the Olympics games and movement. A sound understanding is demonstrated through the use of factual information and relevant examples - though these may be descriptive 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. An obvious attempt to structure the essay. Fundamentally sound use of terminology. Generally clear and concise with limited inaccuracies. Satisfactory spelling, punctuation and grammar.
Level 5	18-21	The essay discusses the changing role of women in the Olympic movement. A good understanding is demonstrated through some detailed description and balanced debate of key points linked to specific examples - though this may not be balanced factual information and accurate examples are used in support of points made. Will include a conclusion and an attempt at some analysis - but this may be more descriptive. 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.
Level 6	22-25	The essay debates in detail the changing role of women in the Olympic movement. 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 gender balance in the Olympic movement. A range of accurate practical examples are used to support the vast majority of points. A range of contemporary and original statements is included. There is a clear attempt at analysis through a reasoned conclusion which clearly demonstrates an understanding of the issue. A well structured essay with continuous prose. Predominantly accurate use of spelling, punctuation and grammar. Correct use of terminology. Clear, concise and relevant throughout.

Question Number	Indicative content
5	<ul style="list-style-type: none"> • at the early games most of performers were gentleman amateurs • Olympic movement based around the public school ideal of taking part • this was the only attitude prevalent at the time • as sport moves into 20th century and moves down to working class/pro sport appears • for most of 20th century Olympics maintains amateur status • amateur status tended to maintain ethic of sportsmanship • political use of games in 60's and 70's led to some erosion of ideal • led to emergence of state sponsored athletes in the eastern bloc • mirrored development in USA of college sponsored athletes • need to win for nation/political system led to some deviance • suggested that drug abuse became a central part of the east European sports system • by 1990's commercial pressure on sport and athletes led to a change of focus • media pressure to have the best at the games led to pro athletes such as the Dream team flouting amateur rules • acceptance of professionals into Olympics has led to a change in attitude/professional sport more accepting of gamesmanship/role models promoting gamesmanship • pressure to have sports such as tennis in the Olympic also led to professionals • so much reward for winning a gold medal increases chance of deviance • Olympic drug testing programme lacked behind the drug users • Olympic has had no real control over athletes outside of Olympic competition • recent BALCO scandal suggest that elite sprinters have been able to take drugs without fear of being caught • Olympic oath still taken by athletes and most still support sportsmanship ethic • wining through gamesmanship called hollow victory • general move away from morality in society/Olympics simply reflects the change in society

(Total 25 marks)

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Level 1	1-6	An essay that mostly fails to address the question and contains many inaccuracies and irrelevancies. Very little evidence of understanding with statements that demonstrate a lack of understanding. A poorly structured essay. Incorrect spelling, punctuation and grammar. Incorrect use of terminology. Many inaccuracies.
Level 2	7-9	An essay that fails to address many parts of the question. There is little evidence of analysis with sweeping statements that may contain some relevant information but generally remain unsupported by evidence or accurate examples and suggest limited understanding. Irrelevant points and repetition may be used to pad out the answer. 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.
Level 3	10-13	An essay that describes accurately the concepts of sportsmanship and gamesmanship. There is little evidence of analysis although some basic understanding of the move from on to the other is evident. 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. A basic structure is evident. Some incorrect use of terminology. There may be errors in spelling, punctuation and grammar. A number of inaccuracies.
Level 4	14-17	The essay gives detailed description of the terms sportsmanship and gamesmanship. A sound understanding is demonstrated through the use of factual information and relevant examples - though these may be descriptive and biased towards the use of drugs in sport. 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. An obvious attempt to structure the essay. Fundamentally sound use of terminology. Generally clear and concise with limited inaccuracies. Satisfactory spelling, punctuation and grammar.
Level 5	18-21	The essay discusses the change from sportsmanship to gamesmanship. A good understanding is demonstrated through some detailed description and balanced debate of key points linked to specific examples - though this may not be balanced. Factual information and accurate examples are used in support of points made. Will include a conclusion and an attempt at some analysis - but this may be more descriptive. 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.
Level 6	22-25	The essay debates in detail how and why there has been a change from sportsmanship to gamesmanship. 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 changing commercialisation of the games. A range of accurate practical examples are used to support the vast majority of points. A range of contemporary and original statements is included. There is a clear attempt at analysis through a reasoned conclusion which clearly demonstrates an understanding of the issue. A well structured essay with continuous prose. Predominantly accurate use of spelling, punctuation and grammar. Correct use of terminology. Clear, concise and relevant throughout.

Question Number	Indicative content
6	<ul style="list-style-type: none"> • De Coubertin’s strong views on amateurism • a copy of the English public school system • elite class/social background of early Olympians meant that money was not an issue • need for athletes to be able to pay their own way/no funding available from media or commercial sponsorship • De Coubertin had largely chosen well established amateur sports to make up the Olympic programme/ignored professional sports/professional sports were in the minority at the turn of the 20th century • upper class bias through early games • increase in nations and athletes from different cultural backgrounds begins to dilute this influence as 20th century develops • this transition reflected the change in society and the growth of professional sports outside the Olympics • 1980s saw the rise in the commercial nature of the games/performers becoming stars/sponsors increasingly interested in sport • state manipulation of the concept of sponsorship • state sponsored amateurs in USSR/college amateurs in USA • sponsors and TV now have biggest influence on the games • USA basketball dream team in 1992 broke the taboo of professional athletes in the games • games are now open/however still the majority of performers remain amateur/rely on state/lottery funding • need for higher levels of performance has meant a need for full time athletes • move away from sportsmanship towards gamesmanship a reflection of change in commercial pressure and rise of professionalism <p>counter arguments could include</p> <ul style="list-style-type: none"> • The majority of athletes remain ‘amateur’ • media tends to focus on the elite/household names • for many the Olympic ideal is simply getting to the games

(Total 25 marks)

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Level 2	7-9	An essay that fails to address many parts of the question. There is little evidence of analysis with sweeping statements that may contain some relevant information but generally remain unsupported by evidence or accurate examples and suggest limited understanding. Irrelevant points and repetition may be used to pad out the answer. 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.
Level 3	10-13	An essay that describes accurately the increasing commercialism of the games. There is little evidence of analysis although some basic understanding of the move from on to the other is evident. 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. A basic structure is evident. Some incorrect use of terminology. There may be errors in spelling, punctuation and grammar. A number of inaccuracies.
Level 4	14-17	The essay gives detailed description of the issue of amateurism and why it may no longer be relevant in the 21 st century . A sound understanding is demonstrated through the use of factual information and relevant examples - though these may be descriptive and biased towards the increasing level of commercialism in Olympic sport. 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. An obvious attempt to structure the essay. Fundamentally sound use of terminology. Generally clear and concise with limited inaccuracies. Satisfactory spelling, punctuation and grammar.
Level 5	18-21	The essay discusses the change from amateurism to professionalism. A good understanding is demonstrated through some detailed description and balanced debate of key points linked to specific examples - though this may not be balanced. Factual information and accurate examples are used in support of points made. Will include a conclusion and an attempt at some analysis - but this may be more descriptive. 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.
Level 6	22-25	The essay debates in detail how and why there has been a change from amateurism to professionalism/open status in the Olympics. 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 changing commercialisation of the games, and the move from recreational to win ethic. A range of accurate practical examples are used to support the vast majority of points. A range of contemporary and original statements is included. There is a clear attempt at analysis through a reasoned conclusion which clearly demonstrates an understanding of the issue. A well structured essay with continuous prose. Predominantly accurate use of spelling, punctuation and grammar. Correct use of terminology. Clear, concise and relevant throughout.