Describe Stage 1 of the public schools and give 1 reason for the transition to stage 2

<table>
<thead>
<tr>
<th>Stage 1 Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. (pop rec/uncivilised)</td>
</tr>
<tr>
<td>2. (reflection)</td>
</tr>
<tr>
<td>3. (bullying)</td>
</tr>
<tr>
<td>4. (boy culture)</td>
</tr>
<tr>
<td>5. (facilities)</td>
</tr>
<tr>
<td>6. (rules)</td>
</tr>
<tr>
<td>7. (Melting Pot)</td>
</tr>
<tr>
<td>8. (adopt/adapt)</td>
</tr>
<tr>
<td>9. (Spartan)</td>
</tr>
</tbody>
</table>

**Reasons for transition to stage two** (sub max 1)

<table>
<thead>
<tr>
<th>Stage 2 Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. (civilising process)</td>
</tr>
<tr>
<td>11. (Arnold)</td>
</tr>
</tbody>
</table>

Explain the impact of fee-paying, non-local and boarding on the development of games in the 19th century public schools. Comment on how one of these continue to impact on young people in schools today?

3 marks for 3 of:
1. (fee paying) money for facilities/equipment/coaching/staff/transport
2. (non-local) mix of activities (from home or from different regions)/start of standardised rules
3. (boarding) time to play/impact on standards/games occupied boys outside of classroom/kept them out of trouble/impact same today

Impact today: 1 mark for 1 of:
4. today - accept accurate relevant comment about how one characteristic continues to impact today
   fee paying – eg affects choice of school/independent v state/can affect quality of facilities for example
   non-local – eg affects whether boarder or day student/
   boarding – eg affects school experience and/or relationships with friends and family
Describe the impact of Doctor Thomas Arnold’s reforms on Rugby School. Describe 1 way in which his influences continue in some schools today

**5 marks for 5 of:**
**Impact of Arnold’s reforms on Rugby School (sub max 4):**

1. (social control) He brought about organised/civilised activities or social control or made the schools more civilised or reduced bullying or reduced off-site activities or promoted on-site activities
2. (relationships) He improved social relationships/more pastoral care/had a role outside of classroom or he changed the behaviour of boys or he restricted punishments by masters or he tried to establish good relationships with school’s neighbours
3. (values/Christianity) He preached Christianity Or values associated with muscular christianity/physical endeavour/athleticism/leadership Or made chapel central to school life Or he transformed the boys into Christian gentlemen
4. (general curriculum) He broadened the general curriculum Or he increased variety of subjects
5. (games) He supported games afternoons Or he saw value in athletic pursuits Or he used games to bring about change Or inter-house games Or competitive sport/inter-school sports
6. (responsibility) He gave the sixth form responsibility Or he treated the sixth form like adults Or he required older boys to become adults/sixth form as ‘police force’
7. (health) He encouraged health/cleanliness

**Arnoldian influence on schools today (sub max 1):**

8. (games) Games still central/important to curriculum in some schools or in independent schools Or inter-house/inter-school sports day
9. (values/chapel) Chapel/religion still central or important to some schools or values still reinforced
10. (responsibility) Sixth form still have roles of responsibility in many schools
11. (Heads) Head teachers promote extracurricular activities

Describe how social relationships were reflected in sports and games in stage 3. Give two reasons for the changes in these between stage 2 and 3.

<table>
<thead>
<tr>
<th>Social relationships</th>
<th>Nature of sports and games</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stage one</strong></td>
<td></td>
</tr>
<tr>
<td>Bullying or brutality or poor relationships (between themselves) or mutual disrespect (between boys and masters) or reference to fagging system or boy slaves became boy tyrants as they moved up the school or poor relationships between school and the local community or boys involved in poaching/fighting/trespassing</td>
<td>violent or force not skill or outright / un-channelled aggression or lack of respect for teammates or opposition or there were (occasional) deaths or trespassing (activities)</td>
</tr>
<tr>
<td><strong>Stage three</strong></td>
<td></td>
</tr>
<tr>
<td>less bullying / brutality or improved relationships / more mutual respect (between boys and masters) or more caring / friendly / paternal teachers / Head Teachers or more friendly relationships between Sixth Form /Prefects and young boys</td>
<td>Less violent or skill rather than force or channelled aggression or sportsmanship/fair play or respect for team mates/opposition /or safer or more pastoral care or (more) rules</td>
</tr>
<tr>
<td>or better relationships between school and the local community or boys in mainly school-based activities</td>
<td></td>
</tr>
</tbody>
</table>

(4)
Discuss opportunities for developing character and values in 19th Century Public Schools.

Evaluate ways in which character and values can be developed in schools today.
8. Team games and sports/living in houses/belonging to school
   - Loyalty
     - ...to team or house
     - ...to school
     - (and ultimately)... to country
     - eg fighting for country in WW1.

9. Team Games and sports/living conditions/bordering situation/bullying
   - Chance to develop or show courage or manliness
     - facing up to or coping with danger/need to face up to challenging situations
     - eg bullying from older boys
     - harsh discipline or flogging or beatings from masters
     - Toughening up/preparation for realities of adulthood
     - facing up to physical challenges in sports and games
     - eg facing up to fast bowler in cricket/coping with hard tackles in rugby or other suitable examples.

10. Team games and sports/living in houses
    - Trust
      - trusting team-mates to protect you
      - eg in a rugby scrum or other suitable example.

11. Team games and sports
    - Teamwork
      - putting others’ needs before own/selflessness
      - treating others as you would like to be treated/fairness to all
      - eg passing ball so team mate scores or other suitable example.

12. Team games situation/reform/coaching
    - Respect
      - for masters/or opponents/or professionals or coaches
      - eg cricket professionals.

13. Team games and sports/Spartan conditions
    - Self-realisation/Conquering your strengths and weaknesses.

14. Reform
    - Games used as vehicle for social control or for improved behaviour
      - discipline on ‘pitch’ helped to control behaviour off pitch
      - channelling aggression/ensuring boys went to bed exhausted.

15. Sixth form
    - Role models or authority figures
      - eg sports captain/older boys/assistant masters.

16. Boarding situation
    - Independence/self-sufficiency
      - living away from home (from young age)
      - having to cope with difficulties.

17. Living conditions
    - Spartan conditions
      - austere or basic environment/harsh or difficult circumstances
      - eg cold dormitories/simple food
      - bullying and brutality
      - eg flogging.

18. Head Master influence
    - aims or Influence of Headmasters
      - eg Dr Arnold of Rugby School
      - Arnold used games (as a vehicle to achieve social control)
      - during stage two/1828–1842.

19. Old boys
    - Influence of Old Boys
      - (having had) opportunities to learn administrative skills
      - melting pot influence of universities
      - standardisation of rules/IOs established NGBs or rules of (many) sports and/or games
      - eg FA or other suitable example
      - OGBs established (many) clubs
      - community or factory teams
      - eg Blackheath Rugby Club or other suitable example

20. (case studies)
    - Reference to case study activities – swimming/judo/athletics/football or rugby/cricket/tennis
      - Accept specific examples of how character can be developed and other values learned via case study sports and games.

---

**Evaluation of how character and values can be developed today:**

21. (NC)
    - National Curriculum/PE lessons
      - performing/officialing/coaching
      - emphasis on development of whole child.
      - But – can be restricting or limiting for teachers

22. (CEd)
    - Outdoor Education
      - Duke of Edinburgh Award.
      - BUT – not available for all schools reticent due to health and safety issues

23. (Inter house)
    - Inter-house sports
      - BUT – different levels of emphasis in different schools/can be exclusive

24. (extra-curricular)
    - Extra-curricular activities or inter-school competitions or fixtures or sports
      - BUT – different quality of Extra-curricular available in different schools/can be exclusive

25. (devis)
    - Credit contemporary developments of ‘historical’ points made earlier –
      - eg named opportunities for leadership/loyalty/trust/sportsmanship/development of healthy balanced lifestyles

26. (other)
    - Accept other relevant points illustrating how values/character are developed in schools today.