

**OCR**

Oxford Cambridge and RSA

**A Level Physical Education**

**H555/03 Socio-cultural issues in physical activity and sport**

**MARK SCHEME**

**Duration: 1 hour**

**MAXIMUM MARK 60**

**This document consists of 19 pages**

## MARKING INSTRUCTIONS

### PREPARATION FOR MARKING SCORIS

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: Scoris Assessor Online Training; OCR Essential Guide to Marking.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the 5 practice responses (“scripts”) and the 10 standardisation responses

YOU MUST MARK 5 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

### MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the Scoris 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the Scoris messaging system, or by email.

#### 5. Crossed Out Responses

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

#### Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. (The underlying assumption is that the candidate has penalised themselves by

attempting more questions than necessary in the time allowed.)

#### Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

#### Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

#### Short Answer Questions (requiring only a list by way of a response, usually worth only one mark per response)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. (The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)

#### Short Answer Questions (requiring a more developed response, worth two or more marks)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

#### Longer Answer Questions (requiring a developed response)



Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.

7. Award No Response (NR) if:
- there is nothing written in the answer space
- Award Zero '0' if:
- anything is written in the answer space and is not worthy of credit (this includes text and symbols).
- Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.
8. The scoris **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.** If you have any questions or comments for your team leader, use the phone, the scoris messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to your Team Leader (Supervisor) by the end of the marking period. The Assistant Examiner's Report Form (AERF) can be found on the RM Cambridge Assessment Support Portal (and for traditional marking it is in the Instructions for Examiners). Your report should contain notes on particular strength displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

## 11. Annotations used in the detailed Mark Scheme

Annotation	Description	Annotation	Description
	Tick	<b>KU</b>	Knowledge and understanding / indicates AO1 on Q8
	Cross	<b>EG</b>	Example/Reference / indicates AO2 on Q8
<b>BOD</b>	Benefit of doubt	<b>DEV</b>	Development / indicates AO3 on Q8
<b>TV</b>	Too vague	<b>L1</b>	Level 1 response on Q8
<b>REP</b>	Repeat	<b>L2</b>	Level 2 response on Q8
<b>S</b>	Indicates sub-max reached where relevant	<b>L3</b>	Level 3 response on Q8
<b>SEEN</b>	Noted but no credit given	<b>BP</b>	Blank page
<b>IRRL</b>	Significant amount of material which doesn't answer the question		

- Sub-maxes are indicated with **SEEN**; the guidance section of the mark scheme shows which questions these are relevant to.
- **KU** and **DEV** used instead of ticks on the extended response question to indicate where knowledge or development points from the indicative content have been made.
- On the extended response question (Q8), one KU or DEV does not necessarily equate to one mark being awarded; the marking is based on a levels of response mark scheme which awards a level and mark holistically based upon the quality of the response overall against the levels descriptors.

Section A					
Question		Answer		Marks	Guidance
1		<b>Two marks from:</b>		<b>2</b> (AO2)	Mark first 2 only  DNA teachers.
		1. Army Officers	Old Boys joined army which spread sport/games through Empire		
		2. Clergy	Old Boys joined church / became missionaries who spread sport/games through Empire		
		3. Industrialists	Old Boys became industrialists who set up teams to spread sport through the Empire		
		4. Politicians	Old Boys became politicians who were posted overseas / to the colonies and took their games with them		
2		<b>Two marks from:</b>		<b>2</b> (AO1)	DNA TASS  DNA facilities, coaching or competition on own
		1. Scholarships	Provide sports scholarships / bursaries		
		2. Facilities	Provide specialist / high quality / world class facilities for elite sport		
		3. Coaching	Provide specialist/high quality / world class coaching		
		4. Competition	Provide high level competition		
		5. Sport science	Provide sport science/medical support		
		6. Integration competition and study	Allow students to train and compete whilst studying, without conflict.		
		7. Institutes	Host centres of sporting excellence / sports institutes		

Section A				
Question	Answer		Marks	Guidance
3	<b>Two marks from:</b>		2 (AO2)	Mark first two only. Must give an e.g. to gain mark
	1. Accessibility	Technology can allow more people to access certain activities / facilities e.g. wheelchair ramps, swimming pool hoists.		
	2. Motivation	Technology can provide information which increases motivation and adherence e.g. Fitbit / activity trackers / heart rate monitors / GoPro		
	3. Progress /enjoyment	Some new technology makes learning skills easier or more enjoyable or safer so encourages participation e.g. low bounce balls, lighter bicycle frames, windballs		
	4. Inclusion	Technology allows disabled people to participate more easily e.g. running blades, adapted wheelchairs.		
	5. Opportunity	Technology allows more sport to be played in all weathers and after dark e.g. floodlights, synthetic turf pitches.		
	6. Mass production	Technology allows mass production of sporting equipment so it is readily available and cheap e.g. skis, bikes		
4	<b>Two marks from:</b>		2 (AO1)	Mark first two only
	1. Frustration	Frustration with result / performance of team / officials decisions / opposing fans' behaviour / release catharsis		
	2. Ritual	Hooliganism / tradition		
	3. Importance	Importance of event / derby matches / rivalries /media hype /religion		
	4. Alcohol /social drugs			
	5. Imitation	Imitation of violence on field / nature of the sport.		
	6. Deindividuation	Loss of self-awareness or sense of being an individual when part of a group / going along with the group		

Section A					
Question		Answer		Marks	Guidance
5		<b>Two marks from:</b>		<b>2</b> (AO2)	Mark first two only  Need reference to social class to gain mark.  Reference to effect on participation must be made.
		1. Lower class	Long working hours or little free time limited participation		
		2. Festivals	Festivals / holy days / wakes / fairs were the only opportunities for lower classes to participate		
		3. Upper class	Extensive free time for recreation, which meant they participated more.		
		4. Upper class	Extensive free time so could participate in long lasting activities such as fox hunting.		



Section B						
Question		Answer		Marks	Guidance	
6	(a)	<b>Six marks from:</b>			6 3 (AO1) 3 (AO2)	Mark first three only  Example must be paired to description to gain e.g. mark.
			Description – sub max 3	Example – sub max 3		
		1. Worldwide media coverage	Extensive media coverage on multiple platforms	Paralympics, World Cup football, Wimbledon, IPL		
		2. Movement	Freedom of movement of players	Spanish footballers play in English Premier League, English netballers play in Australian leagues		
		3. Fixtures	International fixtures on <b>regular</b> basis	Europa League, Heineken Cup		
		4. Commercial factors	Sport as a worldwide marketplace / worldwide business.	Replica Premier League football shirts sold in Asia, NBA shirts sold in UK.		
	5. Travel	Teams travel to compete at home and abroad. <b>Or</b> Spectators can follow their team/sport at home and abroad.	Premier League teams play midweek matches in Europe. Rugby fans travel to watch British Lions tour New Zealand.			

Section B				
Question	Answer		Marks	Guidance
(b)	<b>Five marks from:</b>		2 (AO1)	Sub max 2 for points 1-4
	1. Propaganda	Used to promote ideology /propaganda		
	2. Human rights	Used to raise awareness of discrimination		
	3. Terrorism	Used to generate media coverage of terrorism		
	4. Political protests	Boycotts in protest at actions / beliefs of other regimes	3 (AO2)	Sub max 3 for points 5-9 Venue and date of Olympic Games must be correct.
	<b>Propaganda</b> 5. e.g.	Berlin 1936		
	<b>Human Rights</b> 6. e.g.	Mexico 1968 (black power protest)		
	<b>Terrorism</b> 7. e.g.	Munich 1972 (Palestinian terrorists murder Israeli athletes)		
	<b>Political Protests</b> 8. e.g.	Moscow 1980 (USA led western boycott in protest of Soviet invasion of Afghanistan)		
	9. e.g.	Los Angeles 1984 (Soviet Union led Eastern Bloc boycott in protest of anti-Soviet propaganda and security concerns. Tit for tat)		

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<b>(d)</b>	<b>Five marks from:</b>		<b>5</b> <b>(AO2)</b>	
	1. Facilities	Provision of facilities		
	2. Coaching	Training of coaches		
	3. Talent ID	Talent identification		
	4. Screening	Physiological or psychological screening of desirable attributes		
	5. Sports science	Physiological support e.g. Biomechanics / dietitian / physiotherapy / medical support		
	6. Competition structure	Development of competitions / clubs		
	7. Train officials	Train officials at all levels		
	8. Scholarships / funding	Allocating financial support for identified elite climbers		
	9. Sports psychology	Psychological support / stress management/dealing with pressure		
	10. Campaigns	Campaigns to promote the sport		

<b>Section C</b>		
<b>Question</b>	<b>Answer</b>	<b>Guidance</b>
<b>8*</b>	<p><b>Level 3 (8–10 marks)</b></p> <ul style="list-style-type: none"> <li>• detailed knowledge and excellent understanding (AO1)</li> <li>• well-argued, independent opinion and judgements which are well supported by relevant practical examples (AO2)</li> <li>• detailed analysis and critical evaluation (AO3)</li> <li>• very accurate use of technical and specialist vocabulary</li> <li>• there is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</li> </ul>	<p><b>Level 3 discriminators</b></p> <ul style="list-style-type: none"> <li>• AO1, AO2 and AO3 are all well covered</li> <li>• Detailed understanding of how women’s changing status has affected women’s participation and performance with relevant examples</li> <li>• Detailed understanding of how commercialisation has altered women’s participation and performance with relevant examples</li> <li>• Analysis rather than description</li> <li>• At 9/10marks both aspects are well addressed with specific analysis of the changing status of women and effects of commercialisation</li> <li>• At 8 marks there may be some imbalance between different parts of the question</li> </ul>
	<p><b>Level 2 (5–7 marks)</b></p> <ul style="list-style-type: none"> <li>• good knowledge and clear understanding (AO1)</li> <li>• independent opinions and judgements will be present but may not always be supported by relevant practical examples (AO2)</li> <li>• good analysis and critical evaluation (AO3)</li> <li>• generally accurate use of technical and specialist vocabulary</li> <li>• there is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</li> </ul>	<p><b>Level 2 discriminators</b></p> <ul style="list-style-type: none"> <li>• Some success at more developed AO2 and/or AO3 points</li> <li>• Good understanding of how women’s changing status has affected women’s participation and performance with some examples</li> <li>• Good understanding of how commercialisation has altered women’s participation and performance with some examples</li> <li>• Some analysis but may be mainly descriptive</li> <li>• Both aspects of the question addressed but possibly unequally</li> <li>• At 7 marks some AO3 analysis is shown.</li> </ul>

Section C			
Question	Answer	Guidance	
	<p><b>Level 1 (1–4 marks)</b></p> <ul style="list-style-type: none"> <li>• satisfactory knowledge and understanding (AO1)</li> <li>• occasional opinion and judgement but often unsupported by relevant practical examples (AO2)</li> <li>• limited evidence of analysis and critical evaluation (AO3)</li> <li>• technical and specialist vocabulary used with limited success</li> <li>• the information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</li> </ul>	<p><b>Level 1 discriminators</b></p> <ul style="list-style-type: none"> <li>• Basic AO1 or AO2 knowledge and understanding</li> <li>• Limited understanding of how women’s changing status has affected women’s participation and performance with few examples</li> <li>• Limited understanding of how commercialisation has altered women’s participation and performance, with few examples</li> <li>• Little or no attempt at analysis</li> <li>• Response shows imbalance.</li> </ul>	
		<b>(0 marks)</b> No response or no response worthy of credit.	
Question	Indicative content	Marks	Guidance
8*	<p><b><u>Status of women in twentieth century</u></b></p> <p>1. Background – early 20<sup>th</sup> century            Women expected to fulfil a traditional role (AO1)            e.g. Housewife, child carer. (AO2)</p> <ul style="list-style-type: none"> <li>• Therefore, they had little free time for sport (AO3)</li> </ul> <p>Women viewed as weaker sex (AO1)</p> <p>Society had traditional expectation of women’s behaviour and appearance (AO1)            e.g. graceful, neat, clean etc. (AO2)</p> <ul style="list-style-type: none"> <li>• This conflicted with participation in many sports (AO3)            e.g. football, rugby (AO2)</li> <li>• Certain sports conformed to the sex role stereotype so were acceptable (AO3)            e.g. tennis, gymnastics. (AO2)</li> </ul>	<p><b>10</b></p> <p>AO1 x3</p> <p>AO2 x3</p> <p>AO3 x4</p>	<p>KU= AO1</p> <p>E.G. = AO2</p> <p>DEV = AO3</p>



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	<p>Limited female participation in sport (AO1) e.g. PE in schools only introduced in 1918 (AO2)</p> <p>2. Stereotyping Sport was stereotypically masculine. (AO1)</p> <ul style="list-style-type: none"> <li>• Women were expected to behave in “ladylike” way.(AO3)</li> <li>• Clothing had to be modest and was difficult to move in.(AO3)</li> <li>• Vigorous sport thought to be dangerous to child bearing. (AO3)</li> <li>• There were exceptions (AO3) e.g. gymnastics, tennis, cycling (AO2)</li> </ul> <p>3. Variety Fewer opportunities for women to compete (AO1) e.g. fewer events for women in the Olympics (AO2)</p> <p>4. Media coverage Limited / no media coverage of women’s sport (AO1)</p> <p>5. Amateur Women’s sports mostly amateur (AO1) e.g. exception – golf, tennis in late 20<sup>th</sup> century (AO2)</p> <p>6. Discrimination Discrimination against women in sport (AO1) e.g. men-only golf clubs (AO2)</p> <p><b><u>Changes in women’s status into twenty-first century</u></b></p> <p>7. Opportunity Increased quantity of women’s sports events and participation (AO1) e.g. women’s Premier League football (AO2)</p> <ul style="list-style-type: none"> <li>• standards of play increase (AO3)</li> </ul>		

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	<p>8. Media coverage Increased media coverage of women's sport / wider range of women's sports shown (AO1) e.g. Women's Ashes series (AO2) e.g. Super League Netball (AO2)</p> <ul style="list-style-type: none"> <li>• still far more coverage of men's sport (AO3)</li> </ul> <p>9. Societal role Traditional perceptions of women's role in society being challenged (AO1) e.g. shared childcare gives women more time to participate in sport (AO2) e.g. This Girl Can (AO2)</p> <p>10. Challenged stereotypes Women now participate in 'men's' sports (AO1)</p> <ul style="list-style-type: none"> <li>• role models now exist in traditionally male sports (AO3) e.g. Nicola Adams, boxing (AO2)</li> <li>• increased media coverage of women in these sports (AO3) e.g. women's hammer, boxing (AO2)</li> <li>• traditional views remain (AO3)</li> </ul> <p>11. Equality Increasing gender equality (AO1) Equal pay / prize money for women in some sports (AO1) e.g. tennis (AO2) Wage / prize money inequality remains huge in many sports (AO3) e.g. football (AO2)</p> <p>12. Discrimination Reduced discrimination against women (AO1) Gender Equality Act should prevent it (AO1) e.g. reduction in male-only golf clubs (AO2)</p> <ul style="list-style-type: none"> <li>• discrimination remains in certain areas (AO3)</li> </ul>		

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	<p><b><u>Effects of commercialisation</u></b></p> <p>13. Revenue Increased revenues for women's sports (AO1) have...</p> <ul style="list-style-type: none"> <li>• made sport a potential career for women(AO3)</li> <li>• increased prize money (AO3)</li> <li>• wage disparities between men and women's sport still often large (AO3)</li> <li>• enabled more women's sports to become professional (AO3) e.g. women's Premier League football, Netball Super League, WNBA, women's golf (AO2)</li> <li>• enabled more women to train full time (AO3)</li> </ul> <p>14. Media coverage Commercialisation has led to increased media coverage (AO1) which has...</p> <ul style="list-style-type: none"> <li>• raised profile of women's sport (AO3)</li> <li>• which has stimulated participation (AO3)</li> <li>• increased profile of role models stimulates participation (AO3) e.g. Jessica Ennis (athletics), Steph Houghton (football), Maggie Alphonsi (rugby union) (AO2)</li> </ul> <p>15. Female presenters Increased number of female sports presenters/pundits/commentators (AO1) e.g. Gabby Logan, Clare Balding, Alex Scott, Enida Alukom (AO2)</p> <ul style="list-style-type: none"> <li>• Now found in traditionally male sports (AO3)</li> <li>• E.g. Match of the Day, football World Cup. Six Nations rugby (AO2)</li> <li>• But often young/attractive women (AO3)</li> </ul> <p>16. Sponsorship Increased sponsorship for female athletes (AO1)</p> <ul style="list-style-type: none"> <li>• enabled more to train and play sport full time (AO3)</li> <li>• made sports career more financially viable for female athletes (AO3)</li> <li>• is lucrative in relatively few sports (AO3) e.g. tennis, golf, football, netball (AO2)</li> </ul>		