



Oxford Cambridge and RSA

**GCE**

**Physical Education**

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

A Level

**Mark Scheme for June 2022**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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## 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 RM assessor and mark the 10 practice responses (“scripts”) and the 10 standardisation responses

YOU MUST MARK 10 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. Work crossed out:
  - a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
  - b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
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. There is a NR (No Response) option. Award NR (No Response)
- if there is nothing written at all in the answer space
  - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
  - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question

Note: Award 0 marks - for an attempt that earns no credit (including copying out the question)

8. The RM assessor **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:
- a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - b. **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

	?	Unclear
	BOD	Benefit of doubt
	Cross	Incorrect
	L1	Level 1
	L2	Level 2
	L3	Level 3
	REP	Repeat
	Tick	Correct
	VG	Vague
	SEEN	Noted but no credit given
	S	S (indicates 'sub max reached')
	EG	Example
	K	Knowledge
	DEV	Development

- Sub-maxes are indicated with **S**; the guidance section of the mark scheme shows which questions these are relevant to.
- **K** 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 this extended response question, one K 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>Example:</b>		1 AO2	Mark <b>first</b> attempts only
			1. Mob games / mob football			
			2. Smock racing			
			3. Pedestrianism			
			4. Cock fighting / throwing at cocks			
			5. Pugilism / bare knuckle fighting.			
			<b>Characteristics:</b>			
			6. Simple / not written / few rules			
			7. Occasional / irregular			
			8. Violent / cruel			
9. Local						
10. Simple resources.						
2			1. Development of competitors	To develop their physical and moral qualities	2 AO1	Mark first <b>two</b> attempts only
			2. To promote international goodwill / world peace	Encouraging international cooperation		
			3. Unity of competitors	(Bringing people together) through a festival of sport held every four years.		
			4. To educate (young) people	To improve their international understanding		
3			1. Improve sports techniques / performance	By watching videos or using apps	2 AO2	DNA references to television as examples.  'Using the internet' = REP (question wording)
			2. Learn about opportunities	Using sports specific websites, local websites, BBC sport.		
			3. Increase knowledge	About sports / players / clubs / rules / results by using websites and apps.		
			4. Dialogue / discussion with top coaches and players	Through social media		

Section A					
Question		Answer		Marks	Guidance
4		1. Attract top level competitions to the UK		2 AO2	If more than 2 circled 0 marks awarded.
		2. Distribute lottery funding			
5		1. <u>Illegal</u> gambling	Match fixing / spot fixing.	2 AO1	Mark first <b>two</b> attempts only.  Pt1 DNA gambling alone  DNA Violence alone  Accept 'blood doping.'
		2. Player violence	Aggression on the pitch.		
		3. Cheating	Using illegal equipment, deliberately breaking rules to gain advantage		
		4. Bribery	Bribing officials / players		
		5. Gamesmanship	Bending the rules to intimidate or influence opposition		
		6. Hooliganism	Spectator violence		

Section B					
Question		Answer		Marks	Guidance
6	(a)	1. Shorter working hours / more free time	1/2 days Weds or Sat.	6 AO1	Command word 'identify' no explanation needed.
		2. Public holidays	Bank Holidays introduced.		
		3. New facilities	Facilities built, parks, public baths.		
		4. Improved transport	Railways gave access to seaside and countryside / improved roads good for cycling.		
		5. Better education	Working classes now educated / could understand more complex rules.		
		6. Increased income	Wages increased / working classes had more disposable income / broken time payments		
		7. Middle class influence	Middle class employers encouraged participation. Factory owners formed teams and sponsored excursions.		
		8. Health	Improved health and energy levels.		



Section B					
Question		Answer		Marks	Guidance
6	(b)i	1. 1936 Berlin	Games used as Nazi propaganda	2 AO1	Must have year, venue and incident for the award of 1-5.  KU on date / venue. Tick for correct incident SEEN for incorrect incident  Pt 2 BOD 'Mexico'  Pt 3 Palestinian terrorism alone = TV.
		2. 1968 Mexico City	Black Power demonstration (against the lack of civil rights in the USA)		
		3. 1972 Munich	Palestinian terrorists (Black September) kidnapped Israeli athletes (to demand release of Palestinian prisoners.)		
		4. 1980 Moscow	Western nations / USA boycotted Games (to protest against Soviet invasion of Afghanistan)		
		5. 1984 Los Angeles	Communist boycott in retaliation for Moscow. (Used lack of security and over commercialisation as excuses.)		
6	(b)ii	1. Financial	Loss of sponsorship / funding / income	2 AO2	
		2. Tourism	Loss of tourism / reduced visitors		
		3. Reputation	Poor image / damaged reputation		
		4. Political damage	Embarrassment / reduction in popularity for ruling politicians		
		5. Confidence in hosts	Country may not be chosen to host other major events.		

Section B						
Question		Answer			Marks	Guidance
6	(c)		<b>1980</b>	<b>21<sup>st</sup> century</b>	<b>4 AO2</b>	Must make direct comparisons.  Where necessary stamp KU for first half of comparison and tick second half.
		1. Media coverage	Minimal media coverage of women's sport	Increased media coverage of women's sport.		
		2. Sexualisation	Women often represented in sexualised way in media.	Sportswomen now usually represented without female stereotyping.		
		3. Fixtures/competitions	Few international teams or elite level fixtures.	Increase in elite level competitions and teams		
		4. Sponsorship	Limited to very few sports and individuals.	More widespread sponsorship of women's sport		
		5. Equality	Women could be openly discriminated against	Legislation in place to prevent discrimination		
		6. Professionalism	Majority of elite women's sport was amateur.	More female professionalism in a variety of sports		
		7. Income	Lower prize money / salary / revenue	Higher prize money / salary / revenue		
		8. Role Models	Very few female sporting role models	Many role models in a variety of sports		
		9. Numbers of elite women	Fewer elite women (fewer sports, fewer events)	More elite women (more sports, more events)		

Section B						
Question		Answer		Marks	Guidance	
6	(d)		Cause	Effect	6 AO3	Cause and effect are both required for credit.
			1. Half day Wednesday / Saturday	So people had more time to attend matches.		
			2. Income increased	So people had more money for tickets and transport		
			3. <b>Public</b> transport	Huge improvements in <b>public</b> transport (buses, trams) made it easier for people to get to matches.		
			4. Improved facilities	Purpose built new stadia which had greater capacities and were more comfortable for spectators.		
			5. Printed media	Increased amount of printed media raised awareness of popular events		
			6. Increased literacy/education	Working classes were now more literate so could access information / adverts in printed media.		
			7. Club influence	Clubs encouraged spectators to attend (to increase revenue)		
			8. Paid players	Professionalism raised standards and made game more entertaining so crowds increased		

7	(a)	(i)	1. Increasing number of premier league teams have gambling companies as their main sponsor.	1 AO3	Sub max 4 pts 1-6 and 7-10		
		(ii)	<b>Effect on Football</b>			5 AO3	
			1. Resources				Clubs can afford better facilities/ equipment / staff
			2. Standards				Standards of play are raised
			3. Revenue				More money for clubs and players
			4. Spectator facilities				Better facilities for spectators
			5. Poor image				Potentially negative image for football
			6. Loss of supporters				Supporters who don't agree with gambling may be alienated
			<b>Effect on Society</b>				
			7. Health risk				Gambling can become addictive/compulsive
			8. Promotes gambling				Encourages people to gamble.
9. Poor role modelling	Gambling 'endorsed' by top clubs/player.						
10. Illegal gambling	May encourage illegal gambling.						

7	(b)		1. Popularity	Increased public interest in sport.	4 AO1	Mark first <b>four</b> attempts only
			2. Globalisation.	Sport is now global and the international exposure attracts sponsors.		
			3. Increased professionalism / raised standard	Professional / better sports players attract greater levels of sponsorship		
			4. Increased media interest	Increased media coverage attracts more sponsors.		
			5. Large number of marketing opportunities	Increased merchandise / clothing associated with sport		
			6. Provides cheap exposure for companies.	Media coverage and sponsorship of sport is cheap compared with other commercial opportunities.		

7	(c)		<b>Example of new technology</b>	<b>Influence on player safety</b>	6 AO2	To gain credit the candidate must link examples to safety of the performer.
			1. Enhanced safety equipment / clothing	Help prevent/decrease the severity of injuries.		
			2. Ingestible / wearable computers	Provide information about physiological status to prevent over exertion / injury		
			3. Modern physiological testing / testing equipment	Weaknesses can be identified and improved so injuries do not occur.		
			4. Gait analysis	Allows imperfections to be identified and corrected.		
			5. Technical / video analysis / limb kinematics	To identify poor technique which may lead to injury.		
			6. Scrum machines/ball machines	Training equipment which assists the development of error free technique.		
			7. Precision hydration	Allows athletes to compete at optimum hydration level and assists fatigue resistance.		
			8. Hypoxic chambers	Can be used to enhance fitness levels and make athlete more fatigue resistant.		
			9. Artificial playing surfaces	Slip resistant and impact absorbing so injuries are prevented.		
			10. Footwear technology	Footwear designed and fitted with precision for the individual sport / player.		
		11. Improved detection of foul play	Use of review / third official prevents injuries caused by foul play.			

7	(d)			4 AO3	
		<b>Advantages of legal supplements</b>			
		1. Punishment	No punishment for taking them		
		2. Health	Less likely to harm athlete's health / safer		
		<b>Disadvantages of legal supplements</b>			
		3. Contamination	Some legal supplements have been found to contain banned substances so might be illegal.		
		4. Side effects / long term effects	Some legal supplements may cause health problems – creatine - digestive problems, energy drinks – tooth decay.		
5. Lack of effectiveness	Not as effective as PEDs.				

## Levels of response

Section C		
Question	Answer	Guidance
8*	<p><b>Level 3 (8–10 marks)</b></p> <ul style="list-style-type: none"> <li>• detailed knowledge &amp; understanding (AO1)</li> <li>• clear and consistent practical application of knowledge &amp; understanding (AO2)</li> <li>• effective analysis/evaluation and/or discussion/explanation/development (AO3)</li> <li>• 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>At Level 3 responses <u>are likely</u> to include:</b></p> <ul style="list-style-type: none"> <li>• Detailed knowledge of the moral and ethical values of public school sport in 19<sup>th</sup> century.</li> <li>• A clear understanding of the concept of commercialism and how contemporary sport is affected.</li> <li>• A clear understanding of the pressure to win in contemporary sport and its link to commercialism and deviance.</li> <li>• May acknowledge that public school values are not completely lost in contemporary sport.</li> <li>• Must include AO2s and AO3s</li> </ul>
	<p><b>Level 2 (5–7 marks)</b></p> <ul style="list-style-type: none"> <li>• satisfactory knowledge &amp; understanding (AO1)</li> <li>• some success in practical application of knowledge (AO2)</li> <li>• analysis/evaluation and/or discussion/explanation/development attempted with some success (AO3)</li> <li>• technical and specialist vocabulary used with some accuracy</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>At Level 2 responses <u>are likely</u> to include:</b></p> <ul style="list-style-type: none"> <li>• Good knowledge of the ethics and morals of public school sport.</li> <li>• Clear understanding of the term commercialisation and its implications for sport</li> <li>• Some understanding of the link between deviance and commercialisation</li> <li>• May only acknowledge the loss of public school values in contemporary sport</li> <li>• Must include AO2s or AO3s</li> </ul>



Section C		
Question	Answer	Guidance
	<p><b>Level 1 (1–4 marks)</b></p> <ul style="list-style-type: none"> <li>• basic knowledge &amp; understanding (AO1)</li> <li>• little or no attempt at practical application of knowledge (AO2)</li> <li>• little or no attempt to analyse/evaluate and/or discuss/explain/develop (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>At Level 1 responses <u>are likely</u> to include:</b></p> <ul style="list-style-type: none"> <li>• Some understanding of public school values and ethos. May only refer to the concept of sportsmanship.</li> <li>• Some understanding of commercialisation but may not be able to link it to deviance and loss of public school values.</li> <li>• Most credit will be AO1</li> </ul> <p>Maximum of 3 to be awarded for AO1 only</p>
	<p><b>(0 marks)</b> No response or no response worthy of credit.</p>	

8.

**Marks:** 10 (AO1 x3, AO2 x3, AO3 x4)**Guidance:** Maximum of 3 marks to be awarded for AO1.

Maximum of 3 marks to be awarded for AO2

Maximum of 4 marks to be awarded for AO3

**Indicative Content: Public School Values**

<b>AO1- KU</b>	<b>AO2 – E.G.</b>	<b>AO3 - DEV</b>
1. Sport used for social control / to improve behaviour	e.g. Through inter house matches	<ul style="list-style-type: none"> <li>➤ Introduced by Thomas Arnold at Rugby School</li> <li>➤ Ethics and morals were important.</li> </ul>
2. Sport was used to build character	e.g. Leadership, self-control, honesty, courage	
3. Muscular Christianity		<ul style="list-style-type: none"> <li>➤ Philosophy that a healthy mind would flourish in a healthy body. Developing morals through sport.</li> </ul>
4. Cult of athleticism		<ul style="list-style-type: none"> <li>➤ The combination of physical endeavour and moral integrity</li> </ul>
5. Public Schools practised fair play / sportsmanship / team work	e.g. Officials were not needed in competitive games. The boys / ex boys regulated themselves.	<ul style="list-style-type: none"> <li>➤ Playing to the rules and practising sportsmanship was very important.</li> <li>➤ Belief that playing honourably / courageously was more important than winning</li> </ul>

**Indicative Content: Effect of Commercialisation on Contemporary Sport**

AO1 - KU	AO2 – E.G.	AO3 - DEV
6. Commercialisation is the buying and selling of sport		<ul style="list-style-type: none"> <li>➤ The ‘golden triangle.’</li> <li>➤ Sport is a commodity</li> <li>➤ Modern sport is all about money</li> </ul>
7. Commercialism brings fame and fortune.	e.g. sponsorship e.g. prize money e.g. media coverage	<ul style="list-style-type: none"> <li>➤ Athletes can achieve social mobility</li> </ul>
8. Sport has become a business	e.g. selling of merchandise	
9. Success makes sports/players commercially attractive		<ul style="list-style-type: none"> <li>➤ Need for success has encouraged ‘win at all costs’ approach.</li> <li>➤ Lombardian ethic.</li> </ul>
10. Unsuccessful sports / players have no commercial value		<ul style="list-style-type: none"> <li>➤ Increases pressure to succeed</li> </ul>
11. Deviance is a factor in contemporary sport	e.g. performance enhancing drugs e.g. deliberate rule breaking e.g. bribery e.g. illegal gambling	<ul style="list-style-type: none"> <li>➤ Deviance practiced to gain unfair advantage and increase success.</li> </ul>
12. Changes to traditional rules and formats	e.g. one day / limited over cricket e.g. rugby 7's e.g. tennis tie breaks e.g. scoring system in badminton	<ul style="list-style-type: none"> <li>➤ Media companies have influenced changes in traditional rules / formats</li> <li>➤ NGBs have accepted changes to attract media coverage</li> </ul>

**Indicative Content: Contemporary Sportsmanship / Endurance of Public School Values**

AO1 - KU	AO2 – E.G.	AO3 - DEV
13. Less sportsmanship in sport today	e.g. batsmen used to 'walk' in cricket but now wait to be given out. e.g. hockey players would raise hand if they kicked the ball but not now. e.g. players wouldn't question official's decision but will now.	<ul style="list-style-type: none"> <li>➤ Potential deviance puts pressure on officials and administrators.</li> <li>➤ High financial stakes put pressure on officials</li> </ul>
14. Electronic officiating now needed in most elite sport	e.g. TMO, Hawkeye, etc.	<ul style="list-style-type: none"> <li>➤ Human error needs to be eradicated as stakes so high.</li> <li>➤ Goes against public school values when no officials at all were needed.</li> </ul>
15. Public school values lost to deviance and win at all costs philosophy.		<ul style="list-style-type: none"> <li>➤ Winning now much more important than playing fairly / well.</li> </ul>
16. But some sportsmanship and tradition remains in contemporary sport	e.g. Kicking ball out for injury e.g. Returning the ball to opposition after a stoppage e.g. Helping a fellow competitor over the line e.g. Halving a hole in golf rather than pressuring opponent for final shot. e.g. Shaking hands e.g. Tunnel in rugby. e.g. Clapping a batsman in in cricket e.g. Golfers owning up to foul strokes e.g. Clapping opponents' goals in netball.	<ul style="list-style-type: none"> <li>➤ Etiquette still an important part of many sports</li> <li>➤ Governing bodies encourage sportsmanship.</li> </ul>
17. A little of the public school ethos still exists in contemporary sport.		

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