



**GCE**

**Physical Education**

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

Advanced GCE

**Mark Scheme for June 2018**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.



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.

© OCR 2018

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		
			1. 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		

Question			Answer	Marks	Guidance
3			<b>Two marks from:</b>	<b>2</b> (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			4. Inclusion	<b>2</b> (AO1)	Mark first two only
			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		
			<b>Two marks from:</b>		
			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		

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		
			2. Festivals		
			3. Upper class		
			4. Upper class		

Section B						
Question			Answer			Guidance
6	(a)		<b>Six marks from:</b>			<b>6</b>
				Description – sub max 3	Example – sub max 3	3
			1. Worldwide media coverage	Extensive media coverage on multiple platforms	Paralympics, World Cup football, Wimbledon, IPL	(AO1)
			2. Movement	Freedom of movement of players	Spanish footballers play in English Premier League, English netballers play in Australian leagues	3
			3. Fixtures	International fixtures on <b>regular</b> basis	Europa League, Heineken Cup	(AO2)
			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.	

Question			Answer	Marks	Guidance	
	b)		Five marks from:		2	Sub max 2 for points 1-4
			1. Propaganda	Used to promote ideology /propaganda	(AO1)	Sub max 3 for points 5-9 Venue and date of Olympic Games must be correct.
			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	
			Propaganda 5. e.g.	Berlin 1936	(AO2)	
			Human Rights 6. e.g.	Mexico 1968 (black power protest)		
			Terrorism 7. e.g.	Munich 1972 (Palestinian terrorists murder Israeli athletes)		
			Political Protests 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)		



Question			Answer	Marks	Guidance																																	
	(c)		<p><b>Five marks from:</b></p> <table><tr><td></td><td><b>Pre-industrial Sport (mostly)</b></td><td><b>19<sup>th</sup> Century Public Schools</b></td></tr><tr><td>1. Area</td><td>Unlimited playing area</td><td>Specific pitches / markings</td></tr><tr><td>2. Rules</td><td>Unwritten rules / simple rules</td><td>Written rules / codified rules</td></tr><tr><td>3. Clothing</td><td>Everyday clothing worn</td><td>Specialised sports clothing worn</td></tr><tr><td>4. Ethos</td><td>Violent / cruel</td><td>Less violent / fair play emphasized / gentlemanly / sportsmanship</td></tr><tr><td>5. Frequency</td><td>Occasional / irregular</td><td>Played regularly</td></tr><tr><td>6. Team size</td><td>Unlimited teams</td><td>Specific team sizes</td></tr><tr><td>7. Resources</td><td>Simple / natural resources</td><td>Used equipment and facilities.</td></tr><tr><td>8. Coaching</td><td>No coaching</td><td>Some coaching</td></tr><tr><td>9. Occupational</td><td>Linked to occupations</td><td>Not linked to occupations</td></tr><tr><td>10. Transport</td><td>Local</td><td>Travel to fixtures</td></tr></table>		<b>Pre-industrial Sport (mostly)</b>	<b>19<sup>th</sup> Century Public Schools</b>	1. Area	Unlimited playing area	Specific pitches / markings	2. Rules	Unwritten rules / simple rules	Written rules / codified rules	3. Clothing	Everyday clothing worn	Specialised sports clothing worn	4. Ethos	Violent / cruel	Less violent / fair play emphasized / gentlemanly / sportsmanship	5. Frequency	Occasional / irregular	Played regularly	6. Team size	Unlimited teams	Specific team sizes	7. Resources	Simple / natural resources	Used equipment and facilities.	8. Coaching	No coaching	Some coaching	9. Occupational	Linked to occupations	Not linked to occupations	10. Transport	Local	Travel to fixtures	<b>5</b>  (AO3)	Both sides of comparison are needed to gain a mark.
	<b>Pre-industrial Sport (mostly)</b>	<b>19<sup>th</sup> Century Public Schools</b>																																				
1. Area	Unlimited playing area	Specific pitches / markings																																				
2. Rules	Unwritten rules / simple rules	Written rules / codified rules																																				
3. Clothing	Everyday clothing worn	Specialised sports clothing worn																																				
4. Ethos	Violent / cruel	Less violent / fair play emphasized / gentlemanly / sportsmanship																																				
5. Frequency	Occasional / irregular	Played regularly																																				
6. Team size	Unlimited teams	Specific team sizes																																				
7. Resources	Simple / natural resources	Used equipment and facilities.																																				
8. Coaching	No coaching	Some coaching																																				
9. Occupational	Linked to occupations	Not linked to occupations																																				
10. Transport	Local	Travel to fixtures																																				
	(d)		<p><b>Four marks from:</b></p> <table><tr><td>1. Curriculum</td><td>Compulsory PE / part of national curriculum</td></tr><tr><td>2. Initiatives</td><td>Initiatives such as PESSYP and SSCO increased participation opportunities</td></tr><tr><td>3. Type of school</td><td>Fee paying schools traditionally offer more opportunities</td></tr><tr><td>4. Competition</td><td>Teams and inter-school fixtures give pupils the chance to participate competitively</td></tr><tr><td>5. Extra-curricular clubs</td><td>Lunch time and after school clubs widen participation opportunities</td></tr><tr><td>6. Qualifications</td><td>Some PE and sport examinations / qualifications require and reward participation</td></tr><tr><td>7. Introduction</td><td>PE lessons introduce pupils to a wide range of sports and activities</td></tr><tr><td>8. School-club links</td><td>Links with community clubs can increase participation</td></tr><tr><td>9. Negative experience</td><td>Negative school experience can discourage participation</td></tr><tr><td>10. Knowledge</td><td>Education about health benefits increases participation</td></tr></table>	1. Curriculum	Compulsory PE / part of national curriculum	2. Initiatives	Initiatives such as PESSYP and SSCO increased participation opportunities	3. Type of school	Fee paying schools traditionally offer more opportunities	4. Competition	Teams and inter-school fixtures give pupils the chance to participate competitively	5. Extra-curricular clubs	Lunch time and after school clubs widen participation opportunities	6. Qualifications	Some PE and sport examinations / qualifications require and reward participation	7. Introduction	PE lessons introduce pupils to a wide range of sports and activities	8. School-club links	Links with community clubs can increase participation	9. Negative experience	Negative school experience can discourage participation	10. Knowledge	Education about health benefits increases participation	<b>4</b>  (AO1)	Allow relevant opposite views e.g. no after school clubs limits participation													
1. Curriculum	Compulsory PE / part of national curriculum																																					
2. Initiatives	Initiatives such as PESSYP and SSCO increased participation opportunities																																					
3. Type of school	Fee paying schools traditionally offer more opportunities																																					
4. Competition	Teams and inter-school fixtures give pupils the chance to participate competitively																																					
5. Extra-curricular clubs	Lunch time and after school clubs widen participation opportunities																																					
6. Qualifications	Some PE and sport examinations / qualifications require and reward participation																																					
7. Introduction	PE lessons introduce pupils to a wide range of sports and activities																																					
8. School-club links	Links with community clubs can increase participation																																					
9. Negative experience	Negative school experience can discourage participation																																					
10. Knowledge	Education about health benefits increases participation																																					

Question			Answer	Marks	Guidance																																				
7	(a)		<p><b>Six marks from:</b> <b>Effect on the Sport (Football)</b></p> <table><tr><td>1.</td><td>Increased TV revenues</td><td>Increased revenues to football / clubs from media coverage</td></tr><tr><td>2.</td><td>Wages / transfers</td><td>Increased wages / transfer fees</td></tr><tr><td>3.</td><td>Development of players</td><td>Increased funding is available for grassroots development</td></tr><tr><td>4.</td><td>Development of facilities</td><td>Increased revenue finances the building of new facilities.</td></tr><tr><td>5.</td><td>Standard of play</td><td>Is increased</td></tr><tr><td>6.</td><td>Over-reliance</td><td>Football as a sport / football clubs become too reliant on TV revenue</td></tr><tr><td>7.</td><td>Inequality</td><td>Rich clubs get richer, lower league clubs gain less revenue.</td></tr><tr><td>8.</td><td>Media control</td><td>Media companies pay so much for matches that they can influence when they are played.</td></tr></table> <p><b>Effect on the Spectators</b></p> <table><tr><td>9.</td><td>TV subscriptions</td><td>Prices increase</td></tr><tr><td>10.</td><td>Entertainment</td><td>Standard of play increases / game more exciting</td></tr><tr><td>11.</td><td>Prohibitive expense</td><td>Subscriptions increase so much spectators can no longer afford to watch.</td></tr><tr><td>12.</td><td>Disrupted coverage</td><td>Increased advert breaks due to media companies recouping increased costs</td></tr></table>	1.	Increased TV revenues	Increased revenues to football / clubs from media coverage	2.	Wages / transfers	Increased wages / transfer fees	3.	Development of players	Increased funding is available for grassroots development	4.	Development of facilities	Increased revenue finances the building of new facilities.	5.	Standard of play	Is increased	6.	Over-reliance	Football as a sport / football clubs become too reliant on TV revenue	7.	Inequality	Rich clubs get richer, lower league clubs gain less revenue.	8.	Media control	Media companies pay so much for matches that they can influence when they are played.	9.	TV subscriptions	Prices increase	10.	Entertainment	Standard of play increases / game more exciting	11.	Prohibitive expense	Subscriptions increase so much spectators can no longer afford to watch.	12.	Disrupted coverage	Increased advert breaks due to media companies recouping increased costs	6  (AO3)	Sub max 5 for points 1-8
1.	Increased TV revenues	Increased revenues to football / clubs from media coverage																																							
2.	Wages / transfers	Increased wages / transfer fees																																							
3.	Development of players	Increased funding is available for grassroots development																																							
4.	Development of facilities	Increased revenue finances the building of new facilities.																																							
5.	Standard of play	Is increased																																							
6.	Over-reliance	Football as a sport / football clubs become too reliant on TV revenue																																							
7.	Inequality	Rich clubs get richer, lower league clubs gain less revenue.																																							
8.	Media control	Media companies pay so much for matches that they can influence when they are played.																																							
9.	TV subscriptions	Prices increase																																							
10.	Entertainment	Standard of play increases / game more exciting																																							
11.	Prohibitive expense	Subscriptions increase so much spectators can no longer afford to watch.																																							
12.	Disrupted coverage	Increased advert breaks due to media companies recouping increased costs																																							

Question		Answer	Marks	Guidance																
	(b)	<p><b>Four marks from:</b></p> <table><tr><td>1. Deviance</td><td>Increased likelihood of match fixing/bribery /corruption</td></tr><tr><td>2. Players</td><td>Performers can develop gambling problems</td></tr><tr><td>3. Society</td><td>Can lead to addiction/debt</td></tr><tr><td>4. Sponsorship</td><td>Gambling companies provide sponsorship which may cause negative role modeling / encourage betting</td></tr><tr><td>5. Advertising</td><td>Volume of adverts</td></tr><tr><td>6. Access</td><td>Access to betting online in various forms makes it easier than ever to get involved</td></tr><tr><td>7. Illegality</td><td>Rise in illegal betting</td></tr></table>	1. Deviance	Increased likelihood of match fixing/bribery /corruption	2. Players	Performers can develop gambling problems	3. Society	Can lead to addiction/debt	4. Sponsorship	Gambling companies provide sponsorship which may cause negative role modeling / encourage betting	5. Advertising	Volume of adverts	6. Access	Access to betting online in various forms makes it easier than ever to get involved	7. Illegality	Rise in illegal betting	<p><b>4</b></p> <p>(AO1)</p>			
1. Deviance	Increased likelihood of match fixing/bribery /corruption																			
2. Players	Performers can develop gambling problems																			
3. Society	Can lead to addiction/debt																			
4. Sponsorship	Gambling companies provide sponsorship which may cause negative role modeling / encourage betting																			
5. Advertising	Volume of adverts																			
6. Access	Access to betting online in various forms makes it easier than ever to get involved																			
7. Illegality	Rise in illegal betting																			
	(c)	<p><b>Five marks from:</b></p> <p><b>Ways technology has made sport fairer</b></p> <table><tr><td>1. Officiating</td><td>Helps officials to make more accurate decisions</td></tr><tr><td>2. Measurement</td><td>More accurate timing / measuring devices</td></tr><tr><td>3. Overturning</td><td>Incorrect decisions can be reversed</td></tr><tr><td>4. Reduces cheating</td><td>Improved detection of foul play / gamesmanship</td></tr><tr><td>5. Drug testing</td><td>Improved doping detection e.g. biological passports</td></tr><tr><td>6. Inclusion</td><td>Allows disabled athletes to be included</td></tr></table> <p><b>Ways technology has made sport less fair</b></p> <table><tr><td>7. Drug taking</td><td>Creates new drugs / methods for dopers to avoid detection</td></tr><tr><td>8. Inequality</td><td>Some may not be able to afford technology</td></tr></table>	1. Officiating	Helps officials to make more accurate decisions	2. Measurement	More accurate timing / measuring devices	3. Overturning	Incorrect decisions can be reversed	4. Reduces cheating	Improved detection of foul play / gamesmanship	5. Drug testing	Improved doping detection e.g. biological passports	6. Inclusion	Allows disabled athletes to be included	7. Drug taking	Creates new drugs / methods for dopers to avoid detection	8. Inequality	Some may not be able to afford technology	<p><b>5</b></p> <p>(AO3)</p>	Sub max 4 for points 1-6
1. Officiating	Helps officials to make more accurate decisions																			
2. Measurement	More accurate timing / measuring devices																			
3. Overturning	Incorrect decisions can be reversed																			
4. Reduces cheating	Improved detection of foul play / gamesmanship																			
5. Drug testing	Improved doping detection e.g. biological passports																			
6. Inclusion	Allows disabled athletes to be included																			
7. Drug taking	Creates new drugs / methods for dopers to avoid detection																			
8. Inequality	Some may not be able to afford technology																			

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

Section C		
Question	Answer	Guidance
8*	<b>Level 3 (8–10 marks)</b> <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>	<b>Level 3 discriminators</b> <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>
	<b>Level 2 (5–7 marks)</b> <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>	<b>Level 2 discriminators</b> <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>
	<b>Level 1 (1–4 marks)</b> <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>	<b>Level 1 discriminators</b> <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>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><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>

Question	Indicative content	Marks	Guidance
	<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> <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>		

Question	Indicative content	Marks	Guidance
	<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)  <ul style="list-style-type: none"> <li>discrimination remains in certain areas (AO3)</li> </ul> </p> <p><b><u>Effects of commercialisation</u></b></p> <p>13. Revenue Increased revenues for women's sports (AO1) have...  <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)</li> <li>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> <p>14. Media coverage Commercialisation has led to increased media coverage (AO1) which has...  <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>		



Question	Indicative content	Marks	Guidance
	<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>		

**OCR (Oxford Cambridge and RSA Examinations)**  
**The Triangle Building**  
**Shaftesbury Road**  
**Cambridge**  
**CB2 8EA**

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

**Oxford Cambridge and RSA Examinations**  
**is a Company Limited by Guarantee**  
**Registered in England**  
**Registered Office; The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA**  
**Registered Company Number: 3484466**  
**OCR is an exempt Charity**

**OCR (Oxford Cambridge and RSA Examinations)**  
**Head office**  
**Telephone: 01223 552552**  
**Facsimile: 01223 552553**

© OCR 2018

 **Cambridge  
Assessment**

