

**GCE**

**Physical Education**

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

Advanced GCE

**Mark Scheme for November 2020**

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 2020

## 1. 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		Lower class only		2 AO1	DNA pedestrianism
			1. Mob games / mob football 2. Throwing at cocks 3. Smock racing 4. Shin kicking 5. Bare knuckle boxing/prize fighting		
2		Both classes together	6. Cricket	2 AO1	
		1. Dress	Women could cycle in modest dress		
		2. Uncompetitive	Competitive sport was seen as unfeminine.		
		3. Moderate	Not too strenuous/violent/dangerous to health		
3		4. 'Ladylike'	Cycling could be done in a 'feminine' way	2 AO2	Mark first 2 responses only.
		1. Banning orders	Known hooligans banned from stadiums / travel abroad		
		2. Alcohol bans	Alcohol sales banned at venues		
		3. Duty of care	Officials / organisers legally responsible for player and spectator safety/ all seater stadia / health and safety laws		
		4. Drug laws	Illegality of some PED drugs to preserve health		
4		5. Legal action	On the pitch foul play can be prosecuted in the courts	2 AO1	
		1. Pay per view			
		2. Internet			

<b>5</b>						<b>2</b> <b>AO2</b>	Mark first 2 responses only												
					<table border="1"><tr><td>1. Punishment</td><td>Sanctions for violent players/ citing after the game</td></tr><tr><td>2. Player / coach / official education</td><td>Teach importance of role modelling / responsibility</td></tr><tr><td>3. Emotional control</td><td>Teach anger management</td></tr><tr><td>4. Emphasis on fair play</td><td>Fair play rewards in tournaments etc.</td></tr><tr><td>5. Coaching ethos</td><td>Coach assertion rather than aggression. Make it clear no place for aggression</td></tr><tr><td>6. Assistance for officials</td><td>Training /technology to identify conflict</td></tr></table>	1. Punishment	Sanctions for violent players/ citing after the game	2. Player / coach / official education	Teach importance of role modelling / responsibility	3. Emotional control	Teach anger management	4. Emphasis on fair play	Fair play rewards in tournaments etc.	5. Coaching ethos	Coach assertion rather than aggression. Make it clear no place for aggression	6. Assistance for officials	Training /technology to identify conflict		
1. Punishment	Sanctions for violent players/ citing after the game																		
2. Player / coach / official education	Teach importance of role modelling / responsibility																		
3. Emotional control	Teach anger management																		
4. Emphasis on fair play	Fair play rewards in tournaments etc.																		
5. Coaching ethos	Coach assertion rather than aggression. Make it clear no place for aggression																		
6. Assistance for officials	Training /technology to identify conflict																		

Section B					
Question		Answer		Marks	Guidance
6 (a)		1. Founder	Baron Pierre de Coubertin	4 AO1	Mark first 4 responses only
		2. Public School	English public schools influenced modern Games		
		3. Dover games	Modern Games based on Robert Dover (Games)		
		4. Much Wenlock Games	Modern Games influenced by William Penny Brookes' Much Wenlock Games		
		5. Ancient Games	Ancient Olympic Games influenced modern Games		
		6. World Peace	Modern Games influenced by desire to unite nations, promote peace/friendship, educate the young		
		7. Athleticism	Modern Games influenced by values of athleticism, sportsmanship, respect, determination, excellence, fairplay		
6 (b)		1. Law and order	Society becoming more civilized so rules were required	4 AO3	AO3 so formation of NGBs must be clearly linked to social and cultural influences
		2. Transport	People could now travel to play so common rules important.		
		3. Social class 1	Middle classes sought to improve health and well being of working class through organized sport		
		4. Social class 2	Advent of professional sport so rules were needed to make sport fair		
		4. Education	Improved education meant written rules were appropriate and accessible		
		5. Time / working conditions	Better conditions and shorter hours meant that more people were able to play sport so more organization was necessary		
6 (c)				6	

Section B				
Question	Answer		Marks	Guidance
	1. Sport formats	Some sports have created more entertaining, media friendly forms eg: rugby 7's, T20 cricket	AO2	Specific example required for each point
	2. Rule changes	NGBs have altered rules to increase media appeal and excitement eg: hockey – no off side, tennis - tie break		
	3. Scheduling	Start times are now fixed by media companies to suit global market eg: 100m final Olympics 10pm, 3pm Saturday football kick offs for all gone		
	4. International fixtures	Increased number of international fixtures and competitions eg: ULE2, UEFA Nations League, European Rugby Champions/Challenge Cup		
	5. Player Income	Increased income eg: higher wages / prize money and more sponsorship opportunities		
	6. Player status	Increased status, global superstars eg: David Beckham		
	7. Audiences	Increase in size of audience for mainstream and minority sports. eg: increased TV audiences		
	8. Officiating technology	Technology introduced to ensure fair outcomes and add to entertainment eg: TMO, Hawkeye		
	9. Commercialisation	Sport has become more commercialised eg: more sport related product for sale		

Section B																	
Question		Answer		Marks	Guidance												
6	(d)	(i)	<table border="1"> <tr> <td>1. Comprehensive school</td><td>Majority of population attend this type of school (88%) but proportionally underrepresented in Olympic medal winners (56 – 60%)</td></tr> <tr> <td>2. Private School</td><td>Minority attend this type of school (7%) but over represented in medal winners (32-36%)</td></tr> <tr> <td>3. Grammar School</td><td>Minority attend this type of school (5%) but slightly over represented by medal winners (8%)</td></tr> </table>	1. Comprehensive school	Majority of population attend this type of school (88%) but proportionally underrepresented in Olympic medal winners (56 – 60%)	2. Private School	Minority attend this type of school (7%) but over represented in medal winners (32-36%)	3. Grammar School	Minority attend this type of school (5%) but slightly over represented by medal winners (8%)	6 (2xAO1)	<p>No credit should be awarded for repeating the figures</p> <p>Candidates must comment on contrasting proportions.</p>						
1. Comprehensive school	Majority of population attend this type of school (88%) but proportionally underrepresented in Olympic medal winners (56 – 60%)																
2. Private School	Minority attend this type of school (7%) but over represented in medal winners (32-36%)																
3. Grammar School	Minority attend this type of school (5%) but slightly over represented by medal winners (8%)																
		(ii)	<table border="1"> <tr> <td>1. Curriculum</td><td>More curriculum time / time to train</td></tr> <tr> <td>2. Coaching</td><td>Specialist coaches</td></tr> <tr> <td>3. Facilities/equipment/technology</td><td>Specialist facilities, equipment, technology</td></tr> <tr> <td>4. Scholarships</td><td>Talented comprehensive students given scholarships</td></tr> <tr> <td>5. Opportunity</td><td>Wider curriculum / range of activities</td></tr> <tr> <td>6. Competition</td><td>Higher standard of competition/ more fixtures</td></tr> </table>	1. Curriculum	More curriculum time / time to train	2. Coaching	Specialist coaches	3. Facilities/equipment/technology	Specialist facilities, equipment, technology	4. Scholarships	Talented comprehensive students given scholarships	5. Opportunity	Wider curriculum / range of activities	6. Competition	Higher standard of competition/ more fixtures	(4xAO3)	<p>Pts 1-6 allow opposites for comprehensive schools</p>
1. Curriculum	More curriculum time / time to train																
2. Coaching	Specialist coaches																
3. Facilities/equipment/technology	Specialist facilities, equipment, technology																
4. Scholarships	Talented comprehensive students given scholarships																
5. Opportunity	Wider curriculum / range of activities																
6. Competition	Higher standard of competition/ more fixtures																

7	(a)	<p><b>Positives of increased media coverage:</b></p> <table border="1"> <tr><td>1. Increased income</td><td>Squash will receive money from <b>TV rights</b>.</td></tr> <tr><td>2. Increased sponsorship</td><td>More sponsors will be attracted by greater media coverage</td></tr> <tr><td>3. Raised standards</td><td>The money from media and sponsorship will improve facilities, coaching, equipment, standard of play</td></tr> <tr><td>4. Raised profile</td><td>Increase interest/popularity/awareness/status</td></tr> <tr><td>5. Participation</td><td>Increased participation/role models</td></tr> <tr><td>6. Player income</td><td>Elite players earn more money</td></tr> </table> <p><b>Negatives of increased media coverage:</b></p> <table border="1"> <tr><td>7. Reliance</td><td>Squash may become reliant on increased media coverage</td></tr> <tr><td>8. Withdrawal</td><td>Media may withdraw interest at any time</td></tr> <tr><td>9. Change of nature</td><td>Squash may have to alter characteristics to attract media</td></tr> <tr><td>10. Alienation</td><td>Traditional players / spectators may be driven away</td></tr> <tr><td>11. Pressure</td><td>Pressure on elite players to be successful to retain media interest</td></tr> <tr><td>12. Media Control</td><td>Media may control match times / highlight negatives</td></tr> </table>	1. Increased income	Squash will receive money from <b>TV rights</b> .	2. Increased sponsorship	More sponsors will be attracted by greater media coverage	3. Raised standards	The money from media and sponsorship will improve facilities, coaching, equipment, standard of play	4. Raised profile	Increase interest/popularity/awareness/status	5. Participation	Increased participation/role models	6. Player income	Elite players earn more money	7. Reliance	Squash may become reliant on increased media coverage	8. Withdrawal	Media may withdraw interest at any time	9. Change of nature	Squash may have to alter characteristics to attract media	10. Alienation	Traditional players / spectators may be driven away	11. Pressure	Pressure on elite players to be successful to retain media interest	12. Media Control	Media may control match times / highlight negatives	<p>5 AO3</p> <p>Sub max 4 pts 1-6 and pts 7-12 DNA 'get more money' alone.</p>
1. Increased income	Squash will receive money from <b>TV rights</b> .																										
2. Increased sponsorship	More sponsors will be attracted by greater media coverage																										
3. Raised standards	The money from media and sponsorship will improve facilities, coaching, equipment, standard of play																										
4. Raised profile	Increase interest/popularity/awareness/status																										
5. Participation	Increased participation/role models																										
6. Player income	Elite players earn more money																										
7. Reliance	Squash may become reliant on increased media coverage																										
8. Withdrawal	Media may withdraw interest at any time																										
9. Change of nature	Squash may have to alter characteristics to attract media																										
10. Alienation	Traditional players / spectators may be driven away																										
11. Pressure	Pressure on elite players to be successful to retain media interest																										
12. Media Control	Media may control match times / highlight negatives																										

7	(b)	(i)	<b>Why illegal drugs are used</b>	<b>AO1</b>	<b>5 (2xAO1)</b>	DNA 'enhance performance' (repeat of question wording)
			1. Win at all costs	Need to win		
			2. Rewards	Fame and fortune		
			3. Pressure from coaches	Coaches expect cyclists to use illegal drugs		
			4. Everyone does it	Cyclist feels they need to take drugs to 'keep up.' / 'level the playing field'		
			5. Positive physiological effects	To train harder, to increase endurance etc.		
			<b>Effect on Cycling</b>	<b>AO3</b>		
			1. Loss of sponsors	Loss of sponsors as they do not wish to be associated with corrupt sport		
			2. Loss of participants	Participants may drop out.		
			3. Loss of supporters / spectators	Cycling may lose public support because of negative image		
			4. Media	Negative media coverage		
			5. Pressure	Cycling has come under pressure to identify and deal with the cheats		
			6. Detection / monitoring.	Cycling has been required to improve detection and monitoring techniques for PEDs.		

7	(c)		<table border="1"> <thead> <tr> <th></th><th><b>Roles of UK Sport AO1</b></th><th></th><th><b>Application to Medal Winners AO2</b></th></tr> </thead> <tbody> <tr> <td>1. Talent I.D.</td><td>Finances and implements talent I.D. schemes</td><td>2. E.g.</td><td>Athletes may be identified by a TID scheme (eg: Girls4gold). They might have no previous experience in the sport they are selected for</td></tr> <tr> <td>3. World Class Programme</td><td>Assists NGBs to administer and fund WCP</td><td>4. E.g.</td><td>Medal winners may be on WC Podium Scheme.</td></tr> <tr> <td>5. NGB funding</td><td>Decides how much funding each NGB gets based on success at last Games. Distributes funding to NGBs</td><td>6. E.g.</td><td>NGB able to provide facilities and support to athlete's training and achievement eg: bobsleigh start facility at Bath University. Funds training camps abroad in specialist facilities</td></tr> <tr> <td>7. Athlete funding / financial support</td><td>Funds every NGB nominated athlete with chance of medal at next two Olympics</td><td>8. E.g.</td><td>Athletes can be funded by an APA and / or receive a TASS grant</td></tr> <tr> <td>9. Elite coaching</td><td>Supports development of elite coaches</td><td>10. E.g.</td><td>Athletes have access to top coaches</td></tr> <tr> <td>11. National Institutes</td><td><b>Finances</b> the National Institutes</td><td>12. E.g.</td><td>National Institutes provided sport science support to enable athlete's success</td></tr> </tbody> </table>		<b>Roles of UK Sport AO1</b>		<b>Application to Medal Winners AO2</b>	1. Talent I.D.	Finances and implements talent I.D. schemes	2. E.g.	Athletes may be identified by a TID scheme (eg: Girls4gold). They might have no previous experience in the sport they are selected for	3. World Class Programme	Assists NGBs to administer and fund WCP	4. E.g.	Medal winners may be on WC Podium Scheme.	5. NGB funding	Decides how much funding each NGB gets based on success at last Games. Distributes funding to NGBs	6. E.g.	NGB able to provide facilities and support to athlete's training and achievement eg: bobsleigh start facility at Bath University. Funds training camps abroad in specialist facilities	7. Athlete funding / financial support	Funds every NGB nominated athlete with chance of medal at next two Olympics	8. E.g.	Athletes can be funded by an APA and / or receive a TASS grant	9. Elite coaching	Supports development of elite coaches	10. E.g.	Athletes have access to top coaches	11. National Institutes	<b>Finances</b> the National Institutes	12. E.g.	National Institutes provided sport science support to enable athlete's success	6 (3xAO1) (3xAO2)	Mark first 3 role – application pairings only.  Do not credit examples without identification of role
	<b>Roles of UK Sport AO1</b>		<b>Application to Medal Winners AO2</b>																														
1. Talent I.D.	Finances and implements talent I.D. schemes	2. E.g.	Athletes may be identified by a TID scheme (eg: Girls4gold). They might have no previous experience in the sport they are selected for																														
3. World Class Programme	Assists NGBs to administer and fund WCP	4. E.g.	Medal winners may be on WC Podium Scheme.																														
5. NGB funding	Decides how much funding each NGB gets based on success at last Games. Distributes funding to NGBs	6. E.g.	NGB able to provide facilities and support to athlete's training and achievement eg: bobsleigh start facility at Bath University. Funds training camps abroad in specialist facilities																														
7. Athlete funding / financial support	Funds every NGB nominated athlete with chance of medal at next two Olympics	8. E.g.	Athletes can be funded by an APA and / or receive a TASS grant																														
9. Elite coaching	Supports development of elite coaches	10. E.g.	Athletes have access to top coaches																														
11. National Institutes	<b>Finances</b> the National Institutes	12. E.g.	National Institutes provided sport science support to enable athlete's success																														

7	(d)	<table border="1"> <tr> <td>1. Assessment of potential / screening</td><td><b>e.g.</b> Equipment and testing regimes to test physiological make up eg: bone density, body fat %</td></tr> <tr> <td>2. Injury diagnosis / treatment / rehabilitation</td><td><b>e.g.</b> MRI/CT scanners assist with diagnosis. Ultra sound, improved surgical methods to treat injury. Improved equipment for rehab. Hydrotherapy, static bikes etc.</td></tr> <tr> <td>3. Enhanced training</td><td><b>e.g.</b> Improved training aids – hypoxic chambers, rowers, treadmills, static bikes</td></tr> <tr> <td>4. Simulated competition environments</td><td><b>e.g.</b> So competition can be undertaken more frequently eg: bobsleigh start track, surf simulator</td></tr> <tr> <td>5. Improved equipment</td><td><b>e.g.</b> High tech, lighter, more efficient equipment and clothing such as bikes, bob sleigh suits, tennis rackets, prosthetics</td></tr> <tr> <td>6. Player / participant monitoring</td><td><b>e.g.</b> Equipment to monitor performance to allow evaluation and improvement eg: trackers in rugby shirts, GPS computers in cycling, heart rate monitors</td></tr> <tr> <td>7. Sports science support</td><td><b>e.g.</b> Biomechanical analysis, physiological monitoring - testing VO2 max, video analysis equipment, dietetics</td></tr> <tr> <td></td><td></td></tr> </table>	1. Assessment of potential / screening	<b>e.g.</b> Equipment and testing regimes to test physiological make up eg: bone density, body fat %	2. Injury diagnosis / treatment / rehabilitation	<b>e.g.</b> MRI/CT scanners assist with diagnosis. Ultra sound, improved surgical methods to treat injury. Improved equipment for rehab. Hydrotherapy, static bikes etc.	3. Enhanced training	<b>e.g.</b> Improved training aids – hypoxic chambers, rowers, treadmills, static bikes	4. Simulated competition environments	<b>e.g.</b> So competition can be undertaken more frequently eg: bobsleigh start track, surf simulator	5. Improved equipment	<b>e.g.</b> High tech, lighter, more efficient equipment and clothing such as bikes, bob sleigh suits, tennis rackets, prosthetics	6. Player / participant monitoring	<b>e.g.</b> Equipment to monitor performance to allow evaluation and improvement eg: trackers in rugby shirts, GPS computers in cycling, heart rate monitors	7. Sports science support	<b>e.g.</b> Biomechanical analysis, physiological monitoring - testing VO2 max, video analysis equipment, dietetics			<b>4</b> <b>AO2</b>	<p>At least one <u>specific</u> example required to award credit under each point.</p> <p>DNA ref to fairness.</p>
1. Assessment of potential / screening	<b>e.g.</b> Equipment and testing regimes to test physiological make up eg: bone density, body fat %																			
2. Injury diagnosis / treatment / rehabilitation	<b>e.g.</b> MRI/CT scanners assist with diagnosis. Ultra sound, improved surgical methods to treat injury. Improved equipment for rehab. Hydrotherapy, static bikes etc.																			
3. Enhanced training	<b>e.g.</b> Improved training aids – hypoxic chambers, rowers, treadmills, static bikes																			
4. Simulated competition environments	<b>e.g.</b> So competition can be undertaken more frequently eg: bobsleigh start track, surf simulator																			
5. Improved equipment	<b>e.g.</b> High tech, lighter, more efficient equipment and clothing such as bikes, bob sleigh suits, tennis rackets, prosthetics																			
6. Player / participant monitoring	<b>e.g.</b> Equipment to monitor performance to allow evaluation and improvement eg: trackers in rugby shirts, GPS computers in cycling, heart rate monitors																			
7. Sports science support	<b>e.g.</b> Biomechanical analysis, physiological monitoring - testing VO2 max, video analysis equipment, dietetics																			

- Levels of response MS for H555/02 & 03

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; excellent understanding (AO1)</li> <li>• well-argued 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>• <i>a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></li> </ul>	<p><b>At Level 3 responses are likely to include:</b></p> <ul style="list-style-type: none"> <li>• A detailed knowledge (4/5) of how the Olympics is commercialised. May include reference to the special rules which apply eg: TOPS programme.</li> <li>• A detailed discussion of the benefits of hosting the Games and a judgment on the importance of commercial revenue to the host country.</li> <li>• A well structured response which addresses both parts of the question and arrives at a well argued conclusion.</li> <li>• AO1, AO2 and AO3 are all well covered</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>• 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>• <i>a line of reasoning is presented with some structure. The information presented is in the most part relevant and supported by some evidence.</i></li> </ul>	<p><b>At Level 2 responses are likely to include:</b></p> <ul style="list-style-type: none"> <li>• A good knowledge of how the Olympics is commercialised (3/5). Candidate may know that there is no advertising at the Olympics</li> <li>• An understanding of the other benefits of hosting the Games with some development</li> <li>• Response may lack in structure and not arrive at a conclusion</li> <li>• Some success at more developed AO2 and/or AO3 points</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 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>• <i>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.</i></li> </ul>	<p><b>At Level 1 responses are likely to include:</b></p> <ul style="list-style-type: none"> <li>• A few examples (1 or 2) of how the Olympics is commercialised</li> <li>• These examples may ignore the ‘special’ rules which apply to the Games and may be more general examples of commercialisation</li> <li>• Limited understanding of the importance of commercialisation and of the other positive effects of hosting the Games</li> <li>• Most credit may be AO1</li> <li>• Response may be very imbalanced or may only answer one part of the question</li> </ul>
	<b>(0 marks)</b> No response or no response worthy of credit.	

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: Part 1 Commercialisation of the Games.**

AO1- KU	AO2 – E.G.	AO3 - DEV
1. Commercialisation means the Olympics is treated as a commodity	e.g. Los Angeles Games first to be commercialised	➤ The Olympics is bought and sold
2. Tickets sales		➤ About 15% of total revenue – relatively small
3. Sale of TV rights	e.g. Rio TV rights over 4 billion dollars in total e.g. NBC 1.23 billion for Rio e.g. BBC £100 million for Rio	➤ Greatest source of revenue for Games (around 48%) ➤ Broadcasters bid for the right to broadcast in their home country
4. Sponsorship	e.g. TOPS sponsors - Atos, Panasonic, Toyota, Visa, Coca – Cola, Alibaba, Bridgestone, DOW, GE, Intel, Omega, Proctor and Gamble (McDonalds)  e.g. Local sponsors London - Adidas, BMW, BP, BA, BT, EDF, Lloyds	➤ No advertising allowed in venues or on performers so sponsorship more subtle ➤ TOPS 13 major sponsors who pay and provide services in exchange for right to display Olympic logo ➤ Local sponsors in host country who provide services ➤ Local sponsors not appointed if they conflict with TOPs in terms of product. ➤ Medium revenue (about 38% in total)

5. Licensing / merchandise	<p>e.g. 59 licensees in Rio. e.g. souvenirs of games e.g. supporter souvenirs for countries e.g. mascots</p> <p>e.g. Mario and Sonic</p>	<ul style="list-style-type: none"> <li>➤ Licenses to produce official souvenirs sold to companies</li> <li>➤ 3 levels of license</li> <li>➤ License to create souvenirs related to Games</li> <li>➤ License to create team specific souvenirs for own countries.</li> <li>➤ Worldwide licensing on products such as films and video games.</li> <li>➤ Smallest revenue (around 2%)</li> </ul>
----------------------------	--	---

**Indicative Content: Part 2 Is commercialisation the biggest attraction to the host country?**

AO1 - KU	AO2 – E.G.	AO3 - DEV
6. Commercialism generates revenue / boosts economy		
7. But host country does not receive all the revenue generated		<ul style="list-style-type: none"> <li>➤ IOC distributes share of revenue to hosts and retains some</li> </ul>
8. Host countries usually do not make a profit / can cause debt for host country	<p>e.g. Beijing, London and Rio e.g. Beijing 3.6 billion revenue 40 billion costs e.g. London 5.2 billion revenue 18 billion costs</p>	<ul style="list-style-type: none"> <li>➤ Costs of the Games usually exceed the revenue from them</li> </ul>
9. Commercialism may not be major incentive.		<ul style="list-style-type: none"> <li>➤ Because cost are not met by commercial income</li> <li>➤ Shortfall has to be made up by public money / taxation</li> </ul>
10. There are other benefits of hosting the Games.		
11. National pride		<ul style="list-style-type: none"> <li>➤ Promotes nation building/unity/patriotism</li> </ul>
12. The Games provide a legacy	<p>e.g. more participation e.g. enhanced facilities</p>	<ul style="list-style-type: none"> <li>➤ Legacy may not be sustained</li> <li>➤ Improved national health</li> </ul>

13. New venues/upgraded facilities	e.g. stadia, velodromes, swimming pools.	<ul style="list-style-type: none"> <li>➤ But these become redundant and expensive to maintain after Games</li> </ul>
14. Improved transport system	e.g. roads and rail links, improved airports.	<ul style="list-style-type: none"> <li>➤ But these may have a negative environmental impact</li> </ul>
15. More housing	e.g. London, Rio e.g. Beijing, London, Rio	<ul style="list-style-type: none"> <li>➤ Athletes' village becomes public housing after Games</li> <li>➤ But people may be evicted and relocated before Games</li> </ul>
16. Money from visitors and tourism	e.g hotels, restaurants, shops	<ul style="list-style-type: none"> <li>➤ Before, during and after Games</li> <li>➤ But statistics show that this may not be very significant</li> </ul>
17. More jobs / More volunteering opportunities	e.g. building stadia.	<ul style="list-style-type: none"> <li>➤ In preparation for and during the Games</li> <li>➤ Jobs are temporary and have no long term benefit on economy</li> </ul>
18. Improved status of country.	e.g. showcasing tourist attractions. e.g. act of terrorism	<ul style="list-style-type: none"> <li>➤ Shop window effect. Hosts shown in positive light</li> <li>➤ If anything goes wrong can be detrimental to country's image</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