

GCE

Physical Education

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

Advanced GCE

Mark Scheme for Autumn 2021

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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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1. Annotations used in the detailed Mark Scheme

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

- Sub-maxes are indicated with **S**; the guidance section of the mark scheme shows which questions these are relevant to.
- KU/EG/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 KU/EG/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														
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Section B						
Question		Answer			Marks	Guidance
6	(a)i	1. Character development	The development of character through sport		1 AO1	
		2. Endeavour and integrity / effort and fair play.	A combination of physical endeavour and moral integrity / combination of trying hard and being honorable, truthful and sportsmanlike		4 AO1	
	(a)ii	1. Public schools inspired revival of Olympic Games	De Coubertin visited public schools and was inspired by the English Public school approach to sport.			
		2. Morals	Both schools and Olympics aimed for moral development			
		3. Education	Both aimed to educate young people through sport			
		4. Physical endeavour	Both encouraged hard work / physical effort.			
		5. Fair play	Both encouraged fair play / sportsmanship.			
		6. Respect	Both encouraged respect			
		7. Excellence	Both valued excellence and the efforts necessary to achieve it.			

Section B					
Question		Answer		Marks	Guidance
(b)			In 1860:	5 AO3	Candidates must link factors with effect on participation to gain credit.
		1. Facilities	Very few public swimming pools / suitable environments to learn or take the test.		
		2. NGBs	No NGB to organize the sport so no award schemes existed		
		3. Education / literacy	Few 13 years olds attended school so were not literate enough to pass the test or learn the theory		
		4. Time / energy	13 year olds worked in factories so had no time or energy to develop skills needed.		
		5. Money	Low wages so no spare money to pay for entrance fees or clothing.		
		6. Middle class influence	Factory owners did not encourage workers to participate in sport and recreation.		
		7. Transport	No public transport (trams/buses) to travel on to access facilities		
		8. Improved public health / disease control/ housing.	Public health was poor so not strong enough or well enough to participate.		

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(d)		Difference		Cause	4 AO3	Accept answer from 2019 perspective. How and why (AO3) so candidates must link differences to their causes.
1. Sponsorship	1995 little sponsorship because netball had low profile and hardly any media coverage.					
2. Kit sponsor	1995 no kit sponsor because event had no media coverage,					
3. Media coverage	1995 Limited media coverage because there was very little interest in female sport. No internet.					
4. Tickets sold / spectator numbers	1995 fewer tickets sold / fewer spectators. Lack of media exposure for netball meant smaller fan base. Lack of advertising of tournament					
5. Fans from other countries.	1995 very few fans travelled to tournament from other countries. Netball not globalised / little interest so travel companies did not provide packages.					
6. Professionalism	1995 no professional players because there was no sponsorship / media coverage to provide clubs with money to pay players.					
7. Free movement of players	1995 all players played their netball in their home countries; netball was not a global sport.					
8. Standard of play	1995 Standard was lower because there was no investment from media and sponsors. No professionalism / greater number of participants.					
9. Profit	1995 tournament made no profit; fewer spectators meant fewer marketing opportunities.					
10. Funding	1995 tournament would have had less funding due to fewer sponsors/ less media coverage.					

7 (a)	1. <u>Illegal Gambling</u>	Match fixing, spot fixing, using unlicensed bookmakers.	6 AO2	DNA 'gambling' on its own.
	2. Laws/rules	Laws / rules to prevent players/ managers betting on own sports		DNA just 'drugs' or 'drug use' candidates must reference illegality.
	3. Punishments	Very harsh punishments (long bans/ high fines) for those caught.		
	4. <u>Illegal drug use</u>	Using <u>illegal</u> performance enhancing drugs.		
	5. WADA	Created by IOC to take responsibility for matters relating to drug testing.		
	6. Testing	Random testing / in or out of competition testing.		
	7. Education	(NGB programmes to) educate athletes.		
	8. Punishments	Stricter punishments – bans, medals stripped, fines.		
	9. Culture	Reinforcement of drug free culture / 'clean sport.'		
	10. Player violence	Violence on the pitch		
	11. Punishment	Sanctions for violent players/ citing after the game		
	12. Education.	Player education / teach importance of role modelling / responsibility		DNA 'violence' on its own
	13. Emotional control	Teach anger management.		Strategies must match examples given.
	14. Fair play	Fair play rewards in tournaments etc.		Sub max of 1 for each example (in grey).
	15. Coaching	Coach assertion rather than aggression.		
	16. Spectator violence	Hooliganism.		Three strategies must be <u>different</u> so candidates can only be awarded 1 mark from 3,8, 11 (punishment) and 1 from 7,12 (education)
	17. Banning orders	Offending fans can be banned from games by law.		
	18. CCTV	Deters violence as perpetrators can be identified.		
	19. Increased security	More staff / stewards / police at venue.		
	20. Clubs punished	Clubs fined / banned for spectator behaviour / games played behind closed doors		
	21. Alcohol control	Alcohol sales at or near ground prohibited, alcohols bans.		If example incorrect no credit can be given for strategy.

7	(b)	<table border="1"> <thead> <tr> <th colspan="2">Negative Effects on Participation</th></tr> </thead> <tbody> <tr> <td>1. Time</td><td>Use of devices reduces the time available for participation.</td></tr> <tr> <td>2. Entertainment</td><td>Devices provide entertainment so sport/physical activity not needed.</td></tr> <tr> <td>3. Reduced physical effort</td><td>Devices are labour saving so can be used to minimize activity.</td></tr> <tr> <td>4. Substitute</td><td>Devices maybe used as a substitute for physical activity.</td></tr> <tr> <td>5. Reduced finance</td><td>Expense of devices may reduce money available to spend on participation.</td></tr> <tr> <th colspan="2">Positive Effects on Participation</th></tr> <tr> <td>6. Motivation</td><td>Devices might be used as exercise / fitness monitor / online access to fitness programmes / classes</td></tr> <tr> <td>7. Knowledge / performance</td><td>Devices may increase knowledge, improve performance.</td></tr> <tr> <td>8. Inspiration</td><td>Participating in virtual sport may inspire live participation.</td></tr> <tr> <td>9. Opportunities / Communication</td><td>Devices may provide / communicate information about opportunities for physical activity.</td></tr> </tbody> </table>	Negative Effects on Participation		1. Time	Use of devices reduces the time available for participation.	2. Entertainment	Devices provide entertainment so sport/physical activity not needed.	3. Reduced physical effort	Devices are labour saving so can be used to minimize activity.	4. Substitute	Devices maybe used as a substitute for physical activity.	5. Reduced finance	Expense of devices may reduce money available to spend on participation.	Positive Effects on Participation		6. Motivation	Devices might be used as exercise / fitness monitor / online access to fitness programmes / classes	7. Knowledge / performance	Devices may increase knowledge, improve performance.	8. Inspiration	Participating in virtual sport may inspire live participation.	9. Opportunities / Communication	Devices may provide / communicate information about opportunities for physical activity.	4 AO3	<p>Links must be made between device usage and an aspect of participation.</p> <p>Examples are not required.</p> <p>Sub max 3 pts 1-5 and 6-10</p>
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Section C		
Question	Answer	Guidance
8*	<p>Level 3 (8–10 marks)</p> <ul style="list-style-type: none"> • detailed knowledge and excellent understanding (AO1) • detailed analysis and critical evaluation (AO3) • very accurate use of technical and specialist vocabulary • there is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. 	<p>Level 3 responses are likely to include:</p> <ul style="list-style-type: none"> • A detailed history of social class and participation from pre industrial times – 20th century • History is well supported by examples of sports and roles undertaken by different social classes. • Detailed discussion about the effects of commercialisation on social equality. Will reference both the media and sponsorship. • A balance between positive and negative effects and a conclusion as to whether commercialisation has improved social equality
	<p>Level 2 (5–7 marks)</p> <ul style="list-style-type: none"> • good knowledge and clear understanding (AO1) • good analysis and critical evaluation (AO3) • generally accurate use of technical and specialist vocabulary • there is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. 	<p>Level 2 responses are likely to include:</p> <ul style="list-style-type: none"> • A good knowledge of social class and participation from pre industrial times – 20th century • Examples of sports and roles affected by social class are given to support most of the points made. • Appropriate discussion about the effects of commercialisation on social equality. May reference both the media and sponsorship. • Both positive and negative effects will be included but there may not be a balance.

	<p>Level 1 (1–4 marks)</p> <ul style="list-style-type: none"> • satisfactory knowledge and understanding (AO1) • limited evidence of analysis and critical evaluation (AO3) • technical and specialist vocabulary used with limited success • 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. 	<p>Level 1 responses are likely to include:</p> <ul style="list-style-type: none"> • A satisfactory knowledge of social class and participation from pre industrial times – 20th century. • A few examples of sports and roles affected by social class are given to support the points made. • Some discussion of how commercialisation affects social equality. May reference only one aspect or may fail to define different elements of commercialisation. • A lack of balance between positive and negative effects. May concentrate on either positive or negative.
	<p>(0 marks) No response or no response worthy of credit.</p>	

Marks: 10 (AO1 x3, AO2 x4, AO3 x3)

Guidance: Maximum of 3 marks to be awarded for AO1.

Maximum of 4 marks to be awarded for AO2

Maximum of 3 marks to be awarded for AO3

Indicative Content: History of social class and participation from pre industrial times – 20th century

AO1- KU	AO2 – E.G.	AO3 - DEV
Pre industrial times		
1. Upper and lower classes did different activities.	e.g. Upper class – fox hunting, real tennis etc e.g. Lower class – mob games, cruel animal sports etc.	<ul style="list-style-type: none"> ➤ Activities were different because of social factors such as availability of time / education / transport / money ➤ UC sports were long lasting. <ul style="list-style-type: none"> ➤ Competitions were generally for either upper or lower classes they did not compete against each other
2. Upper class participated more than lower class	e.g. Shrove Tuesday	<ul style="list-style-type: none"> ➤ Upper class participated regularly. ➤ Lower class participated occasionally / only on special days
3. Only played together in cricket		<ul style="list-style-type: none"> ➤ Lower class were professional and upper class amateurs ➤ Lower class bowled and fielded, upper class batted
4. Upper class acted as patrons for lower class participants	e.g. Pugilism e.g. Pedestrianism	<ul style="list-style-type: none"> ➤ Upper class wagered on performance of lower class ➤ Upper class and lower class had different roles in the same sport.
5. Lower class often participated in sports related to their jobs	e.g. Ferrymen rowed e.g. Footmen raced on foot.	

AO1- KU	AO2 – E.G.	AO3 - DEV
Post 1850 Industrial Britain		
6. Lower class participated less than in pre industrial times		<ul style="list-style-type: none"> ➤ Due to longer working hours in factories ➤ Factory bosses would not give traditional days off
7. Lower class participation hampered by health, working and living conditions		
8. Strong class divide remained		<ul style="list-style-type: none"> ➤ No inter class competition
9. Sports played were still reflective of class.		
10. New middle class emerged		<ul style="list-style-type: none"> ➤ Not born into aristocracy or owners of large estates ➤ Did go to public school so were keen on physical activity.
11. Upper class now able to travel so took sports further afield	e.g. Shooting / fishing in Scotland	
12. Middle classes encouraged lower class to participate	e.g. Factory/works/church teams e.g. Swimming baths, public parks	<ul style="list-style-type: none"> ➤ Created facilities for the working class ➤ Organised activities for the working class
13. Middle classes realised the benefit of physical activity to their workers	e.g. Works outings to the seaside	
14. Introduction of half day Saturday increased lower class involvement	e.g. As players e.g. As spectators	<ul style="list-style-type: none"> ➤ Factory Act 1850
15. Broken time payments		<ul style="list-style-type: none"> ➤ Created to allow working class players to be compensated for lost wages when playing on Saturdays. ➤ Beginning of professional football and rugby league.

AO1- KU	AO2 – E.G.	AO3 - DEV
20th Century Britain		
16. Social class was less well defined		<ul style="list-style-type: none"> ➤ Sub divisions of classes in classification system. ➤ 6 social classes identified.
17. Rise in spectatorism amongst skilled manual workers		<ul style="list-style-type: none"> ➤ Unskilled still could not afford to spectate.
18. Lower class men participated in activities based around the pub	e.g. skittles, darts	<ul style="list-style-type: none"> ➤
19. All classes now competed alongside each other.		<ul style="list-style-type: none"> ➤ Cricket now has a mixture of classes playing on equal terms in the same team
20. Some sports still linked to certain social class	e.g. football lower, rugby union upper, hockey upper, netball lower, golf upper etc.	<ul style="list-style-type: none"> ➤
21. People encouraged to participate in sports seen as suitable for their class.	e.g. working class boys encouraged to play football, middle class boys rugby, mc boys cricket, wc boys athletics.	<ul style="list-style-type: none"> ➤ Perpetuated the stereotyping of some sports.

Indicative Content: Discuss whether commercialisation has increased social equality in 21st century sport.**YES**

AO1 - KU	AO2 – E.G.	AO3 - DEV
22. Commercialisation has provided money for sports	<p>e.g. NGBs are paid for media rights</p> <p>e.g. Teams, competitions are sponsored</p> <p>e.g. Chance to shine, Streetgames, Sport England Fitness Campaigns</p>	<ul style="list-style-type: none"> ➤ Money comes from sponsorship and media. ➤ Sports have invested this money into grass roots schemes to give opportunities to all classes. ➤ NGBs have targeted children from lower classes in specialist schemes. ➤ Popular sports now have the money to identify and nurture the best athletes irrespective of class. ➤ Talented athletes from lower classes might gain sponsorship / EPAs which enables high level training
23. Increased media coverage has exposed people from all classes to all sports.	<p>e.g. Equestrian sport on free to air TV</p> <p>e.g. Skiing on free to air</p>	<ul style="list-style-type: none"> ➤ Providing aspiration irrespective of class.
24. Lower class young people have more role models that they can identify with	<p>e.g. Williams sisters, Marcus Rashford</p>	<ul style="list-style-type: none"> ➤ Provided by media coverage ➤ RMs lift aspirations of young people ➤ RMs inspire young people to participate

NO

AO1 - KU	AO2 – E.G.	AO3 - DEV
25. Sport still presented in stereotypical way by the media	e.g. skiing, equestrian, football, boxing, wrestling	➤ Media are not breaking down class barriers as effectively as they might.
26. Media coverage is not fair	e.g. high exposure football, rugby, tennis, golf e.g. low exposure badminton, squash, hockey	➤ Most popular sports are richest so lower social classes may not get opportunities in minority sports.
27. Sponsors only interested in highest level of exposure not always fair or ethical or mindful of equal opportunities when selecting who to sponsor.	e.g. less sponsorship for women and minority sports.	
28. Higher proportion of Olympic medalists still comes from higher SE groups.	e.g. London Olympics 1/3 of medalists from fee paying schools.	

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

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Facsimile: 01223 552627
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