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Introduction

These exemplar answers have been chosen from the summer 2018 examination series.

OCR is open to a wide variety of approaches and all answers are considered on their merits. These exemplars, therefore, should not be seen as the only way to answer questions but do illustrate how the mark scheme has been applied.

Please always refer to the specification https://www.ocr.org.uk/Images/234833-specification-accredited-a-level-gce-physical-education-h555.pdf for full details of the assessment for this qualification. These exemplar answers should also be read in conjunction with the sample assessment materials and the June 2018 Examiners’ report or Report to Centres available from Interchange https://interchange.ocr.org.uk/Home.mvc/Index

The question paper, mark scheme and any resource booklet(s) will be available on the OCR website from summer 2019. Until then, they are available on OCR Interchange (school exams officers will have a login for this and are able to set up teachers with specific logins – see the following link for further information http://www.ocr.org.uk/administration/support-and-tools/interchange/managing-user-accounts/).

It is important to note that approaches to question setting and marking will remain consistent. At the same time OCR reviews all its qualifications annually and may make small adjustments to improve the performance of its assessments. We will let you know of any substantive changes.
Question 1

Identify two ways the 'Old Boys' (former pupils) from 19th century public schools helped spread sport around the world.

Exemplar 1  2 marks

They became priests and started to influence more community sport. They also became military captains and enforced sport on travels for troop morale across the globe.

Examiner commentary

The candidate correctly identifies that Old Boys became priests or joined the church and that they also became military captains or joined the army. He/she qualifies these with the idea that in these roles they "enforced sport on travels… across the globe" so directly answers the question of how they helped spread sport around the world.

Exemplar 2  1 mark

They went into job roles such as the army and the navy in which they took with them their rules. They also went off to universities across the country carrying sporting ideas with them to help globalise sport.

Examiner commentary

This question requires candidates to identify ways the Old Boys spread sport around the world. This candidate makes a good first point about the Old Boys joining the army and navy and taking their rules with them overseas, therefore directly answering the question. They do not gain the second mark as they talk of the Old Boys going to universities across the country, which does not explain the spread of sport around the world.
Exemplar Candidate Work

Examiners commentary

The candidate here fails to address the question of how the Old Boys helped to spread sport around the world. Implementing fixtures between Eton and Harrow does not explain the global spread, nor does the creation of laws.
Question 2
Describe how universities contribute to elite sporting success in the UK. [2]

Exemplar 1
Provide sponsorship, e.g., TASS Bursaries, to study part-time and train, whilst offering elite facilities, such as their Team Path, which highlights identification for elite performers, often occurring far decid[2]

Examiner commentary
TASS did not gain credit as this is a government funded initiative rather than a role of universities. The candidate goes on to correctly state that universities can offer bursaries. They also gain credit for ‘offering elite facilities’ as they have remembered to qualify facilities with ‘elite’ or ‘high quality’.

Exemplar 2
They provide excellent facilities to use for training and competitions. Also, they can offer sporting scholarships to athletes who they believe will progress on to and be successful at elite level. [2]

Examiner commentary
The candidate qualifies “facilities” with “excellent” so securing the mark, before going on to identify that universities offer scholarships, for the second mark.

Exemplar 3
Universities provide top quality facilities, where top level athletes can train for competition, universities such[es] Loughborough also provide physical education and sports TV related degrees to help athlete widen their knowledge. [2]

Examiner commentary
The candidate gains one mark for identifying that universities provide “top quality facilities”. They gain no further credit as “sports related degrees to help athletes widen their knowledge” does not relate directly to the question which asks how universities contribute to elite sporting success.
Question 3

Using an example for each, describe two different ways in which modern technology can increase participation in sport.

Exemplar 1  2 marks

Modern technology such as prosthetics can help amputees to participate in sports like the 100m. by providing a limb like aid.

Modern technology such as floodlights on football pitches can increase participation as it allows night time matches to take place.

Examiner commentary

Here the candidate is asked to focus on the ways modern technology can increase participation in sport, giving a relevant example. This candidate does this well, identifying prosthetic limbs allow amputees to participate and floodlit pitches allow night time matches to take place.

Exemplar 2  1 mark

Technology has made sport more accessible as disabled people can take part due to hoists and lifts which increase safety as can remove danger hazard e.g. parent not wanting child to play rugby can be solved by more protective technology.

Examiner commentary

This question requires the candidate to both identify a way technology can increase participation and give an example, for one mark. Here the candidate identifies that technology can make sport more accessible for disabled people and gives a linked example of the provision of hoists and lifts. They do not gain the second mark as although they have correctly identified that technology can make sport safer and so encourage participation, the example of “more protective technology” in rugby is too vague. A better example would have been the use of scrum caps to reduce the risk of injury to the head and ears.
Examiner commentary

This candidate made a common error of confusing the effects of modern technology with the effects of the media on increasing participation in sport. Candidates should be referred to the specification which identifies the effects of modern technology under three headings: participation, fair outcomes and entertainment.
Question 4

Give two reasons why crowds of spectators are sometimes violent at sports events. [2]

Exemplar 1

Witnessing on-field aggression by players
Frustration at a poor refereeing decision

Examiner commentary
The candidate gains the first mark for noting that fans may imitate violence on the field. They gain the second mark for saying fans become frustrated and they identify a source of frustration – in this case a poor refereeing decision. “Frustration” on its own would not have gained the mark.

Exemplar 2

Spectators may get violent due to the nature of the event
The competitive match may be a grudge match, for example...Arsenal vs Spurs whilst also the influence of alcohol can cause people to become violent or to do others...

Examiner commentary
The candidate correctly states that violence may be due to the importance of the event (a “grudge match”) or that spectators may be under the influence of alcohol.

Exemplar 3

One reason is they can become frustrated if their team loses a game or event. A second reason is they can become aggrieved by opposing spectators, especially if they behave wildly...

Examiner commentary
The candidate begins well, identifying frustration and the cause – here if their team is losing. For their second point they cite frustration or aggravation at the behaviour of opposing fans, which is a repeat of the first mark so cannot gain credit. Candidates should be directed to ensure they are making two discrete and different points.
Question 5

Explain two ways that the availability of time affected participation in pre-industrial sport. [2]

Exemplar 1  2 marks

Limited free time due to working hours meant sport was focused around holy days and festivals. For lower classes, they couldn’t take time off due to need for money. Upper classes had more free time as they didn’t need to be compensated for time off so played more regularly as opposed to irregularity for most. Also, availability of time to travel due to working hours was limited, so fixtures were local rather than regional or national.

Examiner commentary

This question requires the candidate to state what the effect the availability of time had on participation. This candidate does this well as they say that lower classes were restricted to participating mainly on holy days and festivals, whereas the upper classes had more free time and so could participate more regularly.

Exemplar 2  2 marks

In pre-industrial sport, the peasant class worked long and exhausting hours on the land. Sport for them was generally on special occasions such as Shrove Tuesday. The upper class had slightly more spare time leisure time so they participated in sports like real tennis more.

Examiner commentary

The candidate gains two marks for noting that the peasants, due to long working hours, were restricted to participating on special occasions such as Shrove Tuesday, but the upper classes had more leisure time so could participate more often.
Examiner commentary

This candidate fails to make it clear which social class group he/she is referring to, instead using the term “workers” so does not access marks as it is unclear if they are writing about the peasants or the upper classes. They also fail to explain how the availability of time affected participation i.e. limited participation or allowed regular participation.
Question 6 (a)

Describe three features of globalised sport and provide a sporting example for each feature.

Exemplar 1

3 marks

Examiner commentary

For this question candidates must give three different features of globalised sport and provide a linked example for each feature. Here the candidate identifies freedom of movement with a good example of Wayne Rooney now playing football in America, so gaining two marks. Changing nationality was not considered to be a feature of globalised sport and so is not credited. The reference to international fixtures is too vague as these have been in existence for many years. If the candidate had said that international fixtures could now occur on a regular basis, they would have gained the mark. They do gain a mark for the concept of players and spectators travelling abroad to compete and watch, but do not give a linked example for this point.
Examiner commentary

To gain full marks on this question candidates are required to describe three features of globalised sport and provide a sporting example for each feature. This candidate correctly identifies freedom of movement with a good example of Gareth Bale playing abroad for two marks. They then describe cheap air travel allowing spectators to travel overseas easily, but fail to include an example of this. The candidate does not gain credit for the development of the Olympic Games as this is not a feature of globalised sport, nor is changing nationality to play for a different country.
Exemplar 3

Exemplar Candidate Work

2 marks

Globalised sport is sport that has a wide media and TV coverage, for example, the World Cup. This also includes having sport that has lots of sponsorship for athletes or teams. For example, Cristiano Ronaldo playing at the World Cup with his Nike sponsor. Globalised sport also has lots of money within it. Therefore, facilities, kits and stadiums or venues are all at the highest quality. For example, the World Cup final stadium in Russia.

Examiner commentary

The candidate begins by gaining one mark for recognising that globalised sport has wide media and TV coverage, then gains a second mark for giving coverage of World Cup football as a linked example. The rest of the response is too vague as it centres on sponsorship and the sport having "lots of money", rather than the features of globalised sport e.g. freedom of movement of players, sport as a worldwide marketplace and easy international travel for players and spectators.
Question 6 (b)

Explain, using examples, how the Olympics has sometimes been exploited for political purposes.

Exemplar 1

5 marks

Given it’s a global event watched by many in the world it’s an opportunity to demonstrate political power – despite being against core values. The 1936 Berlin Games gave Nazi Germany the opportunity to promote their Third Reich ideology and propaganda against the Aryans race through condemning Jews and Black athletes such as Jesse Owens with nation-wide propaganda. The Mexico City 1968 Games gave Tommie Smith and John Carlos an opportunity to express their racial discrimination in the Black Power salute – wearing one black glove on each hand to emphasise segregation and discrimination in America. This was effective in bringing about political change but against Olympic values. 1972 Munich Games were used by Palestinian terrorists who killed...

Examiner commentary

Here the candidate can gain up to two marks for identifying ways the Olympic Games have been exploited for political purposes and three for giving relevant examples. The correct venue and date of the Olympic Games must be given to access these marks. This candidate correctly identifies that the 1936 Berlin Games were used to promote the Third Reich ideology, so gaining two marks. They go on to the Mexico City 1968 Games as being used to highlight segregation and discrimination for a further two marks. Finally they identify the 1972 Munich Games to achieve maximum marks.
In the 1936 Berlin Olympics, Hitler used this event for political purposes. He used it to publicise Nazi propaganda in the Third Reich. Also, he wanted to display the superiority of the master Aryan race by Germany winning many medals. A second example of where the Olympics has been used for political exploitation is in Mexico 1968. At this Olympics, two black American athletes did the black power salute in the medal ceremony of the 200m final. This was to display unity and power for black Americans and to highlight the racial segregation happening in America at that time.

Examiner commentary
The candidate names the Berlin Olympics with the correct date of 1936 for one mark. Then they explain how the Games were used to publicise Nazi propaganda for the second mark. They then name the Mexico Olympics with the correct date of 1968 for the third mark with the explanation of the use to highlight racial segregation for the fourth. The candidate does not attempt to access the fifth and final mark. To secure the fifth mark the candidate would need to name and give the correct date for another Olympic Games which was exploited for political purposes e.g. Los Angeles 1984.
Exemplar 3

2 marks

Olympics has sometimes been used for political purposes, for example the Olympic Games in 1936 demonstrated the Third Reich ideology whereby the Germans were seen as superior to others due to Hitler refusing to give the gold medal to the African American winner ahead of the German. Furthermore, the Moscow Games were boycotted by several countries such as the USA due to the ongoing civil war between the countries. Russia then retaliated to this in the next 14 Olympics.

Examiner commentary

This question requires candidates to explain using examples. The candidate in this response does not give a specific example for each point. He/she refers to the 1936 Games, but does not give a venue, but gains the mark for the explanation (the Games were used to demonstrate the Third Reich ideology). Similarly he/she refers to “the Moscow Games” but does not give the date, though he/she goes on to gain the mark for recognising that these Games were boycotted by several countries.
Question 6 (c)

Compare the characteristics of pre-industrial sports and pastimes with sport played in nineteenth century public schools.

Exemplar 1  4 marks

In preindustrial Britain within the lower class rules were simple and unwritten due to the high levels of illiteracy, but public school boys had standardised rules that were written due to being literate. Pre-industrial sport for lower class would of been occasional due to a lack of free time due to long working hours, but a public school sport was on curriculum and prefects arranged extra curricular. Pre-industrially sport was local due to a lack of transport even upper class only had horse and cart and roads were basic but public school 19th century could travel to fixtures and competition. Sport preindustrial was simple due to a lack of money in lower class as they earned little wages in farming therefore equipment would include pig bladder for ball in mob football. Public school would have high level facilities and equipment due to paying to attend and endowment from parents. PE, comp, PE range qualification.
Examiner commentary

This question asks candidates to compare the characteristics of pre-industrial sports and pastimes with sport played in nineteenth century public schools. Therefore the candidate must provide both sides of the comparison to gain a mark. This candidate displays good examination technique as they try to compare point by point. Beginning with rules they compare “simple” with “standardised” to gain the first mark. They then compare frequency in terms of “occasional” and “on curriculum” (therefore more regular) for the second mark. They then compare the effects of availability of transport (“local” and “could travel…to competitions”) for the third mark before comparing resources (“simple equipment” and “high level facilities”) for their last mark.

It is worth noting here that this candidate continues their response below the lined area. Candidates should be discouraged from doing this as such writing is not always visible in the scanned image. They should use the continuation sheet provided.

Exemplar 2

2 marks

Examiner commentary

The question requires candidates to compare the characteristics of pre-industrial sport with sport played in the nineteenth century public schools. This candidate makes the error of listing the characteristics of sport in pre-industrial times, then those of sport played in public schools, without linking these points in direct comparison. Therefore though he/she makes a series of valid points in the first paragraph – sports were violent, had unwritten rules, there were no set boundaries or set number of players on each team, they only go on to gain two marks as they only offer the comparison to two of these (set number of players and set rules). Candidates should be encouraged to compare point by point.
Pre-industrial sports included mob football for the lower class and real tennis for the aristocracy. Mob football was violent, had few uncodified rules, and was played only on holy days. Real tennis was sophisticated, had codified rules, and was expensive to play, hence it being a sport only for the aristocracy. However, sports played in public schools were very different, e.g., stoolball. These sports were eventually organised by teachers' so had very clear and codified rules. Also, sport played in public schools aimed to embody the values of Dr. Thomas Arnold - muscular Christianity, physical endeavour, and moral integrity.

Examiner commentary

This question requires candidates to compare the characteristics of pre-industrial sports with sport played in the nineteenth century public schools. Both sides of the comparison are needed to gain a mark. This candidate makes the common mistake of listing the characteristics of pre-industrial sports, then writing a paragraph on public school sport, without linking the two by means of direct comparison. They make valid points that pre-industrial sport was violent, uncodified and only played on holy days but only go on to make the comparative point for rules (codified). Candidates should be encouraged to compare point by point. Here five direct comparisons are required for five marks.
Question 6 (d)

Describe how education affects participation in sport in the 21st century.

Exemplar 1

Examiner commentary

Here candidates are asked to focus on the effects of education on participation. This candidate begins by identifying compulsory PE means all children have to participate for one mark then gains a second by noting that PE lessons introduce pupils to a wide range of sports and activities and a third for the idea that fixtures give pupils the chance to participate competitively. They gain their final mark for identifying the effect examination courses in sport has on participation (“which means doing more sport”).
Examiner commentary

The candidate answers this question well in keeping tight to the requirement to describe how education affects participation. They gain credit for compulsory PE, fixtures which give opportunities to compete, extra-curricular clubs which broaden participation opportunities and links to community clubs which encourage participation.
Examiner commentary

Here the candidate fails to address the question as they do not describe how education can affect participation in sport. The comments on sport in universities being well funded, equipped and coached are too vague as there is no identification of the impact this may have. The last sentence is irrelevant as the candidate focuses on people who have left education.
Question 7 (a)

(a) Using Figure 7.1 analyse how the changing cost of satellite television contracts might affect both the sport of football and its spectators.

Exemplar 1  5 marks

Increased cost may result in more money coming in to broadcasters enabling them to pay leagues such as Premier League money to increase money into sport. This can be used to develop grounds, stadiums, hand out lucrative prize money and pay higher wages to be paid to attract better players. Premier League wages are given to cuts to season. This may attract more spectators to watch however, due to more games shown on TV in 2016/2017 than ever before (168 compared to 60 in 1992/93), there is greater expense to people being able to watch at home. This reduces attendance at games and reduced atmosphere in a stadium. This may lead to duller matches. However, given rise in price to attend, not everyone is able to access his coverage which may reduce...
Examiner commentary

This candidate begins by talking about the effect of the changing cost of satellite TV contracts on the broadcaster, which is irrelevant as the question asks for the effects on the sport of football and its spectators. They go on to gain marks for identifying increased revenue to football, increased finance for building new facilities and increased wages for players. These are all effects on the sport of football so far. The candidate then identifies an effect on spectators (the standard of play increases so the game is more exciting) so can theoretically now access full marks as they have addressed both parts of the question. They go on to make one more creditworthy point – that prices to view increase.
Exemplar 2

3 marks

B. The table shows that as more games are shown per year, the cost to broadcast per year and per game is also increasing. This as a result can lead to bodies like FiFa gaining more money from TV broadcasters, which they can use for their athletes' wages, as well as to develop new technologies, equipment and kits. However, as a result, TV subscriptions and pay as you watch matches may increase, which may lead to less people watching from home as it is expensive and instead spending their money on a season ticket to be there. It may result in less spectators at football and instead watching highlights.
Exemplar 3

0 marks

Examiner commentary

This question asks the candidate to analyse how the rising cost of satellite television contracts may affect the sport of football and its spectators. The candidate fails to address this specifically, identifying for example that television contracts such as BT Sport can be bought by spectators but not suggesting that the satellite subscription prices may increase or become prohibitively expensive.
Question 7 (b)

Explain why gambling is becoming such a problem in modern sport.

Exemplar 1

Examiner commentary

The first mark credited is a BOD (benefit of the doubt) as the candidate suggests that young vulnerable players may be tempted to match fix (increased likelihood of match fixing). They then correctly identify that online betting makes it easier than ever to bet and also that this can lead to addiction. Their last point is too vague as they do not refer to a rise in illegal betting.

Exemplar 2

Examiner commentary

This candidate gains benefit of the doubt (BOD) here for implying that match fixing has become a major problem and so gains one mark.
Examiner commentary

The candidate gains one mark for explaining that gambling is addictive, then repeats the same point. There are four marks available on the question, but the candidate makes only one valid point.
Question 7 (c)

Discuss whether modern technology has made sport fairer.

Exemplar 1

5 marks

Examiner commentary

This question requires candidates to discuss, so to access full marks the candidate needs to identify ways that technology had made sport fairer and also less fair. The candidate does this well, identifying the effect of making more accurate decisions, reducing foul play and enhanced drug testing before presenting the other side of the argument in that it can provide methods for dopers to avoid detection and be prohibitively expensive.
Examiner commentary

This question requires the candidate to discuss and identify ways technology has made sport fair and also less fair. The candidate correctly names modern drugs testing, increasing detection and thus bans. They gain a mark for saying technology supports officials to make the right decisions. They then repeat this point with the example of Hawk Eye determining correct, fair outcomes, so gain no credit for this as they have already secured this mark. The candidate does not address how technology can make sport less fair.
Modern tech can be argued to have made sport fairer. This is because instant replays are readily available which allows officials to make the right call.

Examiner commentary
Although there are five marks available on this question, the candidate makes only one point – that modern technology allows officials to “make the right call” (helps officials to make more accurate decisions).
Question 7 (d)

In 2020, sport climbing is to be added to the Olympics.

Outline what should be included in a development programme to find and develop potential elite performers in a relatively new activity such as sport climbing.

Exemplar 1

Examiner commentary

Here the candidate gains marks for correctly stating that included in a development plan should be: talent identification, support with diet, support for coaching to ensure high level coaches are trained and psychological support. The candidate does not gain credit for biomechanical help and performance analysis as these are repetitions of the earlier point made about dietary support – they all fall under the sports science umbrella.
A scheme such as the TASS scheme which is to search talented athletes within sport such as sport climbing could be used to identify talent.

This is implemented by UK sport to find talented athletes. Other schemes to help make sport to sporting excellence may provide trials to identify those who are most talented which can be reduced in size to find the best talent in sport climbing. The influence of institutes of sport can support athletes once they are found and provide first class facilities and physiotherapy to athletes within the sport such as the English Institute of Sport.

Examiner commentary
This candidate uses the first nine lines of their response to explain the concept of talent identification. It is useful to note that generally candidates are given two lines answer space for each mark available on the short response questions. This candidate then goes on to gain a mark for correctly naming first class facilities and physiotherapy (sports science).
To find potential elite performers, scouts should visit clubs, schools etc. to spot for athletes who they perceive to be worth investing in. For the development programme, phase 1 will include a series of tests suited to the sport to create a baseline profile for the athlete. Phases 2 and 3 should then consist of more tests, e.g. psychological screening to ensure the athlete is prepared for training. Phase 4 then involves the training period where the athlete will train for 6-12 months to reach the podium - potential levels.

Examiner commentary
The candidate gains a mark for the idea of scouts spotting athletes worth investing in (talent identification) and then a second mark for identifying testing and psychological screening. Their closing comments about the training period do not relate to the question – what should be included in a development programme.
Question 8

Assess how the changing status of women and the effects of commercialisation have altered women’s participation and performance in sport between the twentieth century and today.

Give practical examples to support your answer.

Exemplar 1

10 marks

women were viewed as inferior, sex whilst physically weaker, so of opportunity to play were limited, middle-class woman may have participated in team sports as a ritual recreation in 20th century, it didn’t require even physical exertion, and they could be getting dressed in dresses to present dignity elegantly, it was seen as universally for a woman to play with girls, that it may have ability to carry a child as they were seen as body carrying vessels, therefore they mid 20th century woman were given more opportunity to exhibit demonstrated physical capabilities, in managing activities and lead doing, as world war, modern exercise was also a result for the expansion in sex, women by being part of PE teaching training college for woman, enabling them to go and team sport, also critical in promotion of inclusion from men’s basketball game, rhythmic gymnastics was also treated as a more lady like activity, requiring skill and elegance, as opposed to power and speed in sports such as rugby, no resistance for women was also greater with role models such as horris, based in 1990, however, sport was ruin profoundly punished.
In modern times, women are more often and more equally given opportunities, but some sports, such as rugby and boxing, are viewed as less popular/more manly. [10]

Sports such as tennis showcase equality in the equal pay given to prize money to men and women's Wimbledon singles champion. However, lower tournaments may not reflect equally.

Commercialisation has also led to women, such as Jess Ennis-Hill, who are promoted as role models, advertising products, such as Barrister. This gives young women in sport career to play and reach high levels, such as in aesthetics.

Commercialisation also leads to increase in money to be spent, meaning greater prize money can be given to women, even as at Wimbledon, but also women can be funded in individual sports, vice versa, which distinguishes by the sport as athletics such as Jess Ennis or Karen Grainger received for London 2012 Olympics. In the case of London 2012, Jess was seen as the poster girl, demonstrating women are not viewed inferior to men. This commercialisation wasn't possible on such a large scale in the early 20th century.

Examiner commentary
This is an excellent Level 3 response which achieves full marks. KU is stamped where the candidate makes an AO1 point, EG for an AO2 and DEV for an AO3. This candidate uses a range of examples throughout their response, ensuring good coverage of AO1, AO2 and AO3. They show a detailed understanding of women's changing status and the effects of commercialisation and both of these are supported by relevant examples. Both aspects of the question are addressed and the response shows balance.
During the twentieth century, women's participation in sport was considerably higher than it had been in previous years. This is still the case today, however, stereotypes still exist of which sports women are best suited to. Over the twentieth century, there has been a rise in women's participation in sports such as football and rugby - sports that are typically meant for males. However, those sports are still highly male-dominated. As a result, many women feel pressurised to participate in sports more suitable for females, e.g., dance, gymnastics. Commercialisation of sport has grown drastically over the twentieth century, with more media coverage and more sponsorship. For nearly enough all sports, at the beginning of the twentieth century, women's sport in the media was very rare and would only really appear if it was women football or rugby. This meant that female athletes and their sports had low value in the media and therefore little attention from the public eye. For example, netball was never a main focus in the media and athletes, e.g., in the Olympics, who were male gained a significantly higher amount of media coverage than female athletes. In today's society, coverage of female athletes is still significantly lower than that of male athletes. However, there have been some major advances. Female athletes, e.g., Jessica...
Examiner commentary

This is a Level 2 seven mark response. The candidate demonstrates a good understanding of how women's changing status has affected participation and how commercialisation has altered participation and given some examples (these are stamped EG). They are able to access the top of level seven as they have included some AO3 analysis points (these are stamped DEV). The candidate addresses both aspects of the question but the response is imbalanced, with minimal coverage of the changing status of women between the twentieth century and today.
Exemplar 3

20th Century women were thought to only work in factories, fields or at home. Today women can achieve the same as men.

In the 20th Century, the lack of commercialisation caused women’s professional sport and sports funding to be non-existent.

Today, women’s sports leagues such as the WBBL allow for women to train and compete at a high level, with T.V deals that help pay wages.

With the change in women’s status, there are now more sports clubs for women, which provide equipment and a fun atmosphere for everyone to play sport in. E.g. Mystics.

Examiner commentary

This is a Level 1 three mark response. The candidate displays basic AO1 knowledge (stamped with KU) and limited AO2 (stamped with EG). The candidate shows limited understanding of how women’s changing status and commercialisation have affected participation and performance. There is also no attempt at analysis. Whilst the candidate attempts to address both aspects of the question, it is a minimalistic response.
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