



Oxford Cambridge and RSA

GCE

Physical Education

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

Advanced GCE

Mark Scheme for November 2020

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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

	?	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		1. Mob games / mob football 2. Throwing at cocks 3. Smock racing 4. Shin kicking 5. Bare knuckle boxing/prize fighting	2 AO1	DNA pedestrianism
	Both classes together		6. Cricket		
2	1. Dress	Women could cycle in modest dress		2 AO1	
	2. Uncompetitive	Competitive sport was seen as unfeminine.			
	3. Moderate	Not too strenuous/violent/dangerous to health			
	4. 'Ladylike'	Cycling could be done in a 'feminine' way			
3	1. Banning orders	Known hooligans banned from stadiums / travel abroad		2 AO2	Mark first 2 responses only.
	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			
	5. Legal action	On the pitch foul play can be prosecuted in the courts			
4	1. Pay per view			2 AO1	
	2. Internet				

5				2 AO2	Mark first 2 responses only
	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	A02	Specific example required for each point
			Some sports have created more entertaining, media friendly forms eg: rugby 7's, T20 cricket		
			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)		<p>6 (2xAO1)</p> <p>No credit should be awarded for repeating the figures</p> <p>Candidates must comment on contrasting proportions.</p> <p>(4xAO3)</p> <p>Pts 1-6 allow opposites for comprehensive schools</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)				
		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)	Positives of increased media coverage:		5 AO3	Sub max 4 pts 1-6 and pts 7-12 DNA 'get more money' alone.
		1. Increased income	Squash will receive money from TV rights .		
		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		
		Negatives of increased media coverage:			
		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)	Why illegal drugs are used	AO1		5 (2xAO1)	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.			
		(ii)	Effect on Cycling	AO3		(3xAO3)	
			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)				6 (3xAO1) (3xAO2)	Mark first 3 role – application pairings only. Do not credit examples without identification of role		
				Roles of UK Sport AO1				Application to Medal Winners AO2
			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	Finances the National Institutes	12. E.g.	National Institutes provided sport science support to enable athlete's success					

7	(d)			4 AO2	At least one <u>specific</u> example required to award credit under each point. DNA ref to fairness.
		1. Assessment of potential / screening	e.g. Equipment and testing regimes to test physiological make up eg: bone density, body fat %		
		2. Injury diagnosis / treatment / rehabilitation	e.g. 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	e.g. Improved training aids – hypoxic chambers, rowers, treadmills, static bikes		
		4. Simulated competition environments	e.g. So competition can be undertaken more frequently eg: bobsleigh start track, surf simulator		
		5. Improved equipment	e.g. High tech, lighter, more efficient equipment and clothing such as bikes, bob sleigh suits, tennis rackets, prosthetics		
		6. Player / participant monitoring	e.g. 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	e.g. 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>Level 3 (8–10 marks)</p> <ul style="list-style-type: none"> • detailed knowledge & excellent understanding (AO1) • well-argued judgements which are well supported by relevant practical examples (AO2) • detailed analysis and critical evaluation (AO3) • very accurate use of technical and specialist vocabulary • <i>a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i> 	<p>At Level 3 responses <u>are likely</u> to include:</p> <ul style="list-style-type: none"> • A detailed knowledge (4/5) of how the Olympics is commercialised. May include reference to the special rules which apply eg: TOPS programme. • A detailed discussion of the benefits of hosting the Games and a judgment on the importance of commercial revenue to the host country. • A well structured response which addresses both parts of the question and arrives at a well argued conclusion. • AO1, AO2 and AO3 are all well covered
	<p>Level 2 (5–7 marks)</p> <ul style="list-style-type: none"> • good knowledge and clear understanding (AO1) • judgements will be present but may not always be supported by relevant practical examples (AO2) • good analysis and critical evaluation (AO3) • generally accurate use of technical and specialist vocabulary • <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> 	<p>At Level 2 responses <u>are likely</u> to include:</p> <ul style="list-style-type: none"> • A good knowledge of how the Olympics is commercialised (3/5). Candidate may know that there is no advertising at the Olympics • An understanding of the other benefits of hosting the Games with some development • Response may lack in structure and not arrive at a conclusion • Some success at more developed AO2 and/or AO3 points

Section C		
Question	Answer	Guidance
	<p>Level 1 (1–4 marks)</p> <ul style="list-style-type: none"> • satisfactory knowledge and understanding (AO1) • occasional judgement but often unsupported by relevant practical examples (AO2) • limited evidence of analysis and critical evaluation (AO3) • technical and specialist vocabulary used with limited success • <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> 	<p>At Level 1 responses <u>are likely</u> to include:</p> <ul style="list-style-type: none"> • A few examples (1 or 2) of how the Olympics is commercialised • These examples may ignore the ‘special’ rules which apply to the Games and may be more general examples of commercialisation • Limited understanding of the importance of commercialisation and of the other positive effects of hosting the Games • Most credit may be AO1 • Response may be very imbalanced or may only answer one part of the question
	<p>(0 marks) No response or no response worthy of credit.</p>	

8.

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

Maximum of 3 marks to be awarded for AO2

Maximum of 4 marks to be awarded for AO3

Indicative Content: 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"> ➤ Licenses to produce official souvenirs sold to companies ➤ 3 levels of license ➤ License to create souvenirs related to Games ➤ License to create team specific souvenirs for own countries. ➤ Worldwide licensing on products such as films and video games. ➤ Smallest revenue (around 2%)
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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"> ➤ IOC distributes share of revenue to hosts and retains some
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"> ➤ Costs of the Games usually exceed the revenue from them
9. Commercialism may not be major incentive.		<ul style="list-style-type: none"> ➤ Because cost are not met by commercial income ➤ Shortfall has to be made up by public money / taxation
10. There are other benefits of hosting the Games.		
11. National pride		<ul style="list-style-type: none"> ➤ Promotes nation building/unity/patriotism
12. The Games provide a legacy	<p>e.g. more participation e.g. enhanced facilities</p>	<ul style="list-style-type: none"> ➤ Legacy may not be sustained ➤ Improved national health

13. New venues/upgraded facilities	e.g. stadia, velodromes, swimming pools.	➤ But these become redundant and expensive to maintain after Games
14. Improved transport system	e.g. roads and rail links, improved airports.	➤ But these may have a negative environmental impact
15. More housing	e.g. London, Rio e.g. Beijing, London, Rio	➤ Athletes' village becomes public housing after Games ➤ But people may be evicted and relocated before Games
16. Money from visitors and tourism	e.g. hotels, restaurants, shops	➤ Before, during and after Games ➤ But statistics show that this may not be very significant
17. More jobs / More volunteering opportunities	e.g. building stadia.	➤ In preparation for and during the Games ➤ Jobs are temporary and have no long term benefit on economy
18. Improved status of country.	e.g. showcasing tourist attractions. e.g. act of terrorism	➤ Shop window effect. Hosts shown in positive light ➤ If anything goes wrong can be detrimental to country's image

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