

GCE

Physical Education

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

A Level

Mark Scheme for June 2024

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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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MARKING INSTRUCTIONS

PREPARATION FOR MARKING

RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the

highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
 - there is nothing written in the answer space

Award Zero '0' if:



- anything is written in the answer space and is not worthy of credit (this includes text and symbols).


Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
 - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - b. **To determine the mark within the level**, consider the following

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Annotations

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

Annotation	Meaning
	Blank page

- 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.

12. Subject Specific Marking Instructions

Question			Answer			Mark	Guidance
1						2 (AO3)	Mark first 2 only
			1	Rules	Complex / written / only upper class could understand		
			2	Equipment	Only upper class could afford equipment to play		
			3	Transport	Only upper class could afford transport to play		
			4	Venue	Required facilities / special venue / courtyard		
			5	Civilised	Non-violent / skill based		
2						2 (AO1)	If more than two are circled award 0
			1	Lower class			
			2	Had a job			
3			Metropolitan Police Act:			2 (AO3)	Sub max 1 pts 1-3 Sub max 1 pts 4-7 DNA 'mob football was banned'
			1	Violence	Sports became less violent / more civilised		
			2	Bans	Bans on some violent sports were enforced		
			3	Property	Property was protected from violent / rowdy sport		
			Factory Act:				
			4	Participation	Increased participation / played on Saturday afternoons		
			5	Spectatorism	Increased spectatorism / watched on Saturday afternoons		
			6	Professionalism	Professionalism began		
			7	Regularity	Sport was played more regularly		
4						2 (AO2)	Mark first 2 only
			1	Match fixing	Match fixing		
			2	Spot fixing	Spot fixing		
			3	Self-betting	Betting on a competition / sport that you are involved in		

Question			Answer			Mark	Guidance
5			1	Coaching	Provide specialist / elite / high quality coaching	2 (AO2)	Mark first 2 only Pt. 1 DNA 'coaching' alone. Pt.3 DNA provide funding
			2	Equipment / facilities	Clubs provide specialised / elite / high quality equipment / facilities		
			3	Financial Concessions	Offer financial concessions e.g. reduced match fees, free gym memberships		
			4	Competition	Give competitive experience		
			5	Talent Identification	Assist in talent identification / scouting		
			6	Medical support	Provide physiotherapy /medical support		

Question			Answer	Mark	Guidance
6	(a)		Four marks from:	4 (AO1)	
			1 Promoted values Sports and games emphasised moral values such as sportsmanship, respect, self-discipline, courage etc.		
			2 Fair play Sports and games emphasised fair play		
			3 Leadership 6th formers / captains given key role as organisers / leaders		
			4 Muscular Christianity Concept of muscular Christianity was introduced		
			5 Athleticism Cult of athleticism was emphasised		
			6 Reduced emphasis on winning Taking part was more important than winning		
			7 Civilising of sport Played sports to improve discipline / gentlemanly behaviour		

Question			Answer	Mark	Guidance
6	(b)	(i)	Three marks from:	3 (AO3)	
			1 Stereotypical roles Reinforced stereotype of women's domestic role in the home		
			2 Activity Woman shouldn't be physically active / shouldn't take part in sport		
			3 Status Women's sport was low status / less valued / looked down on		
			4 Level Women's sport was low level / not as good as men's		
			5 Public perception Women's sport was not taken seriously		
			6 Physical suitability Women were not viewed as physically able. Viewed as the weaker sex.		

Question			Answer				Mark	Guidance
6	(b)	(ii)	Three marks from:				3 (AO2)	Direct comparison with examples needed for the award of marks.
					1970	Today		
			1	Numbers of professional women	Few female professionals	More female professionals eg: footballers, cricketers etc		
			2	Number of elite sports	Narrow range / few elite sports	Wider range of elite sports eg: boxing, netball etc		
			3	Financial reward	Low / in few sports. Not equal to male sports	Higher reward / in a number of sports eg: football, golf etc Equal in some sports eg: tennis		
			4	Discrimination	Discrimination prevented access to elite participation	Fewer discriminatory barriers to elite participation eg: FA no longer excludes women, golf clubs compelled to accept women		
			5	Careers	Short / finished by marriage/ having children. No careers in admin / coaching / media after playing	Longer / marriage and family no longer a bar / related careers after playing eg: women with families compete eg: Careers in coaching, media and admin		

Question			Answer				Mark	Guidance
6	(b) contd	(ii)	6	Sponsorship	Few sponsors	More sponsors eg: netball WC 2019 several sponsors etc		
			7	Media Coverage	Little media coverage	More media coverage eg: women's football often on TV / main channels etc		
			8	Competitions	Few competitions	More competitions eg: soccer and rugby world cups now take place, women's boxing in the Olympics		
			9	Public interest	Very little / low attendances	Significant amount / large attendances eg: Club and international netball now watched by tens / hundreds of thousands live and on TV		

Question			Answer	Mark	Guidance
6	(c)	(i)	Three marks from:	3 (AO2)	Point and linked example needed for each mark Pt. 1 examples should be 21 st century technology
			1 Technology Technology has increased time available for sport		
			2 Flexible working Has increased time available for sport		
			3 Cost High cost is still a barrier to participation in some activities		
			4 Recession Recession or cost of living crisis has reduced disposable income required for sport		

Question			Answer	Mark	Guidance
6	(c)	(ii)	Three marks from:	3 (AO2)	Point and linked example needed for each mark
			1 Traditional sport to social class links.		
			2 Participation rates		
			3 Social mobility		
			4 Excellence		
			5 Changes		

	Question		Answer	Mark	Guidance																		
6	(d)		<div>Four marks from:</div> <table><tr><td>1</td><td>Unity</td><td>OG seek to unite people from all over the world</td></tr><tr><td>2</td><td>Equality</td><td>OG seek to achieve equality / reduce discrimination</td></tr><tr><td>3</td><td>Friendship</td><td>OG seek to promote friendship and goodwill</td></tr><tr><td>4</td><td>Peace</td><td>OG seek to develop peace and harmony</td></tr><tr><td>5</td><td>Respect</td><td>OG seek to develop respect</td></tr></table>	1	Unity	OG seek to unite people from all over the world	2	Equality	OG seek to achieve equality / reduce discrimination	3	Friendship	OG seek to promote friendship and goodwill	4	Peace	OG seek to develop peace and harmony	5	Respect	OG seek to develop respect	4 (AO1)	DNA ‘bring people together’ for pt. 1			
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7	(a)	(i)	<div>Three marks from:</div> <table><tr><td>1</td><td>Coverage</td><td>Companies will want to sponsor events with the most viewers</td></tr><tr><td>2</td><td>Cost</td><td>Companies will sponsor the best value events for their budget</td></tr><tr><td>3</td><td>High profile / most popular sports</td><td>Companies may wish to sponsor Pay TV events if they are the highest profile and popular events.</td></tr><tr><td>4</td><td>Wealth</td><td>Companies may target wealthier viewers of pay TV</td></tr><tr><td>5</td><td>Youth audience</td><td>Companies who wish to target a youth audience may select coverage that is free to air.</td></tr><tr><td>6</td><td>Specialism</td><td>Companies will sponsor events where they have a specialism / preference / historical relationship irrespective of type of TV coverage</td></tr></table>	1	Coverage	Companies will want to sponsor events with the most viewers	2	Cost	Companies will sponsor the best value events for their budget	3	High profile / most popular sports	Companies may wish to sponsor Pay TV events if they are the highest profile and popular events.	4	Wealth	Companies may target wealthier viewers of pay TV	5	Youth audience	Companies who wish to target a youth audience may select coverage that is free to air.	6	Specialism	Companies will sponsor events where they have a specialism / preference / historical relationship irrespective of type of TV coverage	3 (AO3)	Accept opposites for pts 1,2,3 <
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7	(a)	(ii)	<div>Three marks from:</div> <table><tr><th colspan="3">Positives</th></tr><tr><td>1</td><td>Income (increase)</td><td>Rugby is paid large amounts of money for the TV rights (to beat the competition)</td></tr><tr><td>2</td><td>Live attendance</td><td>Rugby gets bigger live crowds because people cannot watch on TV</td></tr><tr><th colspan="3">Negatives</th></tr><tr><td>3</td><td>Fans</td><td>Rugby fans feel frustrated / let down</td></tr><tr><td>4</td><td>Popularity</td><td>Rugby may experience reduced popularity /profile / participation / spectatorship / role models</td></tr><tr><td>5</td><td>Sponsorship</td><td>Rugby may attract less sponsors because of reduced audience</td></tr><tr><td>6</td><td>Income from sponsors</td><td>Rugby’s income may reduce through loss of sponsors</td></tr></table>	Positives			1	Income (increase)	Rugby is paid large amounts of money for the TV rights (to beat the competition)	2	Live attendance	Rugby gets bigger live crowds because people cannot watch on TV	Negatives			3	Fans	Rugby fans feel frustrated / let down	4	Popularity	Rugby may experience reduced popularity /profile / participation / spectatorship / role models	5	Sponsorship	Rugby may attract less sponsors because of reduced audience	6	Income from sponsors	Rugby’s income may reduce through loss of sponsors	3 (AO3)	Sub max 2 pts 3- 6
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	Question		Answer	Mark	Guidance																								
7	(b)		<div>Four marks from: General points:<table><tr><td>1</td><td>Money</td><td>Greater prize money / financial reward</td></tr><tr><td>2</td><td>Testing</td><td>Improved testing / more testing detects more illegal use</td></tr><tr><td>3</td><td>New drugs</td><td>New drugs which are harder to detect make believe they won't be caught</td></tr><tr><td>4</td><td>Pressure</td><td>Athletes are still under pressure to win</td></tr><tr><td>5</td><td>Political</td><td>Forced to take drugs by government</td></tr><tr><td>6</td><td>Prevalence</td><td>Perception that everyone else is using them / levels the playing field</td></tr><tr><td>7</td><td>Increased elite participation</td><td>More women in high level sport so more using PEDs</td></tr><tr><td>8</td><td>New sports / events for women</td><td>Increased number of sports / events which require power and strength</td></tr></table></div>	1	Money	Greater prize money / financial reward	2	Testing	Improved testing / more testing detects more illegal use	3	New drugs	New drugs which are harder to detect make believe they won't be caught	4	Pressure	Athletes are still under pressure to win	5	Political	Forced to take drugs by government	6	Prevalence	Perception that everyone else is using them / levels the playing field	7	Increased elite participation	More women in high level sport so more using PEDs	8	New sports / events for women	Increased number of sports / events which require power and strength	4 (AO3)	
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	Question		Answer	Mark	Guidance																																							
7	(c)		<p>Six marks from:</p> <p>UK Sport:</p> <table><tr><td>1</td><td>Lottery</td><td>Distributes lottery funding</td></tr><tr><td>2</td><td>Funds NGBs</td><td>Provides funding to NGBs (to run World Class Performance Programme)</td></tr><tr><td>3</td><td>APAs</td><td>Funds elite athletes through APAs</td></tr><tr><td>4</td><td>National Institutes</td><td>Funds National Institutes</td></tr><tr><td>5</td><td>Talent ID</td><td>Runs / co-ordinates talent ID programmes</td></tr><tr><td>6</td><td>PLA</td><td>Developed player lifestyle advice</td></tr><tr><td>7</td><td>WCC</td><td>Runs World Class Coaching</td></tr></table> <p>National Institutes:</p> <table><tr><td>8</td><td>Facilities</td><td>Operate world class performance environments</td></tr><tr><td>9</td><td>Coaches and PDs</td><td>Support high level coaches and performance directors</td></tr><tr><td>10</td><td>Sport science</td><td>Give sport science support (biomechanics, nutrition, psychological support etc.)</td></tr><tr><td>11</td><td>Medical</td><td>Give medical support (physiotherapy, specialist doctors)</td></tr><tr><td>12</td><td>PLA</td><td>Deliver player lifestyle advice</td></tr><tr><td>13</td><td>Research</td><td>Fund research projects in sports technology</td></tr></table>	1	Lottery	Distributes lottery funding	2	Funds NGBs	Provides funding to NGBs (to run World Class Performance Programme)	3	APAs	Funds elite athletes through APAs	4	National Institutes	Funds National Institutes	5	Talent ID	Runs / co-ordinates talent ID programmes	6	PLA	Developed player lifestyle advice	7	WCC	Runs World Class Coaching	8	Facilities	Operate world class performance environments	9	Coaches and PDs	Support high level coaches and performance directors	10	Sport science	Give sport science support (biomechanics, nutrition, psychological support etc.)	11	Medical	Give medical support (physiotherapy, specialist doctors)	12	PLA	Deliver player lifestyle advice	13	Research	Fund research projects in sports technology	6 (AO1)	<p>Sub max 4 pts 1-7 and 8-13</p> <p>Pt. 8 DNA ‘specialist facilities’</p> <p>Pt. 9 DNA Provides coaches / coaching</p>
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1	Improved injury prevention / safety	eg: competition surfaces, shoe technology, gait analysis, stem guards, F1 halo																					
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Section C

Question	Answer	Guidance
8*	Level 3 (8–10 marks) <ul style="list-style-type: none"> detailed knowledge & understanding (AO1) clear and consistent practical application of knowledge & understanding (AO2) effective analysis/evaluation and/or discussion/explanation/development (AO3) 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>At Level 3 responses <u>are likely</u> to include:</p> <p>Detailed knowledge of how a range of social factors affected attendance at live sporting events.</p> <p>Detailed knowledge, with a range of examples, of how modern technology and deviance might have reduced crowds.</p> <p>AO1, AO2 and AO3 all covered well in this level.</p>
8*	Level 2 (5–7 marks) <ul style="list-style-type: none"> satisfactory knowledge & understanding (AO1) some success in practical application of knowledge (AO2) analysis/evaluation and/or discussion/explanation/development attempted with some success (AO3) technical and specialist vocabulary used with some accuracy 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>At Level 2 responses <u>are likely</u> to include:</p> <p>Satisfactory knowledge of how a range of social and cultural factors affected attendance at live sporting events.</p> <p>Satisfactory knowledge, with some examples, of how modern technology or deviance might have affected attendances at live sporting events.</p> <p>AO1 and AO2 well covered, some evidence of AO3 required for the top of the level.</p>
8*	Level 1 (1–4 marks) <ul style="list-style-type: none"> basic knowledge & understanding (AO1) little or no attempt at practical application of knowledge (AO2) little or no attempt to analyse/evaluate and/or discuss/explain/develop (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>At Level 1 responses <u>are likely</u> to include:</p> <p>Basic knowledge of how social and cultural factors affected attendance at live sporting events.</p> <p>Basic knowledge of how modern technology or deviance might have affected attendances at live sporting events.</p> <p>Content will be mainly AO1 with limited or no examples.</p> <p>Maximum of 3 to be awarded for AO1 only</p>

Question	Answer	Guidance
8*	(0 marks) No response or no response worthy of credit.	

Indicative content:

AO1 - KU	AO2 – EG	AO3 - DEV
Social and cultural factors which increased crowd size early in 20th century		
1 People had more free time / shorter working hours	eg: Half day Saturday eg: Arsenal, Manchester Utd. etc	<ul style="list-style-type: none"> ➤ Factory Act (1850) ➤ Gave workers time to spectate ➤ Gave players time to play ➤ Allowed formation of factory teams
2. Better public transport	eg: Buses, trams, roads	<ul style="list-style-type: none"> ➤ More frequent, cheap public transport allowed people to travel to spectate more easily
3. Increased literacy	eg: More / compulsory education	<ul style="list-style-type: none"> ➤ People could read advertisements / newspaper reports / raised levels of interest enthusiasm ➤ Could understand sports / rules more easily
4. People had more money / disposable income	eg: Could buy tickets and pay to travel	<ul style="list-style-type: none"> ➤ Higher wages ➤ More skilled workers who were paid better salaries ➤ Broken time payments allowed players to play without losing income ➤ Professionalism led to higher standards which attract larger crowds

AO1 - KU	AO2 – EG	AO3 - DEV
How modern technology may have reduced live crowds		
5. Better / more accessible TV coverage / easier to watch from home.	eg: Variety of camera angles / drone cameras eg: Recording technology eg: Ref. microphones eg: Slow motion replays eg: Close ups eg: Electronic punditry eg: Big screens in parks / public places	<ul style="list-style-type: none"> ➤ Better viewing experience ➤ Cheaper (no ticket or transport needed) ➤ Don't miss anything ➤ Watch when you want to / 24/7 ➤ More informative / improved understanding
6.The internet	eg: Discovery Plus eg: Catch up / on demand TV eg: Streaming through devices eg: Games consoles	<ul style="list-style-type: none"> ➤ Worldwide sport can be live streamed ➤ All events / matches at major events available ➤ Some prefer to play online rather than attend live matches.

AO1 - KU	AO2 – EG	AO3 - DEV
How deviance may have reduced live crowds		
7. Spectator violence / hooliganism	eg: Pitch invasions eg: Arranged fights eg: Violent attacks (some deaths) eg: Heysel stadium eg: 'Firms' of 'supporters.'	<ul style="list-style-type: none"> ➤ People might worry about becoming mixed up in it. ➤ Not safe to attend / safer to watch on TV ➤ Parents would not want children exposed to it. ➤ Supporters might be alienated from the game because of it ➤ Might create a bad reputation for a supporter if chosen team is involved. ➤ Caused law to require all seater stadiums so stadium capacity was reduced.
8. Player violence	eg: Eric Cantona eg: Luis Suarez	<ul style="list-style-type: none"> ➤ Poor role models for young people may prevent parents taking them / allowing them to go. ➤ Sport becomes less popular ➤ Supporters might be worried about reprisals from rival supporters.
9. Illegal drug taking by players (recreational and / or performance enhancing)	eg: cannabis, cocaine eg: steroids, stimulants, narcotic analgesics.	<ul style="list-style-type: none"> ➤ Sets a poor example / negative role modelling ➤ Gives the sport a poor reputation ➤ Puts people off watching the game

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