

GCE

Physical Education

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

A Level

Mark Scheme for June 2025

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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 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 available in RM Assessor
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

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 SEEN to confirm that the work has been seen.
7. There is a NR (No Response) option. Award NR (No Response):
 - if there is nothing written at all in the answer space
 - OR if there is a comment which does not in any way relate to the question (e.g., 'can't do', 'don't know')

- OR if there is a mark (e.g., a dash, a question mark) which is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

- 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.
- 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.
- For answers marked by levels of response:
 - To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - 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
	Benefit of doubt
	Too vague
	Repeat
	Indicates sub-max reached where relevant
	Noted but no credit given
	Significant amount of material which doesn't answer the question
	Knowledge and understanding / indicates AO1 on Q8
	Example/Reference / indicates AO2 on Q8
	Development / indicates AO3 on Q8
	Level 1 response on Q8
	Level 2 response on Q8

Annotation	Meaning
L3	Level 3 response on Q8
BP	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.

Section A									
Question			Answer					Marks	Guidance
1		a)	Cricket					1 AO1	
		b)	Lower class fielded (bowled) and upper class batted					1 AO2	
2			1	Provision	Greater provision of facilities			2 AO3	BOD Pt 4 - swimming clubs
			2	Health	Increased by better health / hygiene				
			3	Popularity	Swimming became more popular				
			4	More opportunities	More water-based activities developed				
			5	No longer seasonal	Could be used all year round to swim				
			6	Accessibility	Local facilities did not require transport / easy access				
3			1	Cycling				2 AO2	
			2	Lawn Tennis					
4			1	Worldwide media coverage	Can now be viewed in many countries			2 AO1	DNA ‘more media coverage’ on own
			2	High levels of commercialisation	Is now a worldwide business, NFL merchandise on sale in many countries				
			3	Free movement of players	Players easily able to travel abroad to play in matches.				
			4	Free movement of spectators	Fans easily able to travel abroad to watch matches.				

Section A

Question			Answer		Marks	Guidance	
5			1	World class facilities	Operate world class performance environments	2 AO2	
			2	Sport science support	Sport science support (biomechanics, nutrition, psychology, performance analysis)		
			3	Medical support	Medical support (physiotherapy, specialist doctors)		
			4	Support of high level coaches	Support high level coaches and performance directors		
			5	PLA	Deliver player lifestyle advice		
			6	Research / technology	Fund research projects in sports technology / provide expertise		
			7	Talent ID	Talent ID schemes		

			Section B		
Question			Answer	Mark	Guidance
6	(a)		Lower Class		5 AO1 Sub max: 4 pts 1-5
			1	Time	Limited free time to participate regularly / long working hours
			2	Money	Had little money
			3	Transport	Had no transport so had to wait for local opportunities
			4	Energy	No energy for sport because of hard, physical work
			5	Opportunities	Only on annual festivals and holy days
			Upper Class		
			6	Time	More free time to participate regularly / did not need to work
			7	Money	Had more money
			8	Transport	Had their own transport always available

			Section B				
Question			Answer			Mark	Guidance
6	(b)		1850 Passenger Steam Trains			5 AO3	To achieve full marks candidates must gain credit in all three time periods
			1	NGBS	NGBs were set up / rules were standardised		
			2	Fixtures	Teams could travel to play fixtures		
			3	Competitions	League and cup competitions began		
			1890 – 1900 Trams and Motor Buses				
			4	Public transport	Public transport increased so easier to travel to participate		
			5	Cost	Public transport became cheaper so more could afford to travel to participate		
			6	Spectatorism	Spectatorism increased		
			7	Transport to new facilities.	Allowed people to travel to participate in new activities		
			1970 Private Cars				
			8	Families	Cars meant families were more likely to participate together		
			9	Freedom	Free to travel independently / reduced reliance on public transport / flexible travel		
			10	Reduction of railways	Reduced reliance on diminishing railway system (Beeching)		
			11	Access to remote places	Allowed access to more remote places for outdoor sports		
			12	Access to new facilities	Could travel to growing number of out-of-town sports centres		

Question			Answer			Mark	Guidance
7	(a)	(i)	1	Frustration	Frustration caused by performance / officiating / red card	2 AO1	
			2	Provocation	Provoked by crowd / racism		
			3	Arousal	Over aroused (by importance of match / rivalry)		
			4	Pressure	Under pressure from sponsors /coaches / fans		
			5	Drugs	Use of performance enhancing drugs		
		(ii)	1	Harsher sanctions	Harsher punishments / increased fines	2 AO1	
			2	Substitution	Coach could have substituted him before the red card		
			3	Education	Cantona could have been taught anger / stress management / the importance of role modelling		
			4	Reduce arousal	Reduce arousal through coaching methods		
7	(b)	(i)	1	Commercial revenue	Increased by £209 million / increased from £66 million to £275 million / increased by 20% of total revenue	2 AO3	
			2	Match day revenue	Decreased by £4 million / decreased from £115 million to £111 million / decreased by 23% of total revenue		
		(ii)	1	Increased ticket prices	Caused by reduced match day revenue	2 AO3	
			2	Reduced investment	Reduced investment in supporter facilities		
			3	Supporter value	Supporters feel less valued		
			4	Decreased ticket prices	To increase supporters / raise match day revenue		
		(iii)	1	Sponsorship	Of kit, training ground etc.	2 AO3	
			2	Advertising	Around the ground		
			3	Merchandise	Club sell replica kit and other merchandise		
			4	Licensing	Companies pay club to use logo on their goods		
			5	Facility use	Weddings / concerts / stadium tours		

Question			Answer		Mark	Guidance
7	(d)	(i)	1	Goal line technology	2 AO2	Award 1 mark for example (odd numbers) and 1 for linked explanation (even numbers) DNA any technology involving video playback Must have named example to access explanation
			2	Goal line technology		
				Determines whether a goal should be awarded (football)		
			3	Hawkeye		
			4	Hawkeye		
				Ball tracking technology which helps with lbw decisions (cricket)		
			5	Hawkeye (2)		
			6	Hawkeye (2)		
				Ball tracking technology which assists line calls (tennis)		
			7	Ultra-edge		
			8	Ultra-edge		
				Determines whether the ball has been touched by the bat in catch / lbw decisions (cricket)		
			9	ReacTime		
			10	ReacTime		
				In starting blocks, detects a false start (athletics)		
			11	Touch pads		
			12	Touch pads		
				Accurate timing and finishing order (swimming)		
			13	Electronic body armour		
			14	Electronic body armour		
				Point scoring hits are accurately detected (fencing / taekwondo)		
			15	Scan 'O' Vision		
			16	Scan 'O' Vision		
				Enhanced digital photo finish camera which accurately shows race placings (swimming / athletics)		
			17	New drug testing methods		
			18	New drug testing methods		
				New equipment and methods identify the use of performance enhancing drugs (in a range of sports)		

Question			Answer	Mark	Guidance
7	(d)	(ii)		4 AO3	Sub max 3 pts 1-5 and 6-9 DNA Pt 2 'Fair outcomes' = REP
			Positive effects		
			1 Cheating Reduced cheating / attempted cheating / detects all foul play		
			2 Accuracy Ensures decisions / results are correct / accurate. Incorrect decisions can be overturned		
			3 Officials Reduces pressure on officials		
			4 Players / spectators Reduces player / spectator frustration		
			5 Tension / entertainment The wait for a decision builds tension / provides entertainment		
			Negative effects		
			6 Disruption Play may be delayed / disrupted		
			7 Tradition lost Use of technology goes against spirit / traditions of sport.		
			8 Affordability Only the richest sports / events / top level can afford it.		
			9 Officials May feel under pressure to use it rather than make own decisions / pressure created by exposure and scrutiny of their decisions		

Section C				
Question			Answer	Guidance
8*			Level 3 (8–10 marks) • 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.	At Level 3 responses <u>are likely</u> to include: • Detailed knowledge of how education has influenced the development of sport from 1850 onwards • Detailed knowledge of the role played by schools and universities in developing excellence. • A balance between the two parts of the answer • Knowledge points are developed and supported with a wide range of examples. • AO1, AO2 and AO3 are all well covered.
8*			Level 2 (5–7 marks) • 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 with some structure. The information presented is mostly relevant and supported by some evidence.	At Level 2 responses <u>are likely</u> to include: • Satisfactory knowledge of how education has influenced the development of sport from 1850 onwards • Satisfactory knowledge of how schools or universities develop excellence. • May be an imbalance between the two parts of the answer • Knowledge points are developed and supported with example(s). • Both AO2 and AO3 are required for the top of this level.
8*			Level 1 (1–4 marks) • 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, unstructured and supported by limited evidence. The relationship to the evidence may not be clear.	At Level 1 responses <u>are likely</u> to include: • Limited knowledge of how education has influenced the development of sport from 1850 onwards • Limited understanding of how schools or universities develop excellence • Maximum of four marks to be awarded if only one half of the question is answered • Limited or no examples • A maximum of three marks to be awarded for AO1 only
8*			(0 marks) No response or no response worthy of credit.	

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

Indicative Content 1: Influence of Education on Sports Development

AO1- KU	AO2 – E.G.	AO3 - DEV
Post 1850 industrial Britain		
1. Public schools were influential in the development of sport	Eg: football, rugby, cricket Eg: Games played without officials	➤ Thomas Arnold introduced organised sport / inter house competitions ➤ Sport became less violent and cruel / rules began to develop ➤ Team games encouraged / developed ➤ Emphasis placed on sportsmanship, fair play, etiquette, Muscular Christianity, athleticism etc.
2. Old boys were influential in the organisation / administration of sport.	Eg: Oxford and Cambridge Eg: Rules of kicking and handling games. Football and Rugby Eg: FA, AAA, LTA, RFU	➤ Boys from different public schools went to university and wanted to play each other ➤ Melting pot ➤ Rules were standardised to allow this ➤ Formed NGBs
3. Old boys spread sports to lower levels of British society (increased participation)	Eg: Manchester City, Southampton, Everton, Aston Villa, Celtic (Church teams) Eg: Arsenal, Manchester Utd, West Ham, Coventry, WBA (Factory teams)	➤ Became clergymen and introduced sport to their congregations ➤ Became factory owners / industrialists who encouraged workforce to play. ➤ Understood the value of sport for health / morale social control
4. Old boys spread sports abroad	Eg: To the countries of the British Empire (or named individually)	➤ Became army officers / missionaries / politicians who introduced sport to the countries they were posted to

AO1- KU	AO2 – E.G.	AO3 - DEV
Post 1850 Industrial Britain (contd.)		
5. (1870) Education Act (Forster)	Eg: Football	➤ Free elementary education for all ➤ Improved literacy allowed them to play sports with more complex rules
20th Century		
6. (1944) Education Act (Butler)	Eg: Rugby, Football, Cricket	➤ Greater emphasis on physical development ➤ Grammar Schools copied Public Schools with team game emphasis ➤ Inter school matches and extracurricular activities became a feature in state schools
7. (1988) Educational Reform Act	Eg: Dance, gymnastics, outdoor education. Eg: official / coach / leader Eg: Health related fitness / health-based exercise	➤ PE was made compulsory ➤ National Curriculum introduced ➤ Different roles introduced to lessons ➤ Knowledge of health benefits of exercise added to curriculum ➤ Emphasis on encouraging post school participation
21st Century		
8. Increased opportunity to study PE and sport	Eg: A level, GCSE, BTec, Cam Nats etc. Eg: Sports science	➤ Qualifications in PE more established

Indicative Content 2 : Influence of Education on the Development of Excellence.

AO1 - KU	AO2 – E.G.	AO3 - DEV
Influence of schools on the development of excellence		
9. Schools have programmes of fixtures and extracurricular activities	Eg: Accept relevant examples	➤ Provide competitive experience
10. Schools club links	Eg: Invite coaches into school Eg: Attend club arranged tournaments / fixtures Eg: Advertise club to students	➤ Schools identify potential / talent ➤ Schools link talented students with clubs
11. Some state schools are academies for different sports / clubs	Eg: Accept any relevant examples	➤ Attract talented students with high quality coaching ➤ Attract talented students with integration of study / competition
12. Private schools still more influential than state in developing excellence	Eg: Harrow, Millfield, Winchester, Rugby etc.	➤ Larger proportions of elite sports people are private school educated
13. Private schools offer scholarships in a range of sports	Eg: Accept any relevant example	➤ By application ➤ By invitation
14. Private schools offer high level facilities and coaching	Eg: Accept any relevant example	➤ Employ high status international players / coaches
Influence of universities on the development of excellence		
15. Universities are influential in the development of excellence	Eg: Accept any relevant example	➤ Many of British Olympic team come through the university system
16. Universities offer scholarships	Eg: Accept any relevant example	
17. Universities offer top level coaching	Eg: Accept any relevant example	➤ Employ high status international players / coaches
18. Universities offer high level competition	Eg: BUCS leagues	➤ Develops high level performance
19. Some universities offer world class facilities	Eg: Accept any relevant example	
20. Universities offer sport science / medical support	Eg: Physiotherapy, psychology, nutrition, strength and conditioning, sports medicine	
21. Universities allow the integration of competition / training and study	Eg: Part time /extended degrees	➤ PLA offered to assist with this aspect

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