

**GCE**

**Physical Education**

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

A Level

**Mark Scheme for June 2023**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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:
- 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 Q9
	Example/Reference / indicates AO2 on Q9
	Development / indicates AO3 on Q9
	Level 1 response on Q9
	Level 2 response on Q9

Annotation	Meaning
<b>L3</b>	Level 3 response on Q9
<b>L4</b>	Level 4 response on Q9
<b>BP</b>	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	Two marks from:		2 AO3	Mark first <b>two</b> only.
	1. RSPCA	RSPCA formed		
	2. Police force	Police force created, Metropolitan Police Act.		
	3. New laws / Acts of Parliament	New laws passed / Cruelty to Animals Act passed		
	4. Urbanisation	Less people lived rurally so fewer sports involving animals took place.		
	5. More civilised society	Society became less tolerant of cruelty		
	6. Emerging middle class	Influenced workers / discouraged cruelty		
2	Two marks from:		2 AO2	Mark first <b>two</b> only.
	1. Fixtures	Teams / individuals were able to travel to play nationally.		
	2. Formal competition	Leagues and cup competitions instituted.		
	3. Internationals	More international teams and / or competitions.		
	4. Standard of play	Standard of play improved		
	5. Rationalisation of sports	Greater need for standardised rules.		
	6. Spectators	Allowed spectators to travel to support their team		
3	Two marks from:		2 AO1	Mark first <b>two</b> only.
	1. Identify problems	Evaluate athlete to identify potential stressors or difficulties		
	2. Performance Lifestyle Advice	Advise on integration of sporting and personal life / give financial advice.		
	3. Media	Teach strategies for dealing with media		
	4. Medical	Arrange medical intervention e.g. physiotherapy		
	5. Training	Suggest training adaptations		
	6. Psychological support	Give psychological support/teach stress management techniques		



Section A					
Question		Answer		Marks	Guidance
4		Two marks from:		2 AO1	Mark first <b>two</b> only.
		1. Frustration	Caused by poor performance / poor officiating / being blocked from a goal		
		2. Provocation / retaliation	Crowd / opposition		
		3. Nature of sport	Violence more likely in contact sports		
		4. Performance enhancing drugs	May cause increased levels of aggression		
		5. Rivalry	Between two players or teams / local derby.		
		6. Win at all costs	Players might use violence to achieve success.		
5		Two marks from:		2 AO1	Mark first <b>two</b> only.  To gain credit candidates must make points which show how the schools and clubs collaborate.
		1. Coaching	Specialist coaches may be made available to schools for lessons /extra-curricular clubs		
		2. Facilities / equipment	Clubs might lend specialist equipment or allow schools to use specialist facilities or vice versa.		
		3. Talent identification	Schools might identify promising students and encourage them to join clubs		
		4. Competitions	Clubs might organise / run / officiate inter school competition.		

			Section B				
Question			Answer			Mark	Guidance
6	(a)	i	Three marks from:			3 AO1	Candidates must make both sides of the comparison to gain credit.  <b>DNA</b> Mob football had no rules.
				<b>Mob football</b>	<b>Real tennis</b>		
			1. Rules 1	Few rules /simple	Many rules /complex		
			2. Rules 2	Unwritten rules	Written rules		
			3. Violence	Violent	Civilized / not violent		
			4. Facilities	Natural	Purpose built		
			5. Equipment	Very simple	Specialist		
			6. When played	Occasionally	Regularly		
			7. No. of participants	Unlimited	Limited		
			8. Location	Local	Might not be local / regional		
		9. Participants	Lower class	Upper class			
		10. Skill level	Not skilled	Skilled			
		ii	Three marks from:			3 AO3	
			1. Literacy	Improved education for lower classes meant they could write / read rules / understand more complex modern sports.			
			2. Law and order	Changes in law and order meant violence less tolerated / society more civilized.			
3. Police	Police forces more widespread / arrests made for unruly behaviour						
4. Working hours	No time to play, most lower class worked in factories, long days, 6 days per week						
	5. Holidays	Factory owners required reliable work force so traditional holidays when mob games were played not given					

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			Section B			
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6	(c) contd.	iii	3 marks from:		3 AO3	Pts 1-4 accept vice versa
			1. Proportion of prize money	Sports with higher (proportions of) prize money may have higher participation rates		
			2. Role models	Sports with higher (proportions of) prize money may provide more role models which increase participation.		
			3. Media Coverage	Sports with higher (proportions of) prize money may receive more media coverage / exposure encouraging participation.		
			4. Talent	Sports with higher (proportions of) prize money may attract the most talented performers.		
6	(d)		4 marks from:		4 AO2	Theoretical points must be <u>applied</u> to chosen sport.  Single sport to be used throughout response.
			1. Free movement of competitors	Competitors and teams able to play in other countries		
			2. Free movement of spectators	Spectators able to travel to watch in other countries		
			3. Worldwide media coverage	Sport is broadcast / covered by the media in other countries.		
			4. Worldwide marketing	Sport is marketed in other countries by selling of clothing, merchandise etc.		

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7	(c)	ii	3 AO3	Sub max 2 pts 1-4 and 5-7.
		3 marks from:		
		<b>Positives</b>		
		1. Raised profile	Athlete may become media personality / star	
		2. Income	Income may increase as a result of sponsorship etc.	
		3. Opportunities / rewards	Athlete may receive kit or other rewards / opportunities to travel and compete in high level competitions.	
		4. Time to train	Increase in income will allow more time to train	
		<b>Negatives</b>		
		5. Intrusion	Media intrusion into athlete's private life	
		6. Pressure to succeed	Constant media scrutiny of performance.	
		7. Loss of control	Sponsors may take over control of athlete's time and career pathway.	
7	(d)		4 AO2	Mark <b>first attempt</b> in each category only.  Points must be <b>applicable to example sport</b> .  Mark <b>first attempt</b> in each category only.  Ensure that only examples of <b>new technology</b> are credited.
		4 marks from:		
		<b>Elite performance</b>		
		1. Equipment / clothing	Eg: lighter football boots improve performance	
		2. Injury treatment / prevention	Eg: better surgical / diagnostic equipment aids recovery	
		3. Training aids	Eg: hypoxic chambers improve athlete's endurance	
		4. Surfaces	Eg: synthetic turf improves speed, control.	
		5. Paralympic aids	Eg: Prosthetics / wheelchairs designed to optimise performance	



Question		Answer		Mark	Guidance
7	(d) contd	<b>General Participation</b>			Mark <b>first attempt</b> in each category only.  Points must be <b>applicable to example sport</b> .  Mark <b>first attempt</b> in each category only.  Ensure that only examples of <b>new technology</b> are credited.
		6. Mass Production	Eg bikes, tennis rackets. Technology allows good quality equipment to be mass produced cheaply		
		7. Accessibility	Eg wheelchair lifts, pool hoists. Allow participants with special needs to access facilities.		
		8. Increased opportunity	Eg Synthetic surfaces. Participants can play in any weather.		
		9. Increased motivation	Eg Smart watches, fit bits, phones which record and log information about health / exercise.		
		10. Increased safety	Eg Protective equipment		
		<b>Fair Outcomes</b>			
		11. Video officiating	Eg: VAR, Tennis-Hawkeye, Rugby/Football /Cricket – TMO Enables accurate decisions to be made. Prevent/detect foul play.		
		12. Measures to prevent PED use	Eg: more technologically advanced testing. Prevents some athletes having unfair advantage.		
		13. Officiating equipment	Eg: advanced timing devices, moving/still photography ensure result is correct.		
		<b>Entertainment</b>			
		14. Electronic punditry	Eg Computer aided analysis creates interest and improves understanding, ball tracking, player tracking, ProZone		
		15. Giant Screens	Eg Giant screens at live matches ensure that those attending can see replays / don't miss anything		
		16. Multiple cameras	Eg Multiple camera angles give spectators a view of every aspect of the game		
		17. Video Officiating	Eg TMO Creates suspense		

Section C		
Question	Answer	Guidance
8*	<p><b>Level 3 (8–10 marks)</b></p> <ul style="list-style-type: none"> <li>• detailed knowledge &amp; understanding (AO1)</li> <li>• clear and consistent practical application of knowledge &amp; understanding (AO2)</li> <li>• effective analysis / evaluation and / or discussion / explanation / development (AO3)</li> <li>• accurate use of technical and specialist vocabulary.</li> <li>• there is a well-developed line of reasoning which is clear and logically structured.</li> <li>• the information presented is relevant and substantiated.</li> </ul>	<p><b>Level 3 (8-10 marks) responses <u>are likely to include:</u></b></p> <ul style="list-style-type: none"> <li>• Detailed knowledge of the importance of home nation success at the 2022 Commonwealth Games</li> <li>• Detailed knowledge of the work of the home nation institutes.</li> <li>• A balance between the two parts of the answer</li> <li>• At the top of this level a wide variety of examples is required.</li> <li>• AO1, AO2 and AO3 all covered well.</li> </ul>
	<p><b>Level 2 (5–7 marks)</b></p> <ul style="list-style-type: none"> <li>• satisfactory knowledge &amp; understanding (AO1)</li> <li>• some success in practical application of knowledge (AO2)</li> <li>• analysis/evaluation and / or discussion / explanation / development attempted with some success (AO3)</li> <li>• technical and specialist vocabulary used with some accuracy</li> <li>• there is a line of reasoning presented with some structure</li> <li>• the information presented is mostly relevant and supported by some evidence</li> </ul>	<p><b>Level 2 (5-7 marks) responses <u>are likely to include:</u></b></p> <ul style="list-style-type: none"> <li>• Satisfactory knowledge of the importance of home nation success at the 2022 Commonwealth Games</li> <li>• Satisfactory knowledge of the work of the home nation institutes.</li> <li>• A possible imbalance between the two parts of the answer.</li> <li>• A number of examples</li> <li>• Both AO2 and AO3 are required for the top of the level.</li> </ul>
	<p><b>Level 1 (1–4 marks)</b></p> <ul style="list-style-type: none"> <li>• basic knowledge &amp; understanding (AO1)</li> <li>• little or no attempt at practical application of knowledge (AO2)</li> <li>• little or no attempt to analyse/evaluate and / or discuss / explain / develop (AO3)</li> <li>• technical and specialist vocabulary used with limited success</li> <li>• the information is basic, unstructured and supported by limited evidence</li> <li>• the relationship to the evidence may not be clear</li> </ul>	<p><b>Level 1 (1-4 marks) responses <u>are likely to include:</u></b></p> <ul style="list-style-type: none"> <li>• Limited knowledge of the importance of home nation success at the 2022 Commonwealth Games</li> <li>• Limited knowledge of the work of the home nation institutes.</li> <li>• Maximum of four marks to be awarded if only one half of the question is answered.</li> <li>• Maximum of three marks to be awarded for AO1 only.</li> </ul>
	<p><b>(0 marks)</b> No response or no response worthy of credit.</p>	

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

**Indicative Content:** Examine why it is important that athletes from the home nations do well at these Games.

AO1- KU	AO2 – E.G.	AO3 - DEV
1. Many benefits to hosting a world sporting event		<ul style="list-style-type: none"> <li>➤ Several benefits will be enhanced by a successful team</li> </ul>
2. Nation building/unity	<b>E.g.</b> 2012 Olympics (Super Saturday) 2019 Cricket World Cup 2019 Netball World Cup 2022 FIFA Women's European Champs.	<ul style="list-style-type: none"> <li>➤ Successful performances bring a nation together more effectively.</li> <li>➤ Success increases 'feel good' factor</li> </ul>
3. National pride		<ul style="list-style-type: none"> <li>➤ High levels of success make people proud of their nationality</li> <li>➤ Increased national pride brings about contentment / increased productivity.</li> </ul>
4. Increased income		<ul style="list-style-type: none"> <li>➤ Positive economic impact on host city / country</li> </ul>
5. Increased tourism		<ul style="list-style-type: none"> <li>➤ More visit host city / host country</li> </ul>
6. Increased commercial benefits		<ul style="list-style-type: none"> <li>➤ Economy/finances of event may be boosted by increased ticket sales and sales of related merchandise.</li> </ul>
7. Enhanced shop window effect		<ul style="list-style-type: none"> <li>➤ Country looks even better to others if home team athletes are successful</li> </ul>
8. Health benefits for general population / increased participation	<b>E.g.</b> Any appropriate role model	<ul style="list-style-type: none"> <li>➤ Successful athletes become role models for participation</li> </ul>

**Indicative Content:** Examine why it is important that athletes from the home nations do well at these Games. (contd.)

AO1 - KU	AO2 – E.G.	AO3 - DEV
9. Vote winner / enhanced reputation for ruling political party		<ul style="list-style-type: none"> <li>➤ Successful athletes are a good advert for a political regime</li> <li>➤ Doing well at the Games may enhance Government's popularity / increase votes.</li> </ul>

**Indicative Content:** Using examples, explain how the National Institutes of Sport could help the athletes to succeed.

AO1 - KU	AO2 – E.G.	AO3 - DEV
10. Work of NIS influential in producing successful teams.		<ul style="list-style-type: none"> <li>➤ NIS work with governing bodies, performance directors and coaches to support athletes and maximise performance</li> <li>➤ Share facilities and expertise with a range of sports.</li> <li>➤ They ensure that all sports have access to top facilities and expertise.</li> </ul>
11. Provide world class performance environments / facilities.	<p><b>E.g.</b>  <b>EIS</b> Univ of Bath Training Village, Alexandra Stadium, Bisham Abbey, Holme Pierrepont, Lilleshall, Loughborough Performance Centre, Manchester IHP, OEIS Sheffield</p> <p><b>Sport Wales</b> National Centre Sophia Gardens</p> <p><b>SportScotland</b> Inverclyde, Cumbernauld, Glenmore Lodge,</p> <p><b>SINI</b> University of Ulster</p>	
12. Talent identification schemes	<p><b>E.g.</b>            From Home to Games, #Discover your Gold, Power2Podium</p>	<ul style="list-style-type: none"> <li>➤ In collaboration with UK sport and NGBs.</li> </ul>

**Indicative Content (contd): Using examples, explain how the National Institutes of Sport could help the athletes to succeed.**

AO1 - KU	AO2 – E.G.	AO3 - DEV
13. Sport science support	<b>E.g.</b> Nutrition, biomechanics, physiology, psychology, strength and conditioning.	
14. Medical support	<b>E.g.</b> Physiotherapy, planned rehab, injury treatment and prevention, athlete health, mental health and wellbeing.	
15. Technology and engineering	<b>E.g.</b> Sports wheelchairs, prosthetics design, Blizzard jacket	
16. Research	<b>E.g.</b> Research into enhancing training, aerodynamic research, optimising performance in extreme climates.	
17. Performance lifestyle mentoring	<b>E.g.</b> #More2Me campaign, transition management	

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