

Physical Education (H155, H555)

H555/03, Socio-cultural issues in physical activity and sport (A Level), November 2021

Louise Bugler

Please note that you may see slight differences between this paper and the original.

Candidates answer on the Question paper.

OCR supplied materials:

Additional resources may be supplied with this paper.

Other materials required:

- Pencil
- Ruler (cm/mm)

Duration: 60 mins

INSTRUCTIONS TO CANDIDATES

- Write your name, centre number and candidate number in the boxes above. Please write clearly and in capital letters.
- Use black ink. HB pencil may be used for graphs and diagrams only.
- Answer **all** the questions, unless your teacher tells you otherwise.
- Read each question carefully. Make sure you know what you have to do before starting your answer.
- Where space is provided below the question, please write your answer there.
- You may use additional paper, or a specific Answer sheet if one is provided, but you must clearly show your candidate number, centre number and question number(s).

INFORMATION FOR CANDIDATES

- The quality of written communication is assessed in questions marked with either a pencil or an asterisk. In History and Geography a *Quality of extended response* question is marked with an asterisk, while a pencil is used for questions in which *Spelling, punctuation and grammar and the use of specialist terminology* is assessed.
- The number of marks is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is **60**.
- The total number of marks may take into account some 'either/or' question choices.

1 Identify **two** characteristics of upper class sport in pre-industrial Britain.

1 -----

2 -----

[2]

2 Give **two** examples of how developments in law and order changed the characteristics of sport in post-1850 industrial Britain.

1 -----

2 -----

[2]

3 The Olympic Games have sometimes been used for political purposes.
Complete **Table 3** by giving the year and venue for the two examples.

Summary of Political Purpose	Year of Games	Venue of Games
These Games were used as political propaganda to promote the ruling Nazi party.		
At these Games two American athletes performed a Black Power salute at the 200 m medal ceremony. They did this to raise awareness of civil rights issues in their country.		

Table 3

[2]

4 The flow diagram in Fig. 4 shows how an athlete progresses from talent identification to elite performance in a programme run by UK Sport.

Complete the diagram by describing what happens at phase 2–3 and phase 4 of this process.

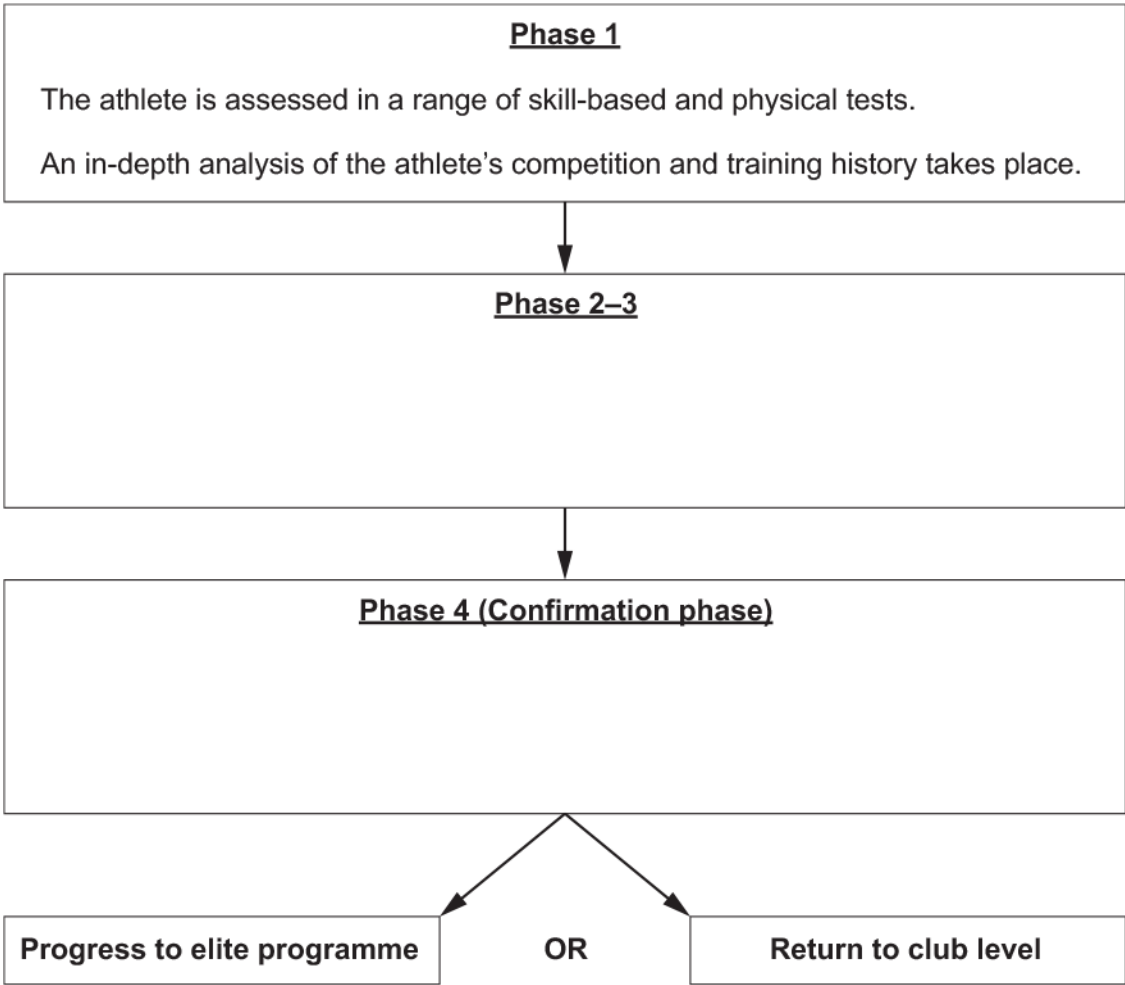


Fig. 4

[2]

5 Give **two** examples of how the media uses sport as a commodity.

1 -----

2 -----

[2]

6(a) The term 'athleticism' is often used in connection with public school sport in post-1850 industrial Britain.

(i) Explain what is meant by 'athleticism'.

[1]

(ii) How did public schools influence the background and aims of the modern Olympic Games?

[4]

- (b) In 1930 a 13-year-old working class boy passed his Elementary Life Saving Award at the local swimming baths. This award had been introduced by the Royal Life Saving Society to improve water safety.

Analyse the social, cultural and sporting factors that may have prevented a similar boy achieving this award in 1860.

[5]

(c) In 2019 the Vitality World Netball Championships were held in Liverpool.

Fig. 6.1 gives some facts about this competition.

1. 233 hours of live coverage was shown on Sky Sports and the BBC.
2. TV rights were sold to a further 7 countries.
3. The competition was sponsored by health insurance company Vitality.
4. 50% of the England squad were playing professional club netball in Australia.
5. 113 000 tickets were sold.
6. 4000 tickets were sold to overseas visitors.
7. Fans from over 30 countries attended the tournament.
8. Nike was the kit sponsor for the England team.
9. Travel companies from Australia and New Zealand sold packages for travelling supporters.
10. 451 volunteer roles and a small number of temporary jobs were created by the competition.

Fig. 6.1

(i) Identify **three** facts from Fig. 6.1 that show netball is a globalised sport.

1 _____

2 _____

3 _____

(ii) How do the facts in Fig. 6.1 suggest that Liverpool may have benefited from hosting this competition?

[3]

- (d) Before 2019 the last world netball championships held in England were in Birmingham in 1995. Since then the profile of elite women's sport has risen considerably.

Fig. 6.2 shows the programme covers for both the 1995 and 2019 events.



Fig. 6.2

Discuss how and why these two competitions may have differed.

[4]

7(a) Identify **three** examples of deviance in sport and describe a **different** strategy that could be used to combat each one.

Example 1 -----

Strategy -----

Example 2 -----

Strategy -----

Example 3 -----

Strategy -----

[6]

-
-
-
-
-
-
-
-
-
-
- [4]

- (i) Why is coverage on channels such as the BBC so important to cricket?

[3]

(ii) Sports have often altered their rules and characteristics to attract media coverage.

Describe examples where sports **other than cricket** have adapted their rules and characteristics to increase their media appeal.

[3]

- Fig. 7 shows the playing kits of the eight teams involved.

Source: thetimes.co.uk

Evaluate the possible impact of this sponsorship on the tournament's spectators.

[4]

Handwriting practice lines consisting of 20 horizontal dashed lines.

END OF QUESTION PAPER

Mark Scheme

Question			Answer/Indicative content	Marks	Guidance														
1			<div>2 marks from:</div> <table><tr><td>1. Class distinct</td><td>Very little mixing with lower class</td></tr><tr><td>2. Wage ring</td><td>Most UC sport was a focus of betting.</td></tr><tr><td>3. Time consuming</td><td>UC played sports which took a long time</td></tr><tr><td>4. Rule bound</td><td>UC sports had written and / or complex rules</td></tr><tr><td>5. Civilised</td><td>UC sports were not violent</td></tr><tr><td>6. Equipped</td><td>UC sports required equipment</td></tr><tr><td>7. Regular</td><td>UC played sports regularly</td></tr></table>	1. Class distinct	Very little mixing with lower class	2. Wage ring	Most UC sport was a focus of betting.	3. Time consuming	UC played sports which took a long time	4. Rule bound	UC sports had written and / or complex rules	5. Civilised	UC sports were not violent	6. Equipped	UC sports required equipment	7. Regular	UC played sports regularly	2 AO1	<div>Mark first <u>two</u> only.</div> <div>DNA ‘sophisticated’ alone</div>
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Developments in L and O	Changes in Characteristics.																		
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Mark Scheme

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4			1. Phase 2-3	Further assessment of suitability.	2 AO1	Sub max 1 pts 1-4.
			2. Phase 2-3	Preparation for training and development		
			3. Phase 2-3	Physical / medical screening / testing		
			4. Phase 2-3	Psychological assessment		
			5. Phase 4	(6-12 month) trial in the specific sport's elite training environment		
			Total		2	
5			1. Purchased from the NGB etc.	Media companies pay the sport / club / governing body for the rights to televise.	2 AO2	
			2. Sold to the consumer	Pay per view / subscription channels sell sport to the viewer.		
			3. Sold to other media companies.	Sport can be sold to other companies so they can show it on their networks.		
			4. Sold to commercial companies	Breaks in play are sold for advertising		
			Total		2	

Mark Scheme

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6	a	i	<table><tr><td>1. Character development</td><td>The development of character through sport</td></tr><tr><td>2. Endeavour and integrity / effort and fair play.</td><td>A combination of physical endeavour and moral integrity / combination of trying hard and being honorable, truthful and sportsmanlike</td></tr></table>	1. Character development	The development of character through sport	2. Endeavour and integrity / effort and fair play.	A combination of physical endeavour and moral integrity / combination of trying hard and being honorable, truthful and sportsmanlike		1 AO1											
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Mark Scheme

Question			Answer/Indicative content			Marks	Guidance
				to fewer sponsors / less media coverage.			
			Total			20	

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Mark Scheme

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			18. CCTV	Deters violence as perpetrators can be identified.		
			19. Increased security	More staff / stewards / police at venue.		
			20. Clubs punished	Clubs fined / banned for spectator behaviour / games played behind closed doors		
			21. Alcohol control	Alcohol sales at or near ground prohibited, alcohol bans.		

Mark Scheme

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	b		<table><tr><th colspan="2">Negative Effects on Participation</th></tr><tr><td>1. Time</td><td>Use of devices reduces the time available for participation.</td></tr><tr><td>2. Entertainment</td><td>Devices provide entertainment so sport / physical activity not needed.</td></tr><tr><td>3. Reduced physical effort</td><td>Devices are labour saving so can be used to minimize activity.</td></tr><tr><td>4. Substitute</td><td>Devices maybe used as a substitute for physical activity.</td></tr><tr><td>5. Reduced finance</td><td>Expense of devices may reduce money available to spend on participation.</td></tr></table> <table><tr><th colspan="2">Positive Effects on Participation</th></tr><tr><td>6. Motivation</td><td>Devices might be used as exercise / fitness monitor / online access to fitness programmes / classes</td></tr><tr><td>7. Knowledge / performance</td><td>Devices may increase knowledge, improve performance.</td></tr><tr><td>8. Inspiration</td><td>Participating in virtual sport may inspire live participation.</td></tr><tr><td>9. Opportunities / Communication</td><td>Devices may provide / communicate information about opportunities for physical activity.</td></tr></table>	Negative Effects on Participation		1. Time	Use of devices reduces the time available for participation.	2. Entertainment	Devices provide entertainment so sport / physical activity not needed.	3. Reduced physical effort	Devices are labour saving so can be used to minimize activity.	4. Substitute	Devices maybe used as a substitute for physical activity.	5. Reduced finance	Expense of devices may reduce money available to spend on participation.	Positive Effects on Participation		6. Motivation	Devices might be used as exercise / fitness monitor / online access to fitness programmes / classes	7. Knowledge / performance	Devices may increase knowledge, improve performance.	8. Inspiration	Participating in virtual sport may inspire live participation.	9. Opportunities / Communication	Devices may provide / communicate information about opportunities for physical activity.	4 AO3	Links must be made between device usage and an aspect of participation. Examples are not required. Sub max 3 pts 1-5 and 6-10
Negative Effects on Participation																											
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7. Knowledge / performance	Devices may increase knowledge, improve performance.																										
8. Inspiration	Participating in virtual sport may inspire live participation.																										
9. Opportunities / Communication	Devices may provide / communicate information about opportunities for physical activity.																										

Mark Scheme

Question			Answer/Indicative content		Marks	Guidance																	
	c	i	<table><tr><td>1. Increased income</td><td>Cricket will receive money from TV rights.</td></tr><tr><td>2. Increased sponsorship</td><td>More sponsors will be attracted by greater media coverage</td></tr><tr><td>3. Raised standards</td><td>The money from media and sponsorship will improve facilities, coaching, equipment, standard of play.</td></tr><tr><td>4. Raised profile</td><td>Increased media interest will increase interest / popularity/spectator numbers</td></tr><tr><td>5. Participation</td><td>Increased participation</td></tr><tr><td>6. Professionalism</td><td>Allows players to be professional.</td></tr><tr><td>7. Player income</td><td>Elite players earn more money.</td></tr><tr><td>8. Free to air (FTA) advantage</td><td>Everyone has equal access. Cricket is seen by everyone irrespective of social background.</td></tr><tr><td>9. Dispels stereotype</td><td>Coverage on FTA TV suggest cricket is for everyone / not elitist.</td></tr></table>	1. Increased income	Cricket 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	Increased media interest will increase interest / popularity/spectator numbers	5. Participation	Increased participation	6. Professionalism	Allows players to be professional.	7. Player income	Elite players earn more money.	8. Free to air (FTA) advantage	Everyone has equal access. Cricket is seen by everyone irrespective of social background.	9. Dispels stereotype	Coverage on FTA TV suggest cricket is for everyone / not elitist.	3 AO1	
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Mark Scheme

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1. Rugby union	Rugby 7s																						
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Mark Scheme

Question			Answer/Indicative content	Marks	Guidance
			Total	20	

Mark Scheme

Question	Answer/Indicative content	Marks	Guidance
8	<p>Level 3 (8–10 marks)</p> <ul style="list-style-type: none"> • detailed knowledge and excellent understanding (AO1) • detailed analysis and critical evaluation (AO3) • very 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>Level 2 (5–7 marks)</p> <ul style="list-style-type: none"> • good knowledge and clear understanding (AO1) • good analysis and critical evaluation (AO3) • generally accurate use of technical and specialist vocabulary • 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>Level 1 (1–4 marks)</p> <ul style="list-style-type: none"> • satisfactory knowledge and understanding (AO1) • limited evidence of analysis and critical evaluation (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>(0 marks) No response or no response worthy of credit.</p>	10	<p>Level 3 responses <u>are likely</u> to include:</p> <ul style="list-style-type: none"> • A detailed history of social class and participation from pre industrial times – 20th century • History is well supported by examples of sports and roles undertaken by different social classes. • Detailed discussion about the effects of commercialisation on social equality. Will reference both the media and sponsorship. • A balance between positive and negative effects and a conclusion as to whether commercialisation has improved social equality <p>Level 2 responses <u>are likely</u> to include:</p> <ul style="list-style-type: none"> • A good knowledge of social class and participation from pre industrial times – 20th century • Examples of sports and roles affected by social class are given to support most of the points made. • Appropriate discussion about the effects of commercialisation on social equality. May reference both the media and sponsorship. • Both positive and negative effects will be included but there may not be a balance. <p>Level 1 responses <u>are likely</u> to include:</p> <ul style="list-style-type: none"> • A satisfactory knowledge of social class and participation from pre industrial times – 20th century. • A few examples of sports and roles affected by social class are given to support the points made. • Some discussion of how commercialisation affects social equality. May reference only one aspect or may fail to define different elements of commercialisation. • A lack of balance between positive and negative effects. May concentrate on either positive or negative.

Mark Scheme

Question			Answer/Indicative content	Marks	Guidance
			Total	10	