

Physical Education (H155, H555)

H555/03, Socio-cultural issues in physical activity and sport (A level), June 2022

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 Give **one** example of a sport played by the lower classes in pre-industrial times and identify **one** characteristic of it.

Example

.....

Characteristic

..... [2]

- 2 Describe **two** aims of the modern Olympic Games.

.....

.....

.....

.....

.....

..... [2]

- 3 Using examples, explain how internet-based media might educate people about sport.

.....

.....

.....

.....

.....

..... [2]

4 On the grid below circle **two** roles of UK Sport.

Attract top level competitions to the UK	Make rule changes in various sports
Select Olympic teams	Provide medical support
Distribute Lottery funding	Develop new technology

[2]

5 Taking illegal performance enhancing drugs is one example of deviance in sport. Give **two** other examples.

1 _____

2 _____

[2]

Identify the social and cultural factors that influenced this increase.

[6]

(b)

(i) Describe **two** political incidents which have occurred at the Olympic Games.

1. Venue and year of Olympic Games

Incident

.....

2. Venue and year of Olympic Games

Incident

.....

[2]

(ii) How might incidents like these affect the host country?

.....

.....

.....

.....

[2]

- (c) The profile of elite women's sport has risen significantly since 1980.

Compare 21st century elite women's sport with elite women's sport in 1980.

[4]

[6]



[6]

7(a) The chart in Fig. 2 gives information about the sponsorship of football teams in the English Premier League from 2013–2019.



Fig. 2

(i) Explain the trend shown in Fig. 2.

[1]

(ii) Evaluate the effect of this trend on football and society.

[5]

(b) Describe **four** factors that have led to the commercialisation of contemporary sport.

[4]

Using examples, explain how modern technology can increase safety in sport.

[6]

(d) Discuss the advantages and disadvantages of taking legal supplements to enhance performance.

[4]

8 Discuss whether the sporting values developed in the 19th century public schools have been overtaken by the commercialisation of modern sport.

Give examples in your answer.


[10]

END OF QUESTION PAPER

Mark Scheme

Question			Answer/Indicative content	Marks	Guidance
1			<div>Example:</div> <div>1. Mob games / mob football</div> <div>2. Smock racing</div> <div>3. Pedestrianism</div> <div>4. Cock fighting / throwing at cocks</div> <div>5. Pugilism / bare knuckle fighting.</div> <div>Characteristics:</div> <div>6. Simple / not written / few rules</div> <div>7. Occasional / irregular</div> <div>8. Violent / cruel</div> <div>9. Local</div> <div>10. Simple resources.</div>	AO2 x 1 AO1 x 1	<p>Mark first attempts only</p> <p>1 mark for example</p> <p>(pts 1–5)</p> <p>1 mark for characteristic</p> <p>(pts 6–10)</p> <p>DNA ‘no rules.’</p> <p><u>Examiner’s Comments</u></p> <p>This question was very well answered by the majority of candidates, with most giving the example of mob football with “violent” as the characteristic.</p> <p>A small number of candidates incorrectly said mob football had no rules.</p>
			Total	2	

Mark Scheme

Question			Answer/Indicative content		Marks	Guidance
2			1. Development of competitors	To develop their physical and moral qualities	AO1 x 2	<p>Mark first two attempts only</p> <p><u>Examiner's Comments</u></p> <p>This question exposed some confusion between the aims of the modern Olympic Games and the Olympic values.</p> <p>Many candidates, however, correctly described how the Olympic Games aimed to promote international goodwill and peace, bring about unity and educate young people to improve international understanding. Candidates were generally less secure in their understanding of the Olympic aim to develop physical and moral qualities.</p> <p>Misconception</p> <div></div> <p>A common misunderstanding is to mistake the Olympic values for the Olympic aims.</p> <p>The specification requires candidates to understand the “background and aims (1896)” of the modern Olympic Games. So, candidates should focus on the four aims:</p> <ul style="list-style-type: none">• development of physical and moral qualities• spreading Olympic principles to create goodwill• bringing together athletes of the world in a four yearly sports festival• educating young people through sport to build a more peaceful world.
			2. To promote international goodwill / world peace	Encouraging international cooperation		
			3. Unity of competitors	(Bringing people together) through a festival of sport held every four years.		
			4. To educate (young) people	To improve their international understanding		
			Total		2	

Mark Scheme

Question			Answer/Indicative content	Marks	Guidance
3			1. Improve sports techniques / performance	AO2 x 2	<p>DNA references to television as examples.</p> <p>'Using the internet' = REP (question wording)</p> <p><u>Examiner's Comments</u></p> <p>Many candidates did not give examples in their responses. Of those that did, many did not offer an internet related example such as websites and apps or specific examples such as YouTube and Instagram and therefore did not gain credit.</p> <p>Some candidates gave multiple examples of the same point on the mark scheme – most commonly examples of how internet-based media can be used to increase knowledge of sports, clubs, rules and results.</p>
			2. Learn about opportunities		
			3. Increase knowledge		
			4. Dialogue / discussion with top coaches and players		
			Total	2	
4			1. Attract top level competitions to the UK	AO2 x 2	<p>If more than 2 circled 0 marks awarded.</p> <p><u>Examiner's Comments</u></p> <p>The majority of candidates achieved 1 mark on this question, mostly for identifying that UK Sport distributes Lottery funding.</p>
			2. Distribute lottery funding		
			Total	2	

Mark Scheme

Question			Answer/Indicative content		Marks	Guidance
5			1. <u>Illegal</u> gambling	Match fixing / spot fixing.	AO1 x 2	Mark first two attempts only.
			2. Player violence	Aggression on the pitch.		Pt1 DNA gambling alone
			3. Cheating	Using illegal equipment, deliberately breaking rules to gain advantage		DNA Violence alone
						Accept 'blood doping.'
						<u>Examiner's Comments</u>
						While this question was generally well answered, many candidates lost marks by stating that "violence" was an example of deviance and not qualifying the type of violence by referring to spectator or player violence as per the specification.
						A significant number of candidates also identified "gambling" on its own, therefore not gaining any credit. They needed to specifically identify " illegal gambling" as gambling in itself is not deviant.
						Some candidates gave examples of performance enhancing drugs.
Total					2	


Mark Scheme

Question			Answer/Indicative content	Marks	Guidance
6	a		1. Shorter working hours / more free time	AO1 x 6	<p>Command word 'identify' no explanation needed.</p> <p><u>Examiner's Comments</u></p> <p>This was well answered with many candidates achieving 4 or more marks out of the 6 available.</p> <p>The question asks candidates to identify, but many students did not follow the command word and gave explanations.</p> <p>It would be useful for centres to focus candidates' attention to the command word and where it is "identify" remind them that, for example on this question, they can simply list the social and cultural factors that influenced the increase in participation.</p>
			2. Public holidays		
			3. New facilities		
			4. Improved transport		
			5. Better education		
			6. Increased income		
			7. Middle class influence		
			8. Health		

Mark Scheme

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	b	i	<table><tr><td>1. 1936 Berlin</td><td>Games used as Nazi propaganda</td></tr><tr><td>2. 1968 Mexico City</td><td>Black Power demonstration (against the lack of civil rights in the USA)</td></tr><tr><td>3. 1972 Munich</td><td>Palestinian terrorists (Black September) kidnapped Israeli athletes (to demand release of Palestinian prisoners.)</td></tr><tr><td>4. 1980 Moscow</td><td>Western nations / USA boycotted Games (to protest against Soviet invasion of Afghanistan)</td></tr><tr><td>5. 1984 Los Angeles</td><td>Communist boycott in retaliation for Moscow. (Used lack of security and over commercialisation as excuses.)</td></tr></table>	1. 1936 Berlin	Games used as Nazi propaganda	2. 1968 Mexico City	Black Power demonstration (against the lack of civil rights in the USA)	3. 1972 Munich	Palestinian terrorists (Black September) kidnapped Israeli athletes (to demand release of Palestinian prisoners.)	4. 1980 Moscow	Western nations / USA boycotted Games (to protest against Soviet invasion of Afghanistan)	5. 1984 Los Angeles	Communist boycott in retaliation for Moscow. (Used lack of security and over commercialisation as excuses.)		AO1 x 2	<p>Must have year, venue and incident for the award of 1–5.</p> <p>KU on date / venue. Tick for correct incident SEEN for incorrect incident</p> <p>Pt 2 BOD ‘Mexico’</p> <p>Pt 3 Palestinian terrorism alone = TV.</p> <p><u>Examiner’s Comments</u></p> <p>This question was very well answered with most candidates achieving 2 marks. Where this was not the case it was usually because they did not recall the correct year of the events.</p> <p>Some errors were made in relation to the 1936 Berlin Games, where candidates concentrated on describing the treatment of Jesse Owens by Hitler, rather than how the Games were politically exploited.</p>
1. 1936 Berlin	Games used as Nazi propaganda															
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		ii	<table><tr><td>1. Financial</td><td>Loss of sponsorship / funding / income</td></tr><tr><td>2. Tourism</td><td>Loss of tourism / reduced visitors</td></tr><tr><td>3. Reputation</td><td>Poor image / damaged reputation</td></tr><tr><td>4. Political damage</td><td>Embarrassment / reduction in popularity for ruling politicians</td></tr><tr><td>5. Confidence in hosts</td><td>Country may not be chosen to host other major events.</td></tr></table>	1. Financial	Loss of sponsorship / funding / income	2. Tourism	Loss of tourism / reduced visitors	3. Reputation	Poor image / damaged reputation	4. Political damage	Embarrassment / reduction in popularity for ruling politicians	5. Confidence in hosts	Country may not be chosen to host other major events.		AO2 x 2	<p><u>Examiner’s Comments</u></p> <p>This was a well answered question with effects on finance, tourism and reputation being the most common answers.</p> <p>Some candidates did not identify two different issues and repeated the same point or were vague about the political damage these types of incidents could cause.</p>
1. Financial	Loss of sponsorship / funding / income															
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Mark Scheme

Question		Answer/Indicative content			Marks	Guidance
	c		1980	21st century	AO2 x 4	Must make direct comparisons.
		1. Media coverage	Minimal media coverage of women's sport	Increased media coverage of women's sport.		Where necessary stamp KU for first half of comparison and tick second half.
		2. Sexualisation	Women often represented in sexualised way in media.	Sportswomen now usually represented without female stereotyping.		Examiner's Comments
		3. Fixtures/competitions	Few international teams or elite level fixtures.	Increase in elite level competitions and teams		Candidates who made direct comparisons scored best here. Those that wrote about the 1980s in one paragraph and the 21st century in the next often missed out points for comparison.
		4. Sponsorship	Limited to very few sports and individuals.	More widespread sponsorship of women's sport		Others gained success by making comparisons through the use of comparative language such as "more" or "increased".
		5. Equality	Women could be openly discriminated against	Legislation in place to prevent discrimination		Many candidates focused on the rise in female presenters and pundits which is not relevant to the question which asks about elite women's sport.
		6. Professionalism	Majority of elite women's sport was amateur.	More female professionalism in a variety of sports		Assessment for learning
		7. Income	Lower prize money / salary / revenue	Higher prize money / salary / revenue		
		8. Role Models	Very few female sporting role models	Many role models in a variety of sports		It is important for candidates to make direct comparisons point by point, for example "in the 1980s few elite sportswomen were sponsored, but by the 21st century there was more widespread sponsorship of elite sportswomen".
		9. Numbers of elite women	Fewer elite women (fewer sports,	More elite women (more sports, more		Candidates who wrote a paragraph about elite women's sport in the 1980s then a paragraph about elite women's sport in the 21st century commonly made valid points in each paragraph but did not write about the same factors in each paragraph, so were unable to gain credit for comparisons.

Exemplar 1

Mark Scheme

Question			Answer/Indicative content		Marks	Guidance
				fewer events)		<div><div>21st century</div><div>1980</div><div>Increased media coverage of elite women's sport.</div><div>Increased participation or higher number of elite female athletes</div><div>More sponsorship and revenue for female sport.</div><div>Increased funding, for better wages and facilities</div><div>More role models.</div><div>less media coverage of women's elite sport.</div><div>low level of participation / few female elite athletes.</div><div>less / few sponsors and little revenue.</div><div>low funding, poor wages and facilities</div><div>few role models.</div></div> <p>This candidate demonstrates effective examination technique for a question which demands comparisons to be made.</p> <p>They make direct comparisons between the two time periods for media coverage, number of elite female athletes, sponsorship, funding, and role models, so achieve maximum marks before the end of their response.</p>


Mark Scheme

Question			Answer/Indicative content		Marks	Guidance																		
	d		<table><thead><tr><th>Cause</th><th>Effect</th></tr></thead><tbody><tr><td>1. Half day Wednesday / Saturday</td><td>So people had more time to attend matches.</td></tr><tr><td>2. Income increased</td><td>So people had more money for tickets and transport</td></tr><tr><td>3. Public transport</td><td>Huge improvements in public transport (buses, trams) made it easier for people to get to matches.</td></tr><tr><td>4. Improved facilities</td><td>Purpose built new stadia which had greater capacities and were more comfortable for spectators.</td></tr><tr><td>5. Printed media</td><td>Increased amount of printed media raised awareness of popular events</td></tr><tr><td>6. Increased literacy/education</td><td>Working classes were now more literate so could access information / adverts in printed media.</td></tr><tr><td>7. Club influence</td><td>Clubs encouraged spectators to attend (to increase revenue)</td></tr><tr><td>8. Paid players</td><td>Professionalism raised standards and made game more entertaining so crowds increased</td></tr></tbody></table>	Cause	Effect	1. Half day Wednesday / Saturday	So people had more time to attend matches.	2. Income increased	So people had more money for tickets and transport	3. Public transport	Huge improvements in public transport (buses, trams) made it easier for people to get to matches.	4. Improved facilities	Purpose built new stadia which had greater capacities and were more comfortable for spectators.	5. Printed media	Increased amount of printed media raised awareness of popular events	6. Increased literacy/education	Working classes were now more literate so could access information / adverts in printed media.	7. Club influence	Clubs encouraged spectators to attend (to increase revenue)	8. Paid players	Professionalism raised standards and made game more entertaining so crowds increased		AO3 x 6	<p>Cause and effect are both required for credit.</p> <p><u>Examiner's Comments</u></p> <p>This was an area where few candidates scored highly. This was largely because they did not explain the links between the cause and effect as the question required.</p> <p>For example for point 1 on the mark scheme they stated, "more free time", instead of linking this in an explanation to the introduction of Wednesday and Saturday half days which gave workers more time to spectate sport.</p> <p>Some candidates confused the time period, which was specified in the question as the early 20th century. These wrote about increased media such as television, rather than the increase in the printed press and the introduction of the railways and increased car ownership, rather than the increase in public transport such as buses and trams.</p>
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			Total		20																			

Mark Scheme

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7	a	i	<div>1. Increasing number of premier league teams have gambling companies as their main sponsor.</div>	AO3 x 1	<p><u>Examiner's Comments</u></p> <p>This was generally well answered with the vast majority of candidates able to identify the trend of an increase in gambling based companies sponsoring Premier League clubs.</p>																								
		ii	<table><tr><td colspan="2">Effect on Football</td></tr><tr><td>1. Resources</td><td>Clubs can afford better facilities/ equipment / staff</td></tr><tr><td>2. Standards</td><td>Standards of play are raised</td></tr><tr><td>3. Revenue</td><td>More money for clubs and players</td></tr><tr><td>4. Spectator facilities</td><td>Better facilities for spectators</td></tr><tr><td>5. Poor image</td><td>Potentially negative image for football</td></tr><tr><td>6. Loss of supporters</td><td>Supporters who don't agree with gambling may be alienated</td></tr><tr><td colspan="2">Effect on Society</td></tr><tr><td>7. Health risk</td><td>Gambling can become addictive/c ompulsive</td></tr><tr><td>8. Promotes gambling</td><td>Encourages people to gamble.</td></tr><tr><td>9. Poor role modelling</td><td>Gambling 'endorsed' by top clubs/player.</td></tr><tr><td>10. Illegal gambling</td><td>May encourage illegal gambling.</td></tr></table>	Effect on Football		1. Resources	Clubs can afford better facilities/ equipment / staff	2. Standards	Standards of play are raised	3. Revenue	More money for clubs and players	4. Spectator facilities	Better facilities for spectators	5. Poor image	Potentially negative image for football	6. Loss of supporters	Supporters who don't agree with gambling may be alienated	Effect on Society		7. Health risk	Gambling can become addictive/c ompulsive	8. Promotes gambling	Encourages people to gamble.	9. Poor role modelling	Gambling 'endorsed' by top clubs/player.	10. Illegal gambling	May encourage illegal gambling.	AO3 x 5	<p>Sub max 4 pts 1–6 and 7–10</p> <p><u>Examiner's Comments</u></p> <p>This question was very well answered with the majority of candidates scoring 2 marks.</p> <p>Some candidates wrote about effects on the gambling sponsor, which did not address the question.</p>
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1. Popularity	Increased public interest in sport.																
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Example of new technology	Influence on player safety																										
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			<div>player.</div> <div>11. Improved detection of foul play</div> <div>Use of review / third official prevents injuries caused by foul play.</div>		
	d		<div>Advantages of legal supplements</div> <div>1. Punishment</div> <div>No punishment for taking them</div> <div>2. Health</div> <div>Less likely to harm athlete's health / safer</div> <div>Disadvantages of legal supplements</div> <div>3. Contamination</div> <div>Some legal supplements have been found to contain banned substances so might be illegal.</div> <div>4. Side effects / long term effects</div> <div>Some legal supplements may cause health problems – creatine - digestive problems, energy drinks – tooth decay.</div> <div>5. Lack of effectiveness</div> <div>Not as effective as PEDs.</div>	AO3 x 4	<p><u>Examiner's Comments</u></p> <p>This question was generally well answered with many candidates identifying both advantages and disadvantages of using legal supplements.</p> <p>Some candidates focused on performance enhancing drugs rather than legal supplements.</p> <p>Others concentrated on the performance enhancing effects of the supplements. This was not a requirement for the specification of this paper and was, to a certain extent, a repeat of the question wording.</p> <p>A common mistake was to state 'they are legal' which was a repeat of the question wording.</p>
			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 & 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>Level 2 (5–7 marks)</p> <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>Level 1 (1–4 marks)</p> <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>10 (AO1 ×3, AO2 ×3, AO3 ×4)</p>	<p>At Level 3 responses <u>are likely</u> to include:</p> <ul style="list-style-type: none"> • Detailed knowledge of the moral and ethical values of public school sport in 19th century. • A clear understanding of the concept of commercialism and how contemporary sport is affected. • A clear understanding of the pressure to win in contemporary sport and its link to commercialism and deviance. • May acknowledge that public school values are not completely lost in contemporary sport. • Must include AO2s and AO3s <p>At Level 2 responses <u>are likely</u> to include:</p> <ul style="list-style-type: none"> • Good knowledge of the ethics and morals of public school sport. • Clear understanding of the term commercialisation and its implications for sport • Some understanding of the link between deviance and commercialisation • May only acknowledge the loss of public school values in contemporary sport • Must include AO2s or AO3s <p>At Level 1 responses <u>are likely</u> to include:</p> <ul style="list-style-type: none"> • Some understanding of public school values and ethos. May only refer to the concept of sportsmanship. • Some understanding of commercialisation but may not be able to link it to deviance and loss of public school values. • Most credit will be AO1 <p>Maximum of 3 to be awarded for AO1 only</p> <p><u>Examiner's Comments</u></p> <p>This extended response question proved accessible to the full range of abilities and was generally answered well. Successful</p>

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			(0 marks) No response or no response worthy of credit.		<p>responses showed good knowledge of public school values and commercialisation and expanded the link to the impact of using deviance to win.</p> <p>The majority of candidates displayed a good understand of the public school values, writing in depth about Dr Thomas Arnold's influence and discussing the values and qualities he encouraged. Many candidates were able to write confidently about commercialisation of sport and highlight potential related issues in modern day sport. The highest scoring responses were able to link the two and identify how commercialisation has driven a rise in deviance and a win at all costs mentality which goes against the public school values.</p> <p>The most successful responses gave sound examples of how public school values are still maintained in contemporary sport, for example kicking the football out for an injury or helping a fellow competitor over the line.</p> <p>Some candidates produced an unbalanced response, typically showing more knowledge of public school values and less of commercialisation.</p>
			Total	10	