

GCE

Physical Education

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

Advanced GCE

Mark Scheme for June 2018

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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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Annotations used in the detailed Mark Scheme

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

- Sub-maxes are indicated with **SEEN**; the guidance section of the mark scheme shows which questions these are relevant to.
- KU** and **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 the extended response question (Q8), one KU or 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 (AO2)	Mark first 2 only DNA teachers.
		1. Army Officers	Old Boys joined army which spread sport/games through Empire		
		2. Clergy	Old Boys joined church / became missionaries who spread sport/games through Empire		
		3. Industrialists	Old Boys became industrialists who set up teams to spread sport through the Empire		
		1. Politicians	Old Boys became politicians who were posted overseas / to the colonies and took their games with them		
2		Two marks from:		2 (AO1)	DNA TASS DNA facilities, coaching or competition on own
		1. Scholarships	Provide sports scholarships / bursaries		
		2. Facilities	Provide specialist / high quality / world class facilities for elite sport		
		3. Coaching	Provide specialist/high quality / world class coaching		
		4. Competition	Provide high level competition		
		5. Sport science	Provide sport science/medical support		
		6. Integration competition and study	Allow students to train and compete whilst studying, without conflict.		
		7. Institutes	Host centres of sporting excellence / sports institutes		

Question		Answer	Marks	Guidance	
3		Two marks from:	2 (AO2)	Mark first two only. Must give an e.g. to gain mark	
		1. Accessibility			Technology can allow more people to access certain activities / facilities e.g. wheelchair ramps, swimming pool hoists.
		2. Motivation			Technology can provide information which increases motivation and adherence e.g. Fitbit / activity trackers / heart rate monitors / GoPro
		3. Progress /enjoyment			Some new technology makes learning skills easier or more enjoyable or safer so encourages participation e.g. low bounce balls, lighter bicycle frames, windballs
		4. Inclusion			Technology allows disabled people to participate more easily e.g. running blades, adapted wheelchairs.
		5. Opportunity			Technology allows more sport to be played in all weathers and after dark e.g. floodlights, synthetic turf pitches.
		6. Mass production			Technology allows mass production of sporting equipment so it is readily available and cheap e.g. skis, bikes
4		Two marks from:	2 (AO1)	Mark first two only	
		1. Frustration			Frustration with result / performance of team / officials decisions / opposing fans' behaviour / release catharsis
		2. Ritual			Hooliganism / tradition
		3. Importance			Importance of event / derby matches / rivalries /media hype /religion
		4. Alcohol /social drugs			
		5. Imitation			Imitation of violence on field / nature of the sport.
		6. Deindividuation			Loss of self-awareness or sense of being an individual when part of a group / going along with the group

Question		Answer	Marks	Guidance	
5		Two marks from:	2 (AO2)	Mark first two only Need reference to social class to gain mark. Reference to effect on participation must be made.	
		1. Lower class			Long working hours or little free time limited participation
		2. Festivals			Festivals / holy days / wakes / fairs were the only opportunities for lower classes to participate
		3. Upper class			Extensive free time for recreation, which meant they participated more.
		4. Upper class			Extensive free time so could participate in long lasting activities such as fox hunting.

Section B						
Question		Answer		Marks	Guidance	
6	(a)	Six marks from:		6	Mark first three only Example must be paired to description to gain e.g. mark.	
			Description – sub max 3	Example – sub max 3		3
		1. Worldwide media coverage	Extensive media coverage on multiple platforms	Paralympics, World Cup football, Wimbledon, IPL		(AO1)
		2. Movement	Freedom of movement of players	Spanish footballers play in English Premier League, English netballers play in Australian leagues		3
		3. Fixtures	International fixtures on regular basis	Europa League, Heineken Cup		(AO2)
		4. Commercial factors	Sport as a worldwide marketplace / worldwide business.	Replica Premier League football shirts sold in Asia, NBA shirts sold in UK.		
	5. Travel	Teams travel to compete at home and abroad. Or Spectators can follow their team/sport at home and abroad.	Premier League teams play midweek matches in Europe. Rugby fans travel to watch British Lions tour New Zealand.			

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b)	<p>Five marks from:</p> <table border="1" data-bbox="353 312 1469 1038"> <tr> <td data-bbox="353 312 725 379">1. Propaganda</td> <td data-bbox="725 312 1469 379">Used to promote ideology /propaganda</td> </tr> <tr> <td data-bbox="353 379 725 446">2. Human rights</td> <td data-bbox="725 379 1469 446">Used to raise awareness of discrimination</td> </tr> <tr> <td data-bbox="353 446 725 513">3. Terrorism</td> <td data-bbox="725 446 1469 513">Used to generate media coverage of terrorism</td> </tr> <tr> <td data-bbox="353 513 725 580">4. Political protests</td> <td data-bbox="725 513 1469 580">Boycotts in protest at actions / beliefs of other regimes</td> </tr> <tr> <td data-bbox="353 580 725 655">Propaganda 5. e.g.</td> <td data-bbox="725 580 1469 655">Berlin 1936</td> </tr> <tr> <td data-bbox="353 655 725 722">Human Rights 6. e.g.</td> <td data-bbox="725 655 1469 722">Mexico 1968 (black power protest)</td> </tr> <tr> <td data-bbox="353 722 725 828">Terrorism 7. e.g.</td> <td data-bbox="725 722 1469 828">Munich 1972 (Palestinian terrorists murder Israeli athletes)</td> </tr> <tr> <td data-bbox="353 828 725 933">Political Protests 8. e.g.</td> <td data-bbox="725 828 1469 933">Moscow 1980 (USA led western boycott in protest of Soviet invasion of Afghanistan)</td> </tr> <tr> <td data-bbox="353 933 725 1038">9. e.g.</td> <td data-bbox="725 933 1469 1038">Los Angeles 1984 (Soviet Union led Eastern Bloc boycott in protest of anti-Soviet propaganda and security concerns. Tit for tat)</td> </tr> </table>	1. Propaganda	Used to promote ideology /propaganda	2. Human rights	Used to raise awareness of discrimination	3. Terrorism	Used to generate media coverage of terrorism	4. Political protests	Boycotts in protest at actions / beliefs of other regimes	Propaganda 5. e.g.	Berlin 1936	Human Rights 6. e.g.	Mexico 1968 (black power protest)	Terrorism 7. e.g.	Munich 1972 (Palestinian terrorists murder Israeli athletes)	Political Protests 8. e.g.	Moscow 1980 (USA led western boycott in protest of Soviet invasion of Afghanistan)	9. e.g.	Los Angeles 1984 (Soviet Union led Eastern Bloc boycott in protest of anti-Soviet propaganda and security concerns. Tit for tat)	<p>2 (AO1) 3 (AO2)</p>	<p>Sub max 2 for points 1-4 Sub max 3 for points 5-9 Venue and date of Olympic Games must be correct.</p>
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Section C		
Question	Answer	Guidance
8*	<p>Level 3 (8–10 marks)</p> <ul style="list-style-type: none"> • detailed knowledge and excellent understanding (AO1) • well-argued, independent opinion and judgements which are well supported by relevant practical examples (AO2) • 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 3 discriminators</p> <ul style="list-style-type: none"> • AO1, AO2 and AO3 are all well covered • Detailed understanding of how women’s changing status has affected women’s participation and performance with relevant examples • Detailed understanding of how commercialisation has altered women’s participation and performance with relevant examples • Analysis rather than description • At 9/10marks both aspects are well addressed with specific analysis of the changing status of women and effects of commercialisation • At 8 marks there may be some imbalance between different parts of the question
	<p>Level 2 (5–7 marks)</p> <ul style="list-style-type: none"> • good knowledge and clear understanding (AO1) • independent opinions and judgements will be present but may not always be supported by relevant practical examples (AO2) • 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 2 discriminators</p> <ul style="list-style-type: none"> • Some success at more developed AO2 and/or AO3 points • Good understanding of how women’s changing status has affected women’s participation and performance with some examples • Good understanding of how commercialisation has altered women’s participation and performance with some examples • Some analysis but may be mainly descriptive • Both aspects of the question addressed but possibly unequally • At 7 marks some AO3 analysis is shown.
	<p>Level 1 (1–4 marks)</p> <ul style="list-style-type: none"> • satisfactory knowledge and understanding (AO1) • occasional opinion and judgement but often unsupported by relevant practical examples (AO2) • 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>Level 1 discriminators</p> <ul style="list-style-type: none"> • Basic AO1 or AO2 knowledge and understanding • Limited understanding of how women’s changing status has affected women’s participation and performance with few examples • Limited understanding of how commercialisation has altered women’s participation and performance, with few examples • Little or no attempt at analysis • Response shows imbalance.
		(0 marks) No response or no response worthy of credit.

Question	Indicative content	Marks	Guidance
8*	<p><u>Status of women in twentieth century</u></p> <p>1. Background – early 20th century Women expected to fulfil a traditional role (AO1) e.g. Housewife, child carer. (AO2)</p> <ul style="list-style-type: none"> • Therefore, they had little free time for sport (AO3) <p>Women viewed as weaker sex (AO1)</p> <p>Society had traditional expectation of women’s behaviour and appearance (AO1) e.g. graceful, neat, clean etc. (AO2)</p> <ul style="list-style-type: none"> • This conflicted with participation in many sports (AO3) e.g. football, rugby (AO2) • Certain sports conformed to the sex role stereotype so were acceptable (AO3) e.g. tennis, gymnastics. (AO2) <p>Limited female participation in sport (AO1) e.g. PE in schools only introduced in 1918 (AO2)</p> <p>2. Stereotyping Sport was stereotypically masculine. (AO1)</p> <ul style="list-style-type: none"> • Women were expected to behave in “ladylike” way.(AO3) • Clothing had to be modest and was difficult to move in.(AO3) • Vigorous sport thought to be dangerous to child bearing. (AO3) • There were exceptions (AO3) e.g. gymnastics, tennis, cycling (AO2) <p>3. Variety Fewer opportunities for women to compete (AO1) e.g. fewer events for women in the Olympics (AO2)</p> <p>4. Media coverage Limited / no media coverage of women’s sport (AO1)</p>	<p>10</p> <p>AO1 x3</p> <p>AO2 x3</p> <p>AO3 x4</p>	<p>KU= AO1</p> <p>E.G. = AO2</p> <p>DEV = AO3</p>

Question	Indicative content	Marks	Guidance
	<p>5. Amateur Women's sports mostly amateur (AO1) e.g. exception – golf, tennis in late 20th century (AO2)</p> <p>6. Discrimination Discrimination against women in sport (AO1) e.g. men-only golf clubs (AO2)</p> <p><u>Changes in women's status into twenty-first century</u></p> <p>7. Opportunity Increased quantity of women's sports events and participation (AO1) e.g. women's Premier League football (AO2)</p> <ul style="list-style-type: none"> • standards of play increase (AO3) <p>8. Media coverage Increased media coverage of women's sport / wider range of women's sports shown (AO1) e.g. Women's Ashes series (AO2) e.g. Super League Netball (AO2)</p> <ul style="list-style-type: none"> • still far more coverage of men's sport (AO3) <p>9. Societal role Traditional perceptions of women's role in society being challenged (AO1) e.g. shared childcare gives women more time to participate in sport (AO2) e.g. This Girl Can (AO2)</p> <p>10. Challenged stereotypes Women now participate in 'men's' sports (AO1)</p> <ul style="list-style-type: none"> • role models now exist in traditionally male sports (AO3) e.g. Nicola Adams, boxing (AO2) • increased media coverage of women in these sports (AO3) e.g. women's hammer, boxing (AO2) • traditional views remain (AO3) 		

Question	Indicative content	Marks	Guidance
	<p>11. Equality Increasing gender equality (AO1) Equal pay / prize money for women in some sports (AO1) e.g. tennis (AO2) Wage / prize money inequality remains huge in many sports (AO3) e.g. football (AO2)</p> <p>12. Discrimination Reduced discrimination against women (AO1) Gender Equality Act should prevent it (AO1) e.g. reduction in male-only golf clubs (AO2)</p> <ul style="list-style-type: none"> • discrimination remains in certain areas (AO3) <p><u>Effects of commercialisation</u></p> <p>13. Revenue Increased revenues for women's sports (AO1) have...</p> <ul style="list-style-type: none"> • made sport a potential career for women(AO3) • increased prize money (AO3) • wage disparities between men and women's sport still often large (AO3) • enabled more women's sports to become professional (AO3) • e.g. women's Premier League football, Netball Super League, WNBA, women's golf (AO2) • enabled more women to train full time (AO3) <p>14. Media coverage Commercialisation has led to increased media coverage (AO1) which has...</p> <ul style="list-style-type: none"> • raised profile of women's sport (AO3) • which has stimulated participation (AO3) • increased profile of role models stimulates participation (AO3) e.g. Jessica Ennis (athletics), Steph Houghton (football), Maggie Alphonsi (rugby union) (AO2) 		

Question	Indicative content	Marks	Guidance
	<p>15. Female presenters Increased number of female sports presenters/pundits/commentators (AO1) e.g. Gabby Logan, Clare Balding, Alex Scott, Enida Alukom (AO2)</p> <ul style="list-style-type: none"> • Now found in traditionally male sports (AO3) • E.g. Match of the Day, football World Cup. Six Nations rugby (AO2) • But often young/attractive women (AO3) <p>16. Sponsorship Increased sponsorship for female athletes (AO1)</p> <ul style="list-style-type: none"> • enabled more to train and play sport full time (AO3) • made sports career more financially viable for female athletes (AO3) • is lucrative in relatively few sports (AO3) e.g. tennis, golf, football, netball (AO2) 		

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