



**...day June 20XX – Morning/Afternoon**

**A Level Physical Education**

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

**SAMPLE MARK SCHEME**

**Duration:** 1 hour

**MAXIMUM MARK      60**

**This document consists of 20 pages**

## MARKING INSTRUCTIONS

### PREPARATION FOR MARKING SCORIS

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: Scoris 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 scoris and mark the 10 practice responses ("scripts") and the 10 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 Scoris 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 Scoris messaging system, or by email.
5. Work crossed out:
  - a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
  - b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
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. 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 isn’t an attempt at the question

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

8. The scoris **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 scoris messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to your Team Leader (Supervisor) by the end of the marking period. The Assistant Examiner’s Report Form (AERF) can be found on the RM Cambridge Assessment Support Portal (and for traditional marking it is in the Instructions for Examiners). Your report should contain notes on particular strength 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:
- a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - b. **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 used in the detailed Mark Scheme

|                                                                                     |       |                                 |
|-------------------------------------------------------------------------------------|-------|---------------------------------|
|    | ?     | Unclear                         |
|    | BOD   | Benefit of doubt                |
|    | Cross | Incorrect                       |
|    | L1    | Level 1                         |
|    | L2    | Level 2                         |
|    | L3    | Level 3                         |
|    | REP   | Repeat                          |
|    | Tick  | Correct                         |
|    | VG    | Vague                           |
|    | SEEN  | Noted but no credit given       |
|    | S     | S (indicates 'sub max reached') |
|   | EG    | Example                         |
|  | K     | Knowledge                       |
|  | DEV   | Development                     |

- Sub-maxes are indicated with **S**; the guidance section of the mark scheme shows which questions these are relevant to.
  - **K** 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 this extended response question, one K 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: <ul style="list-style-type: none"><li>allows performers to cross continents in lots of different sports, e.g. overseas players in football and rugby teams in UK</li><li>performers can move to different countries/regions for training/development, e.g. altitude training, 'warm weather' training camp</li><li>successful sports/clubs/teams tour other 'markets', e.g. Premier League football teams touring USA or Asia in pre-season</li><li>can increase the potential fan-base of successful sports/clubs/teams/performers as they are known internationally</li><li>quicker/easier travel makes competitions more flexible/possible, e.g. European club games in football and rugby played midweek in between domestic fixtures</li></ul> | 2<br>(AO2)                | Look for link to performers' freedom of movement and impact on sports characteristics and participation.  |
| 2         |  |  | Two marks from: <ul style="list-style-type: none"><li>can raise the status/standing of the country (on the world/global stage)'/shop window' effect</li><li>can lead to an increase in funding for sport</li><li>possible increases in trade or exporting of goods/services</li><li>might lead to debt or financial strain</li><li>can increase participation in sport(s)/elite may inspire others</li><li>gives the populace a sense of identity or pride in their country</li><li>helps to develop sports talent/develops excellence in sport</li><li>leads to development of facilities or world-class facilities available for all</li><li>can be used to raise awareness of health/fitness</li></ul>                                                           | 2<br>(AO2)                | Description required - do not accept single word answers.                                                 |
| 3         |  |  | One example (AO1) from: <ul style="list-style-type: none"><li>anabolic steroids</li><li>metabolites</li><li>erythropoietin (EPO)</li><li>darbepoetin (dEPO),</li><li>growth hormone (hGH)</li><li>diuretics</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 2<br>(1 x AO1<br>1 x AO3) | Accept other examples of illegal drug use, but must be used for enhancing sports performance or training. |

| Section A |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |            |                                                                                                            |
|-----------|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|------------------------------------------------------------------------------------------------------------|
| Question  |  |  | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Marks      | Guidance                                                                                                   |
|           |  |  | <ul style="list-style-type: none"><li>masking agents</li><li>glucocorticoids</li><li>beta blockers</li></ul> <p><b>One implication on society (AO3):</b></p> <ul style="list-style-type: none"><li>shows up society as ‘win at all costs’ or end result more important than (sports) ethics or that sport is a reflection of (a corrupt) society</li><li>to (possibly) ban all athletes who use drugs</li><li>to (possibly) accept drug taking or make it legal</li><li>to enable more effective drug testing processes</li><li>creates negative role models</li><li>undermines value to society as part of a healthy lifestyle</li></ul>                                                                |            |                                                                                                            |
| 4         |  |  | Two marks from: <ul style="list-style-type: none"><li>sports performers are high profile/role models so violence in elite sport may be copied</li><li>violence in sport can put parents off letting their children participate</li><li>violent behaviour by performers can lead to violence amongst spectators</li><li>sport reflects on society, so if there is violence in sport it is because that is what some people ‘want’/because society is violent/has violence</li><li>the importance placed upon sport may create the pressure which leads to the violence</li><li>violence in sport may be a result of other frustration/could indicate other social issues or individual problems</li></ul> | 2<br>(AO2) |                                                                                                            |
| 5         |  |  | <p><b>One mark for reason <u>against</u> goal-line technology from one of:</b></p> <ul style="list-style-type: none"><li>takes away the ‘chance’ element of the sport</li><li>enjoyment is decreased because of the lack of dispute / controversy</li><li>too much time taken up or gets in the way of the flow of the game or too many</li></ul>                                                                                                                                                                                                                                                                                                                                                        | 2<br>(AO1) | An outline is expected i.e. more information than mere identification.<br><br>Leaners must have one reason |

| Section A |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |       |                                           |  |
|-----------|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-------------------------------------------|--|
| Question  |  |  | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Marks | Guidance                                  |  |
|           |  |  | <div>delays</div> <ul style="list-style-type: none"><li>• technology inaccurate/wrong decisions</li><li>• changes the nature of the game as a sport</li></ul> <div>One mark for reason <u>for</u> goal-line technology from one of:</div> <ul style="list-style-type: none"><li>• it is fairer or judgments based on facts rather than perception</li><li>• excitement of waiting for the technological judgment</li><li>• takes pressure off referees or cuts down on human error</li></ul> |       | for and one against to access both marks. |  |

| Section B |     |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                           |                                                                                                        |
|-----------|-----|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|--------------------------------------------------------------------------------------------------------|
| Question  |     |  | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Marks                     | Guidance                                                                                               |
| 6         | (a) |  | Four marks from: <ul style="list-style-type: none"><li>• different classes took part in different activities (AO1)</li><li>• e.g. lower class play mob football; upper class/gentry play real tennis (AO2)</li><li>• different classes may have different roles in games/pastimes (AO1)</li><li>• e.g. (AO2)</li><li>• social class influenced access to sports and pastimes, due to money, free time, etc...(AO1)</li><li>• e.g. (AO2)</li><li>• nature of some activities reflected the class of people who played them / they were aimed at (AO1)</li><li>• e.g. mob football violent, unruly (AO2)</li></ul> | 4<br>(2 x AO1<br>2 x AO2) | Award maximum of 2 AO1 marks for influence.<br><br>Award maximum of 2 AO2 marks for relevant examples. |
|           | (b) |  | Six marks from: <ul style="list-style-type: none"><li>• (athleticism) encouraged physical endeavour or wanting to be more proficient or trying hard.</li><li>• helped to develop structure/rules to sports or developed moral integrity.</li><li>• development or instigation of national governing bodies or sports organisation</li></ul>                                                                                                                                                                                                                                                                      | 6<br>(AO2)                |                                                                                                        |

| Section B |     |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                   |                                                                                 |  |
|-----------|-----|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|---------------------------------------------------------------------------------|--|
| Question  |     |  | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Marks             | Guidance                                                                        |  |
|           |     |  | <p>much more formalised/rationalised</p> <ul style="list-style-type: none"><li>• development of competitions or leagues or competitive structure developed.</li><li>• helped to develop fair play or sportsmanship</li><li>• Oxbridge or the universities became a ‘melting pot ‘for games or different games were taken to Oxbridge where they became standardised</li><li>• ex-public schoolboys spread (team) games or rational recreations (throughout the world)/as ... teachers/army officers/parents/priests/vicars</li><li>• /industrialists/community members and leaders</li><li>• large amounts of time devoted to team games/games often compulsory each day/games afternoons/inter-school/inter-house (helped to develop sport)</li><li>• technical developments or specialist facilities developed as a result of athleticism</li></ul>                                                                                                                                                                                   |                   |                                                                                 |  |
|           | (c) |  | <p>Six marks from:</p> <ul style="list-style-type: none"><li>• (fact) although participation increased, the majority do not participate</li><li>• therefore, strategies have worked but still not good enough</li><li>• strategies are therefore not sufficiently targeted or do not encourage active lifestyles</li><li>• (fact) 0.3 million fewer people played football in 12/13 than the previous year</li><li>• strategies to participate are not working with football participation</li><li>• strategies might be affected by poor weather or by lack of facilities or the selling off of playing fields or less money available from government / local authorities to maintain or develop facilities</li><li>• (fact) more people 65+ than ever before</li><li>• therefore strategies should be directed more at 65+</li><li>• strategies could include more appropriate activities to be available for the 65+</li><li>• failure of the government or sporting organisations to build on Olympic legacy (post 2012)</li></ul> | <b>6</b><br>(AO3) | Conclusion must be derived from each fact point for a second mark to be scored. |  |



| Section B |     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                           |          |
|-----------|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|----------|
| Question  |     | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                           | Guidance |
|           | (d) | <p>Four marks from:</p> <ul style="list-style-type: none"><li>• people may be displaced/disrupted by the development required</li><li>• for the period of the event, prices of things may increase locally</li><li>• more focus could be given to the event than to longer term local issues</li><li>• investment/interest in other social projects may be reduced or lost</li><li>• the benefits may not be relevant or felt by the majority of local people</li><li>• positive effects may be short-lived and leave other problems behind</li><li>• hosting an event may cause resentment in other areas/countries</li></ul>                                                                                                                                                                                                                                                                                                                                        | <p><b>4</b><br/>(AO1)</p> |          |
| 7         | (a) | <p>Six marks from:</p> <p><b>Sub max four marks - reasons for positive opinion:</b></p> <ul style="list-style-type: none"><li>• it can improve sports performance</li><li>• can make sport safer for performers or spectators or fewer injuries</li><li>• sport can be more exciting/entertaining/enjoyable with technology advances</li><li>• can help make fairer decisions/a fairer contest.</li><li>• can help spectators see/experience more when watching sport</li><li>• can make sport more accessible</li></ul> <p><b>Sub max four marks - reasons for negative opinion:</b></p> <ul style="list-style-type: none"><li>• But can take away the personal effect/more about technology than the individual</li><li>• Technology gives those with money an advantage in performance</li><li>• Can increase the chance of injury/harm</li><li>• Can take away the element of chance</li><li>• Can make some sport less of a spectacle/more predictable</li></ul> | <p><b>6</b><br/>(AO3)</p> |          |

| Section B |     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                           |                                                                                                                                 |
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| Question  |     | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Marks                                     | Guidance                                                                                                                        |
|           | (b) | <p>Four marks from:</p> <ul style="list-style-type: none"><li>• increased media presence and exposure</li><li>• greater ability of performers and spectators to travel</li><li>• greater presence of advertising</li><li>• sponsorship leads to more money being available to teams</li><li>• greater exposure of people to a wider variety of sports</li><li>• links between advertising and sponsorship 'the golden triangle'</li><li>• the rise of dedicated TV channels/radio stations for sport</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p><b>4</b><br/>(AO1)</p>                 |                                                                                                                                 |
|           | (c) | <p>Six marks from:</p> <ul style="list-style-type: none"><li>• improved access to sports through the adaptation of mobility equipment (AO3)</li><li>• e.g. Light-weight wheelchairs for basketball, tennis, and racing (AO2)</li><li>• development and use of technology to improve facilities for disabled people (AO3)</li><li>• e.g. hoists to enable access in and out of swimming pools (AO2)</li><li>• development of technology which enables safe exercise (AO3)</li><li>• e.g. gym equipment which can be used while in wheelchair</li><li>• development of equipment for users with specific needs (AO3)</li><li>• e.g. basketballs/footballs with bells inside for visually impaired performers (AO2)</li><li>• creation of 'new' sports/activities using assistive technology (AO3)</li><li>• e.g. handcycling, wheelchair rugby, polybat</li><li>• technological advances in prostheses (AO3)</li><li>• e.g. specialized prosthetic limbs for specific activities such as running and rock climbing</li></ul> | <p><b>6</b><br/>(3 x AO2<br/>3 x AO3)</p> | <p>Max 3 marks for points for ways in which technology could have increased participation.</p> <p>Max 3 marks for examples.</p> |
|           | (d) | <p>Four marks from:</p> <ul style="list-style-type: none"><li>• now includes (many) different types of media with examples or the growth of the influence of the internet.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p><b>4</b><br/>(AO1)</p>                 |                                                                                                                                 |

| Section B |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |       |          |  |
|-----------|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----------|--|
| Question  |  |  | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Marks | Guidance |  |
|           |  |  | <ul style="list-style-type: none"><li>• more opportunities to experience sport via the media or 24 hour coverage.</li><li>• increase in proportion of sport that is pay for view/subscription.</li><li>• increased recent importance/role of social media in promoting sport.</li><li>• increased media scrutiny or increase in regulations over reporting/journalism</li><li>• less sexist in gender representation in sport</li><li>• real-time sport that can be controlled in visual media with examples e.g. rewind option on live events</li><li>• more minority sports or a wider range of sport represented in the media</li><li>• more coverage of disability sport/more coverage of the Paralympics</li><li>• rise of status/importance of sports stars/personalities in sport promoted through the media</li><li>• media has growing control over sport with examples e.g. start times of sports events</li><li>• media coverage now more global than before (1980s)</li><li>• sports coverage very important to media, e.g. television channels/newspapers market themselves based on their sports offer</li></ul> |       |          |  |

| Section C |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Question  | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 8*        | <p><b>Level 3 (8–10 marks)</b></p> <ul style="list-style-type: none"><li>• detailed knowledge and excellent understanding (AO1)</li><li>• well-argued, independent opinion and judgements which are well supported by relevant practical examples (AO2)</li><li>• detailed analysis and critical evaluation (AO3)</li><li>• very accurate use of technical and specialist vocabulary</li><li>• there is a well-developed line of reasoning which is</li></ul> | <p><b>At Level 3 responses <u>are likely</u> to include:</b></p> <ul style="list-style-type: none"><li>• detailed knowledge of both UK Sport and the National Institutes</li><li>• detailed analysis of each main role with well-developed points</li><li>• relevant practical examples or case studies of elite athletes developing excellence throughout the response</li><li>• excellent awareness of the extent to which these organisations are effective</li><li>• detailed explanation of the approach of these organisations and contemporary social factors which influence sport</li><li>• AO1, AO2 and AO3 all covered well in this level.</li></ul> |

| Section C |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Question  | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|           | clear and logically structured. The information presented is relevant and substantiated.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|           | <p><b>Level 2 (5–7 marks)</b></p> <ul style="list-style-type: none"><li>• good knowledge and clear understanding (AO1)</li><li>• independent opinions and judgements will be present but may not always be supported by relevant practical examples (AO2)</li><li>• good analysis and critical evaluation (AO3)</li><li>• generally accurate use of technical and specialist vocabulary</li><li>• there is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</li></ul>            | <p><b>At Level 2 responses <u>are likely</u> to include:</b></p> <ul style="list-style-type: none"><li>• good knowledge of both UK Sport and the National Institutes</li><li>• good analysis of each main role with mostly well -developed points</li><li>• some relevant practical examples of elite athletes developing excellence</li><li>• good awareness of the extent to which these organisations are effective</li><li>• some explanation of the approach of these organisations and contemporary social factors which influence sport</li><li>• maximum of 3 marks to be awarded for AO1 and 3 marks for AO2; some AO3 required for top of this level.</li></ul>  |
|           | <p><b>Level 1 (1–4 marks)</b></p> <ul style="list-style-type: none"><li>• satisfactory knowledge and understanding (AO1)</li><li>• occasional opinion and judgement but often unsupported by relevant practical examples (AO2)</li><li>• limited evidence of analysis and critical evaluation (AO3)</li><li>• technical and specialist vocabulary used with limited success</li><li>• 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.</li></ul> | <p><b>At Level 1 responses <u>are likely</u> to include:</b></p> <ul style="list-style-type: none"><li>• satisfactory knowledge of either UK Sport or the National Institutes</li><li>• satisfactory analysis of each main role with some developed points</li><li>• a few relevant practical examples of elite athletes developing excellence</li><li>• little or no awareness of the extent to which these organisations are effective</li><li>• little or no explanation of the approach of these organisations and contemporary social factors which influence sport some inaccurate information.</li><li>• maximum of 3 marks to be awarded for AO1 with no</li></ul> |

| Section C |                                                               |              |
|-----------|---------------------------------------------------------------|--------------|
| Question  | Answer                                                        | Guidance     |
|           |                                                               | application. |
|           | <b>(0 marks)</b> No response or no response worthy of credit. |              |

| Question  | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Marks                                                    | Guidance                                                                                                                                     |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| <b>8*</b> | <p>(Explain how effectively UK Sport and the National Institutes develop excellence in sport in the UK.)</p> <p><b>(UK sport)</b></p> <p>1. World class programme</p> <ul style="list-style-type: none"><li>• UK Sport’s annual investment of around £100 million annually,</li><li>• with many more involved at the Performance Foundation level and supported by the Home Country Sports Councils.</li><li>• The Programme works by ensuring that athletes get the world class support – delivered through their sport’s national governing body – that they need at every stage of their development.</li><li>• Podium - supporting athletes with realistic medal winning capabilities at the next Olympic/Paralympic Games (i.e. a maximum of four years away from the podium)</li><li>• Podium Potential – these are athletes whose performances suggest that they have realistic medal winning capabilities at the subsequent Olympic and Paralympic Games (i.e. a maximum of eight years away from the podium)</li></ul> <p>2. Performance pathway</p> <ul style="list-style-type: none"><li>• a benchmarking process called the Performance Health Check (PHC)</li><li>• the PHC involves athlete profiling, junior to senior transition, retention/attrition rates of athletes in the pathway, confirmation processes and the effectiveness of the development curriculum the athlete receives</li></ul> | <p><b>10</b></p> <p>(AO1 x3,<br/>AO2 x3,<br/>AO3 x4)</p> | <p>Maximum of 3 marks to be awarded for AO1.<br/>Maximum of 3 marks to be awarded for AO2.<br/>Maximum of 4 marks to be awarded for AO3.</p> |

| Question | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Marks | Guidance |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----------|
|          | <p>3.UK Sport Talent ID Programme</p> <ul style="list-style-type: none"><li>• to develop the talents of identified athletes</li><li>• for the Olympics or Paralympics</li><li>• supports with science / medicine / technology</li></ul> <p>4. Development of elite coaches</p> <p>5. Physiological elements of performance are developed such as fitness and skills training programmes or lifestyle advice</p> <ul style="list-style-type: none"><li>• development / adaptation of body systems due to training</li><li>• links to training methods developing fitness / energy systems</li></ul> <p>6. Psychological preparation of elite athletes is developed such as developing coaching skills in sports psychology</p> <ul style="list-style-type: none"><li>• development of mental training skills / improvement of focus / concentration.</li><li>• links to raising confidence/ aptitude levels via attribution / motivational techniques/appropriate goal setting</li></ul> <p><b>(National Institutes)</b></p> <p>7. UK Sport’s organisations to promote and develop science, medicine and technology</p> <p>8. The National Institutes work with coaches and Performance Directors to help improve the performance of their athletes</p> <ul style="list-style-type: none"><li>• to optimise training programmes, maximise performance in competition and</li><li>• improve health and availability to train</li></ul> |       |          |

| Question | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Marks | Guidance |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----------|
|          | <p>9. Physiological elements of performance are developed</p> <ul style="list-style-type: none"><li>• medical support for injuries and illness with elite athletes</li><li>• examination and rehabilitation programmes for elite athletes</li><li>• strength and conditioning coaches</li></ul> <p>10. Psychological preparation of elite athletes are developed by performance psychology</p> <ul style="list-style-type: none"><li>• focuses on enhancing sport performance by helping athletes and coaches develop the mental skills</li></ul> <p>(What does the approach of these organisations tell us about contemporary social factors which influence sport?)</p> <p>11. Organisations can only operate within financial parameters</p> <ul style="list-style-type: none"><li>• how effective the organisation often depends on the resources that are spent</li><li>• the facilities / equipment resources can help positive outcomes</li></ul> <p>12. Performers often have to be sports professionals to succeed</p> <ul style="list-style-type: none"><li>• professionalisation of certain sports e.g. athletics/swimming</li></ul> <p>13. Organisations often reflect class-based aspirations or performers in certain sports dominated by certain classes</p> <ul style="list-style-type: none"><li>• middle classes dominate certain sports</li><li>• lower classes attracted to some professional sports</li><li>• only parents of middle classes or well off performers can afford the transport and time to attend activities related to these organisations</li></ul> <p>14. Gender representation reflects society’s view of sport</p> |       |          |

| Question | Indicative content                                                                                                                                                                                                                           | Marks | Guidance |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----------|
|          | <ul style="list-style-type: none"><li>• more male representation</li></ul> <p>15. Coaches/ personnel reflect global sport</p> <ul style="list-style-type: none"><li>• coaches / support staff from a variety of different cultures</li></ul> |       |          |



Assessment Objectives (AO) grid

| Question    | AO1 |                  | AO2 | AO3      |            | (Quantitative skills) | Total |
|-------------|-----|------------------|-----|----------|------------|-----------------------|-------|
| Section A   |     | (Knowledge only) |     | Analysis | Evaluation |                       |       |
| 1           |     |                  | 2   |          |            |                       | 2     |
| 2           |     |                  | 2   |          |            |                       | 2     |
| 3           | 1   |                  |     |          | 1          |                       | 2     |
| 4           |     |                  | 2   |          |            |                       | 2     |
| 5           | 2   |                  |     |          |            |                       | 2     |
| Section B   |     |                  |     |          |            |                       |       |
| 6a          | 2   |                  | 2   |          |            |                       | 4     |
| 6b          |     |                  | 6   |          |            |                       | 6     |
| 6c <i>m</i> |     |                  |     |          | 6          | (6)                   | 6     |
| 6d          | 4   |                  |     |          |            |                       | 4     |
| 7a          |     |                  |     |          | 6          |                       | 6     |
| 7b          | 4   | 4                |     |          |            |                       | 4     |
| 7c          |     |                  | 3   | 3        |            |                       | 6     |
| 7d          | 4   | 4                |     |          |            |                       | 4     |
| Section C   |     |                  |     |          |            |                       |       |
| 8*          | 3   |                  | 3   | 4        |            |                       | 10    |
| Total       | 20  | 8/8              | 20  | 7        | 13         | (6)                   | 60    |
|             |     |                  |     | 20       |            |                       |       |

\* = Assessment of extended response

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