



PE.SC7 Socio-cultural Influences: Conduct of Performers - Rules, Officials and Fair Play

AQA 8582 · Calculators not allowed · about 50 minutes

Total Marks

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Name: _____ Date: ____ / ____ / ____

Answer ALL questions. Show all your working.

1 'Etiquette' in sport best means:

- ☐ A) The unwritten codes of conduct and courtesy expected in a sport, e.g. shaking hands after a match
- ☐ B) Bending a rule to gain an advantage without technically breaking it
- ☐ C) The written laws of a sport
- ☐ D) A sponsor's logo displayed on a player's kit

(Total for Question 1 is 1 mark)

2 Give one example of a performer showing etiquette in each of the following sports.

- (a) Cricket (1)

- (b) Judo (or another combat sport) (1)

- (c) Golf (1)

(Total for Question 2 is 3 marks)

3 For each scenario below, state whether it is best classed as sportsmanship, gamesmanship or deviance.

- (a) A cricket batter 'walks' off the field, knowing they are out, without waiting for the umpire's decision. (1)
- (b) A darts player deliberately takes slightly longer than usual between throws, within the allowed time, to break their opponent's rhythm. (1)
- (c) A team is found to have deliberately underperformed in a match as part of a betting-related arrangement. (1)
- (d) A hockey player verbally abuses the match umpire after a decision they disagree with. (1)

(Total for Question 3 is 4 marks)

4 Explain why match-fixing (deliberately affecting a result, often linked to betting) is considered a particularly serious form of deviance in sport.

(Total for Question 4 is 2 marks)

5 Explain one way that verbal abuse of match officials by performers, such as in the hockey scenario in Question 3d, can negatively affect a sport.

(Total for Question 5 is 2 marks)

- 6** Explain how technology, such as a video review system, can help officials manage performer conduct and reduce disputes during a match.

(Total for Question 6 is 2 marks)

- 7** State two disadvantages of using video review technology during a match.

(Total for Question 7 is 2 marks)

- 8** Explain how a governing body's code of conduct can help promote positive behaviour from performers.

(Total for Question 8 is 2 marks)

- 9** Explain how a disciplinary panel or tribunal is used by governing bodies to deal with reported incidents of poor conduct.

(Total for Question 9 is 2 marks)

- 10** State two ways a governing body could publicly recognise and reward good sportsmanship, in addition to sanctioning poor conduct.

(Total for Question 10 is 2 marks)

- 11** Explain why positively recognising good sportsmanship, such as through a fair play award, might encourage performers to behave well, in addition to the threat of punishment for poor conduct.

(Total for Question 11 is 2 marks)

- 12** Explain one way a coach can influence the conduct of the performers they work with.

(Total for Question 12 is 2 marks)

- 13** A youth hockey coach is planning how to encourage good sportsmanship in their team this season. State four different strategies the coach could use.

(a) Strategy 1 (1)

(b) Strategy 2 (1)

(c) Strategy 3 (1)

(d) Strategy 4 (1)

(Total for Question 13 is 4 marks)

- 14** Explain why clear and consistent rule enforcement across a whole league or competition, not just within one match, is important for managing performer conduct.

(Total for Question 14 is 2 marks)

- 15** Explain three reasons why the pressure of high-stakes competition, such as a cup final or a promotion decider, can increase the risk of poor conduct by performers.

(Total for Question 15 is 3 marks)

- 16** State two reasons why deviant conduct, such as deliberate rule-breaking or match-fixing, is more likely to be quickly detected and punished today than in the past.

(Total for Question 16 is 2 marks)

- 17** Explain one way social media can make it harder for a performer to hide poor conduct that happens away from the field of play.

(Total for Question 17 is 2 marks)

- 18** A swimmer deliberately impedes a rival in an adjacent lane during a race, breaking the competition rules, in order to prevent them finishing well. This is an example of:

- ☐ A) Sportsmanship
- ☐ B) Etiquette
- ☐ C) Gamesmanship
- ☐ D) Deviance

(Total for Question 18 is 1 mark)

- 19** State two possible sanctions a disciplinary panel could impose on a performer found to have deliberately broken the rules to gain an unfair advantage.

(Total for Question 19 is 2 marks)

- 20** Explain why consistently applying the same sanctions for the same offence, regardless of a performer's profile or reputation, is important for a governing body's disciplinary system to be respected.

(Total for Question 20 is 2 marks)

- 21** Kestrel Hockey Club has had a rise in incidents of players and coaches abusing match officials over the past season. The club's committee is reviewing how to respond.

Discuss the possible reasons for the rise in incidents at Kestrel Hockey Club, and evaluate the range of strategies the club and its governing body could use to improve performer conduct.

(Total for Question 21 is 9 marks)

Mark scheme · PE.SC7 Socio-cultural Influences: Conduct of Performers - Rules, Officials and Fair Play

Question 1

- **B1** A (unwritten codes of conduct and courtesy)
- **Answer: A (the unwritten codes of conduct and courtesy expected in a sport)**

Question 2

- (a) **B1** e.g. a batter 'walking' (leaving the field) when they know they are out, without waiting for the umpire's decision, oe
- **(a) Answer: A batter voluntarily 'walking' off the field when they know they are out, without waiting for the umpire's decision.**
- (b) **B1** e.g. bowing to an opponent before and after a contest, oe
- **(b) Answer: Bowing to an opponent before and after a contest.**
- (c) **B1** e.g. staying still and silent while another player is taking their shot, oe
- **(c) Answer: Staying still and silent while another player is taking their shot.**

Question 3

- (a) **B1** sportsmanship
- **(a) Answer: Sportsmanship.**
- (b) **B1** gamesmanship
- **(b) Answer: Gamesmanship.**
- (c) **B1** deviance
- **(c) Answer: Deviance.**
- (d) **B1** deviance
- **(d) Answer: Deviance.**

Question 4

- **B1** it undermines the fundamental fairness and uncertainty of outcome that makes sport worth watching and competing in, oe
- **B1** it breaks written rules/codes of conduct and can be treated as a criminal offence in some cases, oe
- **Answer: It undermines the fundamental fairness and uncertainty of outcome that makes sport worth watching and competing in, and it breaks written rules and codes of conduct, and can be treated as a criminal offence in some cases.**

Question 5

- **B1** can discourage people from volunteering or training as officials, leading to a shortage of officials, particularly at grassroots level, oe
- **B1** undermines respect for the official's authority during the match, which can escalate conflict between performers, oe
- **Answer: It can discourage people from volunteering or training as officials, leading to a shortage of officials, particularly at grassroots level, and it undermines respect for the official's authority during the match, which can escalate conflict between performers.**

Question 6

- **B1** provides an accurate, independent check on contested decisions, oe
- **B1** reduces arguments with performers by giving officials clear evidence to support their decisions, oe
- **Answer: It provides an accurate, independent check on contested decisions, and reduces arguments with performers by giving officials clear evidence to support their decisions.**

Question 7

- **B1** one disadvantage, e.g. can interrupt the flow of the game or cause delays while a decision is reviewed, oe
- **B1** a second, distinct disadvantage, e.g. expensive to install and run, so it is not available at every level of the sport, oe
- **Answer: For example, it can interrupt the flow of the game or cause delays while a decision is reviewed, and it is expensive to install and run, so it is not available at every level of the sport.**

Question 8

- **B1** sets out clear expected standards of behaviour that performers agree to when they take part, oe
- **B1** provides a formal basis for disciplinary action if the code is broken, acting as a deterrent, oe
- **Answer: It sets out clear expected standards of behaviour that performers agree to when they take part, and it provides a formal basis for disciplinary action if the code is broken, acting as a deterrent.**

Question 9

- **B1** it independently reviews evidence of an incident, separate from the match officials' decisions taken during the game itself, oe
- **B1** it can impose sanctions such as fines, bans or suspensions where the code of conduct has been broken, oe
- **Answer: It independently reviews evidence of an incident, separate from the match officials' decisions taken during the game itself, and it can impose sanctions such as fines, bans or suspensions where the code of conduct has been broken.**

Question 10

- **B1** one way, e.g. a fair play award or trophy presented alongside performance awards, oe
- **B1** a second, distinct way, e.g. positive media promotion of examples of good sportsmanship, oe
- **Answer: For example, a fair play award or trophy presented alongside performance awards, and positive media promotion of examples of good sportsmanship.**

Question 11

- **B1** provides a positive incentive and reputational benefit for good conduct, rather than relying only on the fear of punishment, oe
- **B1** this may better encourage consistent good behaviour, including in situations officials do not directly see, oe
- **Answer: It provides a positive incentive and reputational benefit for good conduct, rather than relying only on the fear of punishment, which may better encourage consistent good behaviour, including in situations officials do not directly see.**

Question 12

- **B1** modelling respectful behaviour themselves, since players often take cues from their coach's own conduct, oe
- **B1** setting clear expectations and consequences for the players they coach, oe
- **Answer: By modelling respectful behaviour themselves, since players often take cues from their coach's own conduct, and by setting clear expectations and consequences for the players they coach.**

Question 13

- (a) **B1** e.g. discussing the governing body's code of conduct with the team at the start of the season, oe
- (a) **Answer: Discussing the governing body's code of conduct with the team at the start of the season.**
- (b) **B1** e.g. setting a positive example through the coach's own conduct on the sideline, oe
- (b) **Answer: Setting a positive example through the coach's own conduct on the sideline.**
- (c) **B1** e.g. praising instances of good sportsmanship specifically, during and after matches, oe
- (c) **Answer: Praising instances of good sportsmanship specifically, during and after matches.**
- (d) **B1** e.g. establishing clear team consequences for poor conduct, agreed in advance, oe
- (d) **Answer: Establishing clear team consequences for poor conduct, agreed in advance.**

Question 14

- **B1** if enforcement is inconsistent between matches or officials, performers may become confused about what is acceptable, oe
- **B1** or may feel a decision was unfair compared with how a similar incident was treated elsewhere, which can increase frustration and poor conduct, oe
- **Answer: If enforcement is inconsistent between matches or officials, performers may become confused about what is acceptable, or may feel a decision was unfair compared with how a similar incident was treated elsewhere, which can increase frustration and poor conduct.**

Question 15

- **B1** higher emotional intensity and adrenaline in the moment can reduce a performer's self-control, oe
- **B1** greater personal or financial consequences of losing (e.g. prize money, sponsorship, reputation) increase the incentive to bend or break rules, oe
- **B1** a highly partisan or hostile crowd atmosphere at a big occasion can increase provocation between performers, oe
- **Answer: Higher emotional intensity and adrenaline in the moment can reduce a performer's self-control; greater personal or financial consequences of losing, such as prize money, sponsorship or reputation, increase the incentive to bend or break rules; and a highly partisan or hostile crowd atmosphere at a big occasion can increase provocation between performers.**

Question 16

- **B1** one reason, e.g. widespread video coverage and technology mean incidents are more likely to be captured and reviewed, oe
- **B1** a second, distinct reason, e.g. increased use of independent integrity/anti-corruption monitoring by governing bodies, oe
- **Answer: For example, widespread video coverage and technology mean incidents are more likely to be captured and reviewed, and there is increased use of independent integrity or anti-corruption monitoring by governing bodies.**

Question 17

- **B1** spectators or bystanders can film and share incidents instantly and widely, oe
- **B1** increases the chance that poor conduct becomes public even without any official media coverage of the incident, oe
- **Answer: Spectators or bystanders can film and share incidents instantly and widely, which increases the chance that poor conduct becomes public even without any official media coverage of the incident.**

Question 18

- **B1** D (deviance)
- **Answer: D (deviance)**

Question 19

- **B1** one sanction, e.g. a period of suspension or ban from competition, oe
- **B1** a second, distinct sanction, e.g. a fine, oe
- **Answer: For example, a period of suspension or ban from competition, and a fine.**

Question 20

- **B1** if high-profile performers appear to receive lighter treatment than less well-known performers for the same offence, this undermines confidence that the system is fair, oe
- **B1** this reduces the system's deterrent effect and its legitimacy among performers and fans, oe
- **Answer: If high-profile performers appear to receive lighter treatment than less well-known performers for the same offence, this undermines confidence that the system is fair, which reduces the system's deterrent effect and its legitimacy among performers and fans.**

Question 21

- **Level 3** (7-9): A detailed and coherent response that gives well-explained reasons for the rise in incidents and evaluates a range of strategies to improve conduct, applying the discussion specifically to Kestrel Hockey Club's situation (officials being abused by players and coaches). Reaches a balanced, well-reasoned judgement. Sustained, accurate use of socio-cultural terminology throughout.
- **Level 2** (4-6): Some accurate explanation of reasons for the rise in incidents and some evaluation of strategies, with partial application to Kestrel Hockey Club's specific situation, but coverage may be incomplete or underdeveloped, and the evaluation may be one-sided.
- **Level 1** (1-3): Basic or generic statements about performer conduct with little or no application to Kestrel Hockey Club's specific situation, and little or no evaluation of strategies.
- **Level 0** (0): No relevant content.
- **Indicative content:**
 - Reasons: increased competitive pressure, e.g. from high-stakes matches such as promotion or relegation deciders, can reduce self-control (as explained in Question 15).
 - Reasons: inconsistent officiating decisions, particularly if the club has faced several close or contested calls, can cause frustration that boils over into abuse.
 - Reasons: poor role-modelling from senior players or coaches can normalise disrespectful behaviour towards officials among the wider squad.
 - Reasons: a lack of clear or previously enforced consequences for earlier incidents at the club may have failed to deter repeat behaviour.
 - Strategies: reinforcing and consistently enforcing the club's code of conduct, with clear, proportionate sanctions communicated to all players and coaches.
 - Strategies: coach education focused specifically on modelling respectful behaviour towards officials, since coaches strongly influence player conduct (Question 12).
 - Strategies: recognising and rewarding good sportsmanship (e.g. a club fair play award) alongside sanctions for poor conduct, to provide a positive incentive as well as a deterrent.
 - Strategies: where affordable, using technology such as video review to reduce contested decisions and the frustration that can follow them.
 - Strategies: referring serious or repeated incidents to the governing body's disciplinary panel, so sanctions are independent and consistent rather than left only to the club itself.
 - A balanced evaluation should note that combining preventative strategies (education, positive recognition) with reactive strategies (sanctions, technology) is likely to be more effective than either alone, and that consistent application across the whole club matters for the response to be respected, linking to the fairness principle explained in Question 20.