



Cambridge National

Sport Studies

Unit **R051**: Contemporary issues in sport

Level 1/2 Cambridge National Award/Certificate in Sport Studies **J803/J813**

Mark Scheme for June 2015

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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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| Question | Answer | Marks | Guidance |
|----------|--|---|---|
| 1.(a) | <p>Two marks from:</p> <p>Barriers may include;</p> <ul style="list-style-type: none"> 1.Lack of awareness of provision or information 2.Lack of role models (from ethnic group) 3.No suitable activities that meet their needs 4.Fear of discrimination 5.Language barriers 6.Cultural norms 7.Religious reasons | <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>[2]</p> | <p>1 mark for each correct answer.</p> <p>Do not accept cost/lack of money/lack of transport/lack of time.</p> |
| 1.(b) | <p>Two marks from:</p> <ul style="list-style-type: none"> 1. Advertising/targeted promotion. 2. Use role models to encourage participation (e.g. through advertising) 3. Providing appropriate activity options (e.g programme popular sports among different ethnic groups) 4. Overcoming fear of discrimination through, for example, active promotion of opportunity/outreach programmes. 5. Addressing language barriers by producing programming schedules/signs/advertising materials in different languages/ provide translators or translation of promotional materials. | <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> | <p>1 mark for each correct answer.</p> <p>Do not accept 'ethnic group only' sessions.</p> <p>Do accept sessions targeted at specific user groups.</p> |

| Question | Answer | Marks | Guidance |
|----------|--|---|--|
| | <p>6. Challenging cultural norms through, for example, the use of positive role models.</p> <p>7. Provide sessions for specific user groups. For example, women only classes.</p> | <p>1</p> <p>1</p> <p>[2]</p> | |
| 2. (a) | <p>Two marks from:</p> <p>1. Lack of access to facilities/transport</p> <p>2. Lack of awareness of activity provision</p> <p>3. Lack of other women (over 50 as role models)</p> <p>4. Anxiety over ability when playing with experienced players/playing with male participants.</p> <p>5. Media stereotyping of suitable activities (for women over 50)</p> <p>6. Golf clubs restricting access to certain times\events.</p> <p>7. Health issues/lack of mobility which can negatively affect ability to participate.</p> <p>8. Lack of disposable income\cost of equipment</p> | <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>[2]</p> | <p>1 mark for each correct answer.</p> <p>Look for description rather single word answers.</p> <p>Do accept lack of facilities</p> |

| Question | Answer | Marks | Guidance |
|----------|---|---|--|
| 2. (b) | <p>Two marks from:</p> <p>1.Targeted promotion (e.g. advertising in appropriate places relative to audience over 50's)</p> <p>2. Using positive role models (that are over 50)</p> <p>3. Initiatives aimed at promoting participation and inclusion (e.g. taster days for over 50s/retired/loan of equipment)</p> <p>4. Free/discounted/subsidised transport/sessions (for the over 50s)</p> <p>5. Programming of sessions (e.g. women only golf days/competitions/events)</p> <p>6. Educational initiative that promotes golf a social activity and/or health and fitness benefits.</p> | <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>[2]</p> | <p>1 mark for each correct answer.</p> |

| Question | Answer | Marks | Guidance |
|----------|---|--|--|
| 3. | <p>One mark</p> <p>(d) Better programming of sessions</p> | <p>1</p> <p>[1]</p> | |
| 4. | <p>(a) Media coverage</p> <p>1. Higher profile media coverage, for example, around Wimbledon fortnight. Less media coverage at certain points in the year.</p> <p>2. Can increase or decrease participation/ spectatorship /popularity.</p> <p>(b)Social acceptability</p> <p>3. Tennis still seen as the preserve of the middle classes/socio-economic grouping A and B/ Not promoted in many state schools/Not seen as socially acceptable in by some socio-economic groups.</p> <p>4. Can increase or decrease participation/ spectatorship /popularity</p> <p>(c) Success of professional tennis players</p> <p>5. Successful players inspire as role models/ success of GB Davis Cup team inspire others.</p> | <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> | <p>Candidates must state the impact on the popularity of tennis to gain second mark. i.e. increase/or decrease popularity for points 2, 4 and 6.</p> <p>Do not award marks where no or an incorrect factor is described but the impact on popularity is stated.</p> <p>Do not accept references to race, age, disability and gender.</p> |

| Question | Answer | Marks | Guidance |
|-----------|--|--|---|
| | <p>6. Success of individual players may boost popularity/participation/spectatorship. Lack of successful British tennis players may decrease the popularity of tennis/participation/spectatorship</p> | <p>1</p> <p>[6]</p> | |
| <p>5.</p> | <p>Three marks from:</p> <ol style="list-style-type: none"> 1. Can be played indoors which appeals in winter. 2. Indoor facilities can easily be adapted to play 3. Accessible to all levels and abilities\ages\easier to play 4. Can be used to develop football skills 5. Can be played in shorter matches (which meets lifestyle needs of participants) 6. Increase in competitive opportunities 7. Greater media profile/promotion of the sport 8. More enjoyment due to more contact with the ball | <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>[3]</p> | <p>Do not accept play with friends.</p> |

| Question | Answer | Marks | Guidance |
|----------|---|--|---|
| 6. (a) | <p>One mark from:</p> <p>1. Inclusiveness/inclusivity</p> <p>2. Tolerance/respect</p> <p>3. Fairness/equality</p> <p>4. Non-discrimination/lack of prejudice</p> | <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>[1]</p> | <p>Do not accept anti-racism\making friends\getting people together\joining in.</p> |
| 6. (b) | <p>Initiatives</p> <p>1. Sports Relief</p> <p>2. (ECB) 'Chance to Shine' Campaign</p> <p>3. Premier League 'Creating Chances' campaign</p> <p>4. (FIFA) 'Football for Hope' campaign</p> <p>5. Sports England 'Sportivate'</p> <p>6. This 'Girl Can'</p> | <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>[sub max 1]</p> | <p>One mark for initiative.</p> <p>Accept any value.</p> <p>Credit other known sporting initiatives</p> <p>Do not accept value if no or incorrect initiative stated</p> |

| Question | Answer | Marks | Guidance |
|----------|--|--|---|
| | <p>Values</p> <p>1.Citizenship</p> <p>2. Tolerance and respect</p> <p>3. Inclusion/equality</p> <p>4.Fair play</p> <p>5. Excellence</p> | <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>[2]</p> | |
| 7. | <p>Paralympic Values</p> <p>1.Respect</p> <p>2. Treating people with (disabilities) with dignity</p> <p>3.Excellence</p> <p>4.Athletes with (disabilities) performing to their full potential</p> <p>5.Friendship</p> <p>6. Developing friendships between participants</p> <p>7.Courage</p> <p>8. Performers overcoming (disabilities) to compete</p> <p>9.Determination</p> | <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> | <p>One mark for each identified value. (odd number points)</p> <p>One mark for each example. (even number points)</p> <p>Example must link to value to gain mark.</p> |

| Question | Answer | Marks | Guidance |
|--------------|---|---|-----------------------------------|
| | 10.Sports performers overcoming barriers to train and compete 11. Inspiration 12.Acting as role models to other (disabled) people 13.Equality 14.Championing equal rights for (disabled) people | 1 1 1 1 1 [4] | |
| 8.(a) | One mark from: 1. Steroid 2. Amphetamine\stimulants 3. Growth Hormone 4. Diuretic 5. EPO (Erythropoietin) 6. Beta Blockers 7. Narcotic analgesics | 1 1 1 1 1 1 1 [1] | Do not accept recreational drugs. |

| Question | Answer | Marks | Guidance |
|----------|--|---|---|
| 8.(b) | <p>Two marks from:</p> <p>8.Nail samples</p> <p>9.Hair samples</p> <p>10. Urine samples</p> | <p>1</p> <p>1</p> <p>1</p> <p>[2]</p> | <p>One mark for each correct answer.</p> <p>Do not accept blood as repetition of the question.</p> <p>Do not accept single words as a description i.e. 'urine' or 'hair'.</p> |
| 8. (c) | <p>Two marks from:</p> <p>1.Negative role models</p> <p>2. Mistrust of results</p> <p>3. Negative media coverage/bad publicity</p> <p>4. Less support for the sport.</p> | <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>[2]</p> | <p>Accept sporting examples. Does not need to be a named performer or a named sport. E.g. People will not trust results in a sport.</p> <p>Do not accept role models/name performers using drugs without stating the impact on reputation</p> |
| 9. | <p>Reasons for observing Etiquette and Good Sporting Behaviour</p> <p>Examples</p> <p>1.Giving the ball back to the opposition</p> <p>2. Shaking hands before/after competition.</p> | <p>1</p> <p>1</p> | <p>One mark for each correct answer.</p> <p>Candidates can gain a maximum of 2 marks from explaining the importance without examples.</p> <p>Use 'eg' icon where example given.</p> |

| Question | Answer | Marks | Guidance |
|----------|-------------------------------------|----------------|----------|
| | 3. Playing within the rules | 1 | |
| | 4. Stopping due to injury | 1 | |
| | 5. Respecting referees decision. | 1 | |
| | 6. Owning up to a rule infringement | 1 | |
| | | [sub max 2] | |
| | Importance | | |
| | 7.Fairness\fair play | 1 | |
| | 8.Promoting values/respect | 1 | |
| | 9.Safety of participants | 1 | |
| | 10. Act as role models | 1 | |
| | 11.Raises reputation of the sport | 1 | |
| | 12. Encourages participation. | 1 | |
| | | [sub max 2] | |
| | | [4] | |

| Question | Answer | Marks | Guidance |
|----------|--|--|--|
| 10. | <p>Two marks from:</p> <p>1.Grants\Government funding</p> <p>2.Membership\affiliation fees</p> <p>3.Lottery funding\UK Sport</p> <p>4.Income from media/sponsorship/advertising</p> <p>5.Private investment and donations</p> <p>6.Merchandising</p> <p>7.Admission charges</p> <p>8.Fundraising events</p> | <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>[2]</p> | <p>One mark for each correct answer.</p> <p>Do not accept match fees/subs</p> |
| 11. | <p>Three marks from:</p> <p>Barriers</p> <p>1.Lack of awareness</p> <p>2.Cost</p> <p>3.Access to facilities/specialist equipment/lack of transport</p> | <p>1</p> <p>1</p> <p>1</p> | <p>Do not accept 'disability' as a barrier unless this is explained e.g. lack of suitable facilities to meet their needs/access to facilities/specialist equipment.</p> <p>Do not accept 'lack of facilities'</p> <p>Do accept suitable strategies where no or incorrect barrier stated.</p> |

| Question | Answer | Marks | Guidance |
|----------|--|----------------|----------|
| | 4.Lack of specialist\good quality facilities | 1 | |
| | 5.Lack of role models | 1 | |
| | 6.Media stereotyping | 1 | |
| | 7.Lack of time\ family commitment | 1 | |
| | 8.Work restrictions | 1 | |
| | 9.Discrimination | 1 | |
| | | [Sub max 1] | |
| | Strategies/Initiatives | | |
| | 1.Print media - Publicity/advertising/leaflets/posters | 1 | |
| | 2.Other media/social media/TV coverage | 1 | |
| | 3.Subsidised/discounted sessions | 1 | |
| | 4.Subsidised/free transport/adapted transport | 1 | |
| | 5.Provision of specialist/better quality facilities | 1 | |
| | 6.Provision of specialist equipment | 1 | |
| | 7.Better programming of sessions\Varied times of | 1 | |
| | 8.Sessions\evening sessions\ early bird sessions. | 1 | |

| Question | Answer | Marks | Guidance |
|----------|--|------------|----------|
| | 9.Longer opening hours | 1 | |
| | 10.Age/gender specific sessions | 1 | |
| | 11.Anti discrimination initiatives | 1 | |
| | 12.Use of role models to promote sport | 1 | |
| | 13.Provide role models that challenge gender stereotypes | 1 | |
| | 14.Provide role models that challenge racial stereotypes. | 1 | |
| | 15.Provide role models that challenge stereotypes in terms of age. | 1 | |
| | 16.Use expert/qualified/specialist coaching staff | 1 | |
| | 17.Set up work based sports clubs | 1 | |
| | 18.Target promotions\creche\childcare. | 1 | |
| | | [2] | |

| Question | Answer | Marks | Guidance |
|----------|--|---|--|
| 12. | <p>Six marks from:</p> <p>1.Economic</p> <p>2.Economic</p> <p>3.Sporting</p> <p>4.Sporting</p> <p>5.Sporting</p> <p>6.Economic</p> | <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>[6]</p> | <p>One mark for each correct answer</p> |
| 13. | <p>Four marks from:</p> <p>1.Bidding to host can be expensive</p> <p>2.Cost\expensive</p> <p>3.Facilities may end up not being used after the event if not planned properly</p> <p>4.Can have a negative impact on the status of the country if not planned properly/reduction in morale</p> <p>5.Can cause divisions in the country if one city is perceived as deriving most of the benefits</p> <p>6.Environmental disruption/traffic congestion/noise</p> <p>7.Increases security risk/risk of terrorist attack</p> | <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> | <p>One mark for each correct answer.</p> |

| Question | Answer | Marks | Guidance |
|----------|--|---|---|
| | 8.Potential for increase in crime rates/protests/riots/funding redirected away from social priorities 9.Displacement of community\housing 10.Decrease in participation in non Olympic sports | 1 1 1 1 [4] | |
| 14. | Examples of policies 1. Rules 2. Fairness 3. Ensure all participants are treated in the same way/keep the sport safe\ensure even competition 4. Anti-doping policy 5. Equality 6. Less people taking drugs\ level playing field 7. Rules on dealing with player misconduct 8. Fairness\Safety 9. Fewer incidents/injuries/reduced damage to sports reputation\consequences of misconduct. | 1 1 1 1 1 1 1 | Only one mark for policy (points 1,4,7,10,13) Two marks for description of impact related to that policy. |

| Question | Answer | Marks | Guidance |
|----------|--|---|----------|
| | <p>10. Rules on health and safety of facilities /equipment related to the sport.</p> <p>11. Safety</p> <p>12. Fewer accident\injuries\ensures wearing of personal protective equipment.</p> <p>13. Safeguarding</p> <p>14. Safety for participants/coaching staff</p> <p>15. Ensure that welfare of participants/coaches</p> | <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>[3]</p> | |

| Question | Answer | Marks | Guidance |
|----------|---|-------|----------|
| 15. | <p>Levels of response.</p> <p>0= nil response or response worthy of credit.</p> <p>MB1 (1-3 marks) The response shows a limited understanding of the importance of role models in promoting and developing sport. Candidates provide simple descriptions using some relevant examples. No attempt is made at explanation and there may be some irrelevant material in the answer.</p> <p>Sentences have limited coherence and structure. Errors in grammar, punctuation and spelling may be noticeable and intrusive.</p> <p>MB 2 (4-6 marks) The response shows a good understanding of the importance of role models in promoting and developing sport. Candidates make some valid points and there is an attempt at explanation of these roles using a wide range of examples.</p> <p>Sentences for the most part are relevant and coherent. There are occasional errors in grammar, punctuation and spelling.</p> <p>MB 3 (7-8 marks) The response shows a detailed understanding of the importance of role models in promoting and developing sport. Candidates make many points, many of which are well developed and related to an extensive range of examples.</p> | | |

| Question | Answer | Marks | Guidance |
|----------|---|-------|----------|
| | <p>The answer is well structured and uses appropriate terminology. There are few if any errors in grammar, punctuation and spelling.</p> <p>Indicative content:</p> <p>Role models are important to;</p> <p>Promoting participation\increase participation</p> <ul style="list-style-type: none"> • High profile sports performers motivate others to participate • Make the sport look exciting • Raise awareness of the sport/increase social acceptability. <p>Increasing the popularity of the sport;</p> <ul style="list-style-type: none"> • Popularity of sport is affected • Popularity of sport is increased • Reputation of sport is improved • Spectatorship is increased <p>Encouraging excellence;</p> <ul style="list-style-type: none"> • Inspiring others • Raising standards • Raising aspirations • Encourages work ethic • Reputation of sport is improved. <p>Promoting positive values;</p> <ul style="list-style-type: none"> • Encourages fairness • Encourages sportsmanship • Encourages tolerance\respect • Encourages effective teamwork • Encourages a healthy lifestyle | | |

| Question | Answer | Marks | Guidance |
|----------|---|------------|----------|
| | <p>Sports development;</p> <ul style="list-style-type: none">• Coaching the next generation• Sharing high level playing experience• Sharing technical expertise <p>Building national pride;</p> <ul style="list-style-type: none">• Creating a sense of the nation coming together• Pride in achievements of sports performers• Whole nation can watch a performer/sport <p>Negative sporting behaviour;</p> <ul style="list-style-type: none">• Damage reputation of the sport• Use of performance enhancing drugs can damage perception\mistrust of results• Inappropriate conduct can copied | [8] | |

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