



## **Cambridge National**

### **Sport Studies**

Unit **R051**: Contemporary issues in sport

Level 1/Level 2

## **Mark Scheme for January 2017**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Question	Answer	Marks	Guidance
1. (a)	<p><b>4 marks from:</b></p> <ol style="list-style-type: none"> <li>1. Limited provision of wheelchair athletics sessions or no suitable programmed sessions / activities</li> <li>2. Lack of awareness of opportunities to participate / lack of advertisement</li> <li>3. Lack of <b>specialist</b> facilities/facilities that meet their needs/cannot get into building or athletics track</li> <li>4. Lack of (suitable) transport</li> <li>5. Lack of access to <b>specialist/correct/adapted</b> equipment</li> <li>6. Lack of time due to work commitments / work restrictions</li> <li>7. Lack of (disabled) role models</li> <li>8. Anxiety over ability to participate successfully / lack of confidence / self esteem</li> </ol>	<b>[4]</b>	<p>One mark for each correct answer.</p> <p>Do <b>not</b> accept lack of money / disposable income.</p> <p>Do <b>not</b> accept lack of facilities</p> <p>Accessibility = vg (as not linked to building / transport / equipment)</p> <p>Transport = vg</p> <p>Lack of time = BOD</p>
1. (b)	<p><b>3 marks from:</b></p> <ol style="list-style-type: none"> <li>1. Provide suitable programmed activities / adapt sessions for disabled athletes</li> <li>2. Education programmes / initiatives / schemes about opportunities to participate</li> <li>3. Provide ramps / access doors / lifts</li> <li>4. Provide (adapted) equipment e.g. wheelchairs</li> <li>5. Provide (adapted) transport</li> <li>6. Provide assistance/specialist staff /coaches</li> </ol>	<b>[3]</b>	<p>One mark for each correct answer.</p> <p>Description needed. One word answers = vg</p>
2. (a)	True	<b>[1]</b>	
2. (b)	False	<b>[1]</b>	
2. (c)	False	<b>[1]</b>	
2. (d)	False	<b>[1]</b>	

Question	Answer	Marks	Guidance
3. (a)	<p><b>2 marks from:</b></p> <ol style="list-style-type: none"> <li>1. Retired people / OAP / over 50's</li> <li>2. Unemployed</li> <li>3. Self-employed</li> <li>4. (Night) shift workers / part-time worker</li> <li>5. Teenagers if they have left school</li> <li>6. Stay at home parents</li> </ol>	<b>[2]</b>	<p>One mark for each correct answer.</p> <p>Elderly = BOD</p> <p>Workers = vg</p> <p>Parents = vg</p>
3. (b)	<p><b>1 mark from:</b></p> <ol style="list-style-type: none"> <li>1. School children</li> <li>2. Workers / employed</li> <li>3. Teenagers in education</li> </ol>	<b>[1]</b>	<p>Children = BOD</p> <p>Teenagers = vg</p>
3. (c)	<p><b>3 marks from:</b></p> <ol style="list-style-type: none"> <li>1. Subsidise pricing / concessions / free introductory session</li> <li>2. Promotion / advertising to increase awareness / (increase) media coverage / social media</li> <li>3. Use sporting role models or celebrities to promote the session</li> <li>4. Provide child care / crèche so parents can participate</li> </ol>	<b>[3]</b>	<p>One mark for each correct answer.</p> <p>Description needed. One word answers = vg</p> <p>Do <b>not</b> accept 'more sessions' in reference to sessions at a different time</p> <p>Do <b>not</b> accept 'transport'</p>

Question	Answer	Marks	Guidance
4.	<p><b>4 marks from:</b></p> <ol style="list-style-type: none"> <li>1. Encourage <b>more</b> people to participate.</li> <li>2. Provision of <b>more</b> facilities / American Football pitches</li> <li>3. Provision of <b>more</b> competitions</li> <li>4. Train <b>more</b> coaches and officials</li> <li>5. <b>Increase</b> number of clubs / sessions</li> <li>6. Use role models to encourage participation</li> <li>7. Advertising / promotion</li> <li>8. Spectatorship – make <b>more</b> matches available</li> <li>9. <b>Increased</b> media coverage</li> <li>10. Provide free / subsidised / coaching sessions / taster sessions</li> <li>11. Provide (specialist) equipment</li> <li>12. Adapt sport for different user groups e.g. non-contact version for schoolchildren</li> <li>13. Encourage schools to add to curriculum / extra-curricular activity programme</li> <li>14. Sport development / grass roots initiatives / schemes</li> </ol>	<b>[4]</b>	<p>One mark for each correct answer.</p> <p>Pt. 1 – 5, 8 &amp; 9 must have reference to an <b>‘increase’</b></p> <p>BOD 5 = new/start clubs/teams</p>
5.	<p><b>1 mark for explanation and 1 mark for example:</b></p> <ol style="list-style-type: none"> <li>1. Sport may be seen as violent / potential of injury</li> <li>2. E.g. boxing, ultimate fighting</li> <li>3. Sport may involve animal cruelty</li> <li>4. E.g. fox hunting, bull fighting, horse riding</li> <li>5. Cultural / religious reasons</li> <li>6. E.g. Muslim girls swimming in mixed classes</li> <li>7. Negative stereotypes based on gender / race / disability</li> <li>8. E.g. dance seen as inappropriate for boys, rugby for girls</li> </ol>	<b>[2]</b>	<p>Accept other appropriate named examples.</p> <p>Must have explanation and example to score a max. 2 marks</p> <p>Example (even numbers) must match explanation (odd numbers) to receive a mark.</p> <p>Give two marks for explanation that contains example e.g. ‘boxing may be seen as too violent’ = 2 marks ‘fox-hunting may be seen as cruel to animals’ = 2 marks</p> <p>Do not credit example without some explanation e.g. ‘Muslims girls swimming’ without explanation = vg</p>

Question	Answer	Marks	Guidance
6. (a)	<p><b>2 marks from:</b></p> <ol style="list-style-type: none"> <li>1. Lack of time / work restrictions / work commitments</li> <li>2. Family commitments / child care</li> </ol>	[2]	<p>Do not accept:</p> <ul style="list-style-type: none"> <li>- lack of money / disposable income</li> <li>- lack of transport</li> <li>- lack of provision</li> <li>- lack of equipment</li> </ul>
6. (b)	<p><b>2 marks from:</b></p> <ol style="list-style-type: none"> <li>1. Government grants</li> <li>2. Lottery funding</li> <li>3. Media / advertising</li> <li>4. Merchandising</li> <li>5. Fund raising / charity events</li> <li>6. Subscriptions / membership (fees) / match fees</li> <li>7. Private investment / donations / sponsorship</li> <li>8. Admission charges</li> <li>9. Fines from misbehaviour, such as Red cards etc.</li> </ol>	[2]	<p>One mark for each correct answer.</p> <p>Money from government = BOD  Lottery = BOD  Grants = BOD</p>
7.	<p><b>1 mark for each correctly placed term</b></p> <p>Win  Take part  Triumph  Struggle</p> <p>“The most important thing is not to <b>win</b> but to <b>take part</b>, just as the most important thing in life is not the <b>triumph</b> but the <b>struggle</b>. The essential thing is not to have conquered, but to have fought well.”</p>	[4]	No terms are interchangeable.
8.	(c) Inclusion	[1]	

Question	Answer	Marks	Guidance
9.	<b>(b)</b> Citizenship	<b>[1]</b>	
10.	<b>3 marks from:</b> <ol style="list-style-type: none"> <li>1. Ban from participating in sport / two year ban / suspension from sport</li> <li>2. Lifetime ban</li> <li>3. Damaged reputation / image / will always be seen as a cheat</li> <li>4. Loss of / reduction in sponsorship / loss of earnings / fines</li> <li>5. Loss of previous medals / records</li> <li>6. May be sacked by a team / not selected in future</li> <li>7. Possible legal action</li> </ol>	<b>[3]</b>	<p>One mark for each correct answer.</p> <p>Description needed. One word answers = vg</p> <p>Pt 1 – ref to not playing must be through receiving sanction not being physically unable to play</p> <p>Do not accept answers that focus on the sport and not the athlete</p> <p>BOD 7 = Consequence of legal action e.g. prison sentence</p>
11. (a)	<b>1 mark from:</b> <ol style="list-style-type: none"> <li>1. Fairer / creates a level playing field</li> <li>2. Cheaper / easier as drug testing is not needed</li> <li>3. May improve performances</li> <li>4. May make sport more entertaining</li> </ol>	<b>[1]</b>	

Question	Answer	Marks	Guidance
11. (b)	<p><b>3 marks from:</b></p> <ol style="list-style-type: none"> <li>1. It is cheating / against the rules / suspension from sport</li> <li>2. Contradicts the spirit of sport / sporting values / fair play</li> <li>3. Gives unfair advantage</li> <li>4. Potential (long term) health problems</li> <li>5. Creates negative role models / sets a bad example</li> <li>6. Brings the sport into disrepute / reduces spectatorship / reduces participation</li> <li>7. Damages the reputation of the nation.</li> <li>8. May reduce <u>sport's</u> sponsorship / funding /media coverage</li> </ol>	<b>[3]</b>	One mark for each correct answer.
12. (a)	<p><b>1 mark for any correct answer from the following:</b></p> <ol style="list-style-type: none"> <li>1. Takes place once every 4 years</li> <li>2. Only hosted once in a generation</li> </ol>	<b>[1]</b>	Happens every two years = BOD 'Only happens once' = vg
12. (b)	<p><b>1 mark for a suitable example, including:</b></p> <ol style="list-style-type: none"> <li>1. Olympics</li> <li>2. Paralympics</li> <li>3. Commonwealth Games</li> <li>4. FIFA / Football World Cup</li> <li>5. Asian Games</li> <li>6. Rugby World Cup</li> <li>7. Cricket World Cup</li> <li>8. African Cup of Nations</li> </ol>	<b>[1]</b>	Credit other suitable examples  World cup = vg



Question	Answer	Marks	Guidance
12. (c)	Regular	[1]	
12. (d)	<b>1 mark for a suitable example, including:</b> <ol style="list-style-type: none"> <li>1. UEFA Champions League Final</li> <li>2. European Rugby Champions Cup Final</li> <li>3. Diamond League Athletics</li> <li>4. British Open Golf</li> <li>5. Davis Cup Tennis</li> </ol>	[1]	Credit other suitable examples Champions League = BOD
12. (e)	<b>1 mark for a suitable example, including:</b> <ol style="list-style-type: none"> <li>1. Wimbledon</li> <li>2. British Grand Prix</li> <li>3. Tour De France</li> <li>4. US Masters Golf</li> <li>5. FA Cup <b>Final</b></li> <li>6. Six Nations Rugby</li> <li>7. London Marathon</li> <li>8. Great North Run</li> <li>9. World Snooker Championship</li> </ol>	[1]	Credit other suitable examples Formula One = vg

Question	Answer	Marks	Guidance
13.	<p><b>1 mark in each from the following sections up to a maximum of 3:</b></p> <p><b>National morale</b></p> <ol style="list-style-type: none"> <li>1. Brings national pride (through success / winning medals or trophies)</li> <li>2. Provides entertainment / spectatorship during the event</li> </ol> <p><b>Economic Investment</b></p> <ol style="list-style-type: none"> <li>3. New facilities may become a business hub</li> <li>4. Promotes country if well organised / successful</li> <li>5. Shop window effect</li> <li>6. Increased trade</li> <li>7. Investment in local area / regeneration / improvement to transport infrastructure / new housing</li> </ol> <p><b>Tourism</b></p> <ol style="list-style-type: none"> <li>8. Spectators visit to attend event</li> <li>9. Increase in tourism <b>post event</b></li> <li>10. Spectators may visit other attractions / areas of the country</li> <li>11. Tourist attractions may be used as venues e.g. London Olympics using Greenwich Park for equestrianism.</li> </ol>	<b>[3]</b>	<p>Description needed. One word answers = vg</p> <p>Do <b>not</b> credit <b>negatives</b> e.g. decrease tourism. Question asks about increasing each factor.</p> <p>Reference to 'morale' = REP of question</p> <p>New facilities = vg (must have reference to facilities being used by businesses. E.g. conferences)</p> <p>More money = vg</p> <p>Do <b>not</b> accept 'more tourism' = vg</p>

Question	Answer	Marks	Guidance
14.	<p><b>4 marks from:</b></p> <ol style="list-style-type: none"> <li>1. Country may not be able to afford to host an event</li> <li>2. Bidding process is expensive (and may not succeed) / diverts money from other areas</li> <li>3. Country may not participate in the sport / is not good at the sport</li> <li>4. Cost of hosting may be more than income generated / fear of debt / will cost too much</li> <li>5. Economic benefits / jobs created may only be temporary</li> <li>6. Facilities may not be used after the event</li> <li>7. Negative impact on reputation if event is poorly organised.</li> <li>8. Negative impact if national team do not succeed</li> <li>9. Legacy may be limited / increased participation does not always result from hosting events</li> <li>10. Benefits (such as tourism) are mainly local and do not extend to other areas of the country</li> <li>11. Overcrowding / increase in traffic / litter during the event</li> <li>12. Security risk / terrorism / crime</li> <li>13. Bidding process may be seen as corrupt</li> <li>14. Unsuitable environment / climate</li> </ol>	<b>[4]</b>	‘Cost’ = vg

Question	Answer	Marks	Guidance
15.	<p><b><u>Levels of response</u></b></p> <p><b>Level 3 (7-8 marks)</b> A comprehensive response: - shows detailed knowledge and understanding. - makes many points, many of which are well developed. - is well structured and consistently uses appropriate terminology. - there are few if any errors in grammar, punctuation and spelling.</p> <p><b>Level 2 (4-6 marks)</b> A competent response: - shows good knowledge and understanding. - makes some valid points a few of which may be developed. - is reasonably well structured and uses some appropriate terminology. - there are occasional errors in grammar, punctuation and spelling.</p> <p><b>Level 1 (1-3 marks)</b> A basic response: - shows limited knowledge and understanding. - makes some basic points which are rarely developed. - has limited coherence and structure with little or no use of appropriate terminology. - errors in grammar, punctuation and spelling may be noticeable and intrusive.</p> <p><b>0 = nil response or no response worthy of credit.</b></p>	[8]	<p>When differentiating between levels look for:</p> <p><b>Level 3 (7-8 marks)</b></p> <ul style="list-style-type: none"> <li>- Both performers and spectators may be covered in some detail, with examples for each.</li> <li>- Reasons for the importance of etiquette and sporting behaviour are not just stated but are more fully explained.</li> <li>- Examples noticeably well-chosen or come from a wide range of sports or situations.</li> <li>- Coherent structure, few QWC errors.</li> </ul> <p><b>Level 2 (4-6 marks)</b></p> <ul style="list-style-type: none"> <li>- May access level 2 with a reasonably detailed answer about either performers or spectators, but both usually needed to reach top of the level.</li> <li>- At least one developed point.</li> <li>- Combination of basic theoretical content and examples that is sometimes coherent.</li> </ul> <p><b>Level (1-3 marks)</b></p> <ul style="list-style-type: none"> <li>- A valid example or a reason why etiquette/sporting behaviour are important could get a mark.</li> <li>- Statements about importance of etiquette/sporting behaviour may be basic and unexplained.</li> <li>- List of examples might be provided but not linked to theory.</li> <li>- May focus on performers or spectators but not both.</li> <li>- Some responses be a list rather than prose.</li> </ul>

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	<p><b><u>Indicative content</u></b> Candidate responses are likely to include:</p> <ol style="list-style-type: none"> <li><b>1. Ensures fairness for all participants</b> <ul style="list-style-type: none"> <li>• E.g. spectators should be silent / sat still while both players are serving in tennis / playing shots in snooker / throwing darts</li> </ul> </li> <li><b>2. Demonstrates sportsmanship</b> <ul style="list-style-type: none"> <li>• E.g. helping up an injured opponent in basketball</li> </ul> </li> <li><b>3. Allow others to perform to the best of their ability</b> <ul style="list-style-type: none"> <li>• E.g. player frustration with a hostile football crowd may limit their performance or lead to frustration or violence</li> <li>• promotes excellence</li> </ul> </li> <li><b>4. Safety of participants</b> <ul style="list-style-type: none"> <li>• E.g. kicking the ball out when a football player is injured can avoid further injury and ensure quick treatment</li> </ul> </li> <li><b>5. Spectator safety and enjoyment</b> <ul style="list-style-type: none"> <li>• Increase spectatorship due to sport being better to watch</li> <li>• E.g. spectators should not use offensive chants at football matches or move from their allotted seats</li> <li>• Poor behaviour by players may make spectator violence more likely</li> <li>• Children in the crowd, so spectators need to set the right example/ role model.</li> </ul> </li> <li><b>6. Promotes sporting values</b> <ul style="list-style-type: none"> <li>• Tolerance and respect for other opponents / nationalities</li> <li>• E.g. silence during national anthems</li> <li>• E.g. respecting an opponent who is weaker than you, by performing to the best of your ability / no show boating</li> </ul> </li> </ol>		<p><b>Always indicate the level at the end of the response.</b></p> <p>Credit other valid points and examples</p> <p>Responses adopting a negative perspective i.e. ‘what happens in sport if there is no etiquette or positive sporting behaviour’ can also be credited if valid.</p> <p>For example, poor etiquette can lead to gamesmanship / cheating which damages sport</p> <ul style="list-style-type: none"> <li>• E.g. diving in football rather than going into contact honestly</li> </ul>

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	<p><b>7. Improves reputation / appeal / entertainment value of a sport</b></p> <ul style="list-style-type: none"> <li>• E.g. rugby popular as known as a sport where players show respect to officials</li> <li>• May increase participation</li> <li>• May increase sponsorship opportunities</li> </ul> <p><b>8. Creates positive role models</b></p> <ul style="list-style-type: none"> <li>• E.g. shaking hands game teaches young people to lose and win graciously</li> </ul> <p><b>9. Upholds Olympic / Paralympic values</b></p> <ul style="list-style-type: none"> <li>• Respect / Friendship / Determination / Equality</li> </ul>		<p>Pt. 8 must make reference to a performer</p>

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