



Cambridge National

Sport Studies

Unit **R051**: Contemporary issues in sport

Level 1/Level 2

Mark Scheme for January 2018

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

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










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

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Annotations in RM Assessor

The following annotations are available (highlighting is also available to highlight any particular points on the script):

Annotation	Meaning of annotation
	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	Tick – correct answer
	Cross – incorrect answer
DEV	Development of point (for use with levels question)
	Level 1 (for use with levels question)
	Level 2 (for use with levels question)
	Level 3 (for use with levels question)
	Benefit of doubt - but still tick
K	Knowledge mark (for use with levels question)
VG	Too vague
	Repeat
	Noted but no credit given / zero mark response
EG	A practical example given that is worth credit
S	Sub max reached

Question	Answer	Marks	Guidance
1.	<p>One mark from</p> <p>(c) Cricket</p>		
2.(a)	<p>Three marks from:</p> <ol style="list-style-type: none"> 1. Lack of time (due to education) 2. Lack of money/income 3. No role models (in certain sports) to encourage participation 4. Expense of equipment/participation charge 5. No suitable programmed sessions/suitable activities 6. Poor body image/lack of confidence 7. Lack of motivation/can't be bothered 8. Lack of transport 9. Peer pressure/friends don't play sport/sport is not seen as being 'cool' 	[3]	<p>Do not accept - Lack of facilities or lack of awareness</p> <p>Do not accept role models on own</p>
2. (b)	<p>Two marks from:</p> <ol style="list-style-type: none"> 1. Providing appropriate activities that interest students 2. Providing taster activities 3. Suitable programming (e.g. after school clubs) 4. Provide transport/subsidised transport (particularly for activities outside of normal school hours) 5. Running gender specific sessions (e.g. female only tasters to overcome body image issues) 6. Use role models (in schools) 7. Increased advertising in schools 	[2]	<p>Do not accept – provide activities on own</p> <p>Do not accept role models on own</p>

Question	Answer	Marks	Guidance
3.	<p>One mark for each correct barrier and one mark for each solution.</p> <p>Barriers (Sub max 2)</p> <ol style="list-style-type: none"> 1. Lack of mobility/fitness/ health issues (due to age) 2. Lack of suitable activities that meet Tom's interests/needs 3. Partner's work commitments 4. Cost of transport/lack of transport (while partner is at work) 5. Cost of facilities/equipment/membership 6. Lack of role models 7. Lack of awareness <p>Solutions (Sub max 2)</p> <ol style="list-style-type: none"> 8. Provide appropriate/adapted activities that meet physical needs/Tom takes part in/tries easier or adapted activities 9. Provide activities that meet Tom's interests 10. Programming of/number/timing of sessions to allow more options for participation 11. Reduce/subsidise cost 12. Provide transport/subsidise transport/use public transport 13. Use (suitable) role models 14. Targeted promotion/advertising 	[4]	<p>Solution must match barrier to award mark</p> <p>DNA Cost on own or lack of income on own DNA Transport on own</p>
4.	<p>One mark for each value.</p> <p>Values</p> <ol style="list-style-type: none"> 1. Excellence 2. Tolerance/respect 3. Team spirit 4. Fair play 5. Inclusion 6. Citizenship 	[6]	

Question	Answer	Marks	Guidance
5.	<p>Three marks from:</p> <ol style="list-style-type: none"> 1. Fairness among competitors/participants 2. Promotion of positive values/ well-mannered/to care about the well-being of others/shows respect for other performers 3. Act as a role model to others/sets a good example to others 4. Safety of participants / to protect individuals 5. So that the activity/game can be played effectively/flowing / so all can enjoy the activity 6. Increase reputation of sport/performer 	[3]	
6. (a)	<p>One mark for correct identification of a performer <u>and</u> sport.</p> <p>Cycling</p> <ol style="list-style-type: none"> 1. Lance Armstrong 2. David Millar <p>Athletics</p> <ol style="list-style-type: none"> 1. Dwain Chambers 2. Ben Johnson 3. Tyson Gay 4. Asafa Powell 	[2]	<p>Credit other known examples.</p> <p>Must have both sport <u>and</u> performer Accept surname BOD Do not accept recreational drug takers</p>

Question	Answer	Marks	Guidance
6. (b)	<p>Three marks from:</p> <ol style="list-style-type: none"> 1. To stop performers gaining an unfair advantage/prevents cheating/to make the sport fair 2. Protect sports performers from ill health/negative effects of use 3. Protect/maintain the reputation of the sport/maintains the spirit of the sport. 4. Could affect sponsorship for the sport 	[3]	<p><u>Do not accept the converse i.e. the negative effects on sport</u></p> <p>Do not accept 'it is unfair' BOD (can prevent) long term health problems</p>
6. (c)	<ol style="list-style-type: none"> 1. Performers may not gain a performance advantage 2. Not the concern of the governing body to police what is a social problem 	[1]	Do not accept 'they do not affect your body'
7.	<p>One mark for correct answer</p> <p>(c) To develop their technical skills</p>	[1]	
8.	<p>Two marks for</p> <ol style="list-style-type: none"> 1. Performers must report their location (outside of competition) 2. Must notify where they will be for at least one hour of every day (for a year) 3. So that they can be random drug tested at any time 4. Three missed tests (in a year) results in sanction 	[2]	

Question	Answer	Marks	Guidance
9.	<p>One mark for each description</p> <p>Description</p> <p>Friendship 1. Develop friendship between participants</p> <p>Inspiration and equality 2. Performers to try their best/inspire other disabled people to participate/ Performers work towards equality/recognise the achievements of other performers with disabilities</p> <p>Courage 4. Performers work to overcome disabilities</p> <p>Determination 5. Performers work to overcome barriers/train to succeed/don't give up</p>	[4]	Do not accept repetition of values alone. There must be a description
10.	<p>Four marks from</p> <p>1. British Grand Prix – recurring & recurring 2. Paralympics – one off 3. Wimbledon – recurring & recurring 4. World Athletics Championship – one off</p>	[4]	BOD regular BOD recurring BOD regular BOD recurring
11. (a)	<p>Three marks from</p> <p>1. Investment or improvement of infrastructure/transport/facilities 2. Direct/indirect tourism 3. Raises status of the country/shop window effect 4. Morale will be improved/generates national pride 5. Commercial benefits to businesses/boost to the economy 6. Increases employment</p>	[3]	Must be some ref to what is being invested in

Question	Answer	Marks	Guidance
11. (b)	<p>marks from:</p> <ol style="list-style-type: none"> 1. Facilities can end up not being used after the event (if not planned properly) 2. Negative impact on country if event runs poorly 3. Other sports may suffer at the expense of promotion of one sport (Football) 4. Can cause divisions in the country if only a few cities benefit 5. Reduce tourism in other parts of the country/tourism increase is short-lived 6. Disruption to local community/overcrowding/litter or pollution 7. Increased risk of terrorism/crime 8. Employment is only short term 	[3]	<p>Do not credit any comment relating to cost or debt = REP of question</p> <p>BOD anti-social behaviour</p>
12.	<p>Two marks from:</p> <ol style="list-style-type: none"> 1. Government grants 2. Lottery funding 3. Sport England funding 4. Distribution of private donations 5. Sponsorship/advertising revenues 6. Membership/national affiliation fees 	[2]	<p>BOD grants</p> <p>BOD Advertising/adverts</p>
13.	<p>Six marks from:</p> <ol style="list-style-type: none"> 1. Organise elite training 2. e.g. national performance squads (in basketball) 3. Developing coaching awards/coaching qualification structure 4. e.g. various levels of coaching qualifications such as (UKCC) Level 1 5. Training of officials 6. e.g. training and selecting officials to officiate at different levels (of basketball) 	[6]	<p>Award one mark where factor identified but no example.</p>

Question	Answer	Marks	Guidance
14.	<p>Two marks from:</p> <ol style="list-style-type: none">1. Exposure in the media2. Advertising/promotional campaign (e.g. This Girl Can)3. Equal opportunities policies (that actively enable women to have equal access to sports equipment and facilities)4. Taster sessions5. Women's only sport (sessions)6. Use of (female) role models7. Training female coaches	<p>[2]</p>	<p>Accept other appropriate initiatives</p> <p>BOD role models</p>

Question	Answer	Marks	Guidance
15.	<p><u>Levels of response</u></p> <p>Level 3 (7-8 marks) 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>Level 2 (4-6 marks) 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>Level 1 (1-3 marks) 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>0 = nil response or no response worthy of credit.</p> <p><u>Indicative content</u> Candidate responses are likely to include:</p> <p>(relevant responses not listed should be acknowledged) Numbered points = knowledge / understanding Bullet points = likely to be development of knowledge</p>	[8]	<p>Responses are likely to include;</p> <p>Level 3 (7-8 marks) - At the top of the level all four sports are covered - At least four factors affecting participation are covered - Responses contain both developed points and examples from a wide range of sports - At the top of the level there is evidence of discussion, where participation rates do not necessarily reflect the indicative content factors</p> <p>Level 2 (4-6 marks) - At the top of the level three sports are covered - At least three factors affecting participation are covered - Responses contain some developed points and some examples from a range of sports - At the top of the level there may be evidence of discussion, where participation rates do not necessarily reflect the indicative content factors</p> <p>Level (1-3 marks) - At the top of the level two sports are covered - At the top of the level two factors affecting participation are covered - Responses are predominantly factual with little or no discussion</p> <p>Always indicate the level at the end of the response.</p>

Question	Answer	Marks	Guidance
	<p>1. Cost of participation</p> <ul style="list-style-type: none"> • Some sports cost more than others to take part in • Football and swimming cheaper so more people participate • E.g. swimming in the sea/football in a park are free • Golf and Tennis more costly which may explain lower participation rates • E.g. cost of purchasing golf clubs/hiring tennis courts/golf or tennis membership fees <p>2. Amount of specialist equipment</p> <ul style="list-style-type: none"> • E.g. Football and swimming require relatively little equipment which reflect the higher participation rates • E.g. Tennis and golf require large amount of equipment, which could impact on participation rates <p>3. Availability of facilities/clubs/coaches</p> <ul style="list-style-type: none"> • E.g. Football is very accessible • Lots of clubs, can be played anywhere, most teams have a coach • E.g. Swimming pools are accessible for most so participation rates in swimming are high/swimming can take place in the sea or river where no specialist facility is needed • E.g. Golf course/ tennis courts are available in most areas • However, golf and tennis tend to be more exclusive to their members which could impact on participation <p>4. Amount of participants required</p> <ul style="list-style-type: none"> • The amount of participants a sport needs can affect whether people play or not • E.g. Swimming can be done alone (so that give more opportunity to participate) 		

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	<ul style="list-style-type: none"> • E.g. Golf is usually played with others it is possible to play alone • E.g. Tennis needs at least one other player and so participation rates can be affected • However, even though Football needs other participants it has the second highest participation rates <p>5. Media coverage</p> <ul style="list-style-type: none"> • The amount of media coverage can affect participation levels • E.g. Media coverage for football is high and this can encourage participation • However, golf and tennis media coverage is high but participation rates are lower than football • However, media coverage for swimming is very low but this has the highest participation rates <p>6. School past experience</p> <ul style="list-style-type: none"> • Opportunities when at school can influence participation (as an adult) • E.g. Football is played frequently at many schools • Swimming not offered in many schools but has the highest adult participation rates • Tennis and golf not experienced in many schools and participation rates reflect this <p>7. Role models</p> <ul style="list-style-type: none"> • The visibility/awareness of role models can affect participation • Some sports are stereotypical in terms of gender • E.g. Football, tennis and golf all have high profile role models which can encourage participation • E.g. however, swimming has fewer visible role models but participation rates are the highest 		

Question	Answer	Marks	Guidance
	<p>8. Geographical/demographic/class/regional issues</p> <ul style="list-style-type: none"> • There are only limited influences on participation • However, some rural areas may not have the same range of facilities and sports as urban areas • E.g. Tennis and golf viewed as more middle class <p>9. Environment/climate</p> <ul style="list-style-type: none"> • Some sports affected by the weather • E.g. Football can be played in all weather • E.g. Swimming not affected by the weather • E.g. Tennis a 'summer' outdoor sport but also some indoor courts available • E.g. Golf participation can be affected by poor weather <p>10. Reputation of the sport</p> <ul style="list-style-type: none"> • A positive reputation can result in higher participation rates • E.g. swimming is drug free so may attract more participants • E.g. football has a reputation of players arguing with referees so may affect people participation <p>11. Success of the sport</p> <ul style="list-style-type: none"> • Success in major competitions results in an increase in participation • E.g. Andy Murray winning Wimbledon increased tennis participation • E.g. Success in swimming in the Olympics increases participation 		

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

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Head office
Telephone: 01223 552552
Facsimile: 01223 552553

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