

Mark Scheme for January 2013

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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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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Annotations

Annotation	Meaning
	Unclear
	Benefit of doubt
	Cross
	Development
	Example/Reference
	Knowledge
	Level 1
	Level 2
	Level 3
	Repeat
	S (to be used to indicate 'sub max reached' in these units)
	Noted but no credit given
	Tick
	Vague

Question	Answer	Marks	Guidance
1	<p>Three marks from (mark first three responses only):</p> <ul style="list-style-type: none"> 1 lack of time 2 employment/work restrictions 3 family commitments 4 disposable income/costs too much 5 accessibility of facilities/can't get to the facilities/limited transport 6 equipment too expensive 7 lack of role models 8 poor body image 9 provision of activities 10 awareness of activity provision 11 portrayal of gender issues by the media/perception that girls/boys 'don't do' certain sports 12 injury/not fit enough to take part 13 older (over 50s) can't do certain sports as easily 14 language/cultural barriers 15 environmental factors/climate. 	3	<p>1 mark for each correct answer</p> <p>Pt 12 – disability = BOD Pt 13 – 'too old' = BOD; 'old' or 'age' only = Vague</p>
2	<p>Four marks from (mark first four responses only):</p> <ul style="list-style-type: none"> 1 use role models from ethnic minorities 2 provide single sex activities (as certain religions do not allow women to participate in mixed gender activities) 3 provide women only activities (as certain religions do not allow women's bodies to be seen by men) 4 allow alternative dress code 5 increase the number of ethnic minority coaches/managers in sport 6 develop a positive attitude to an active life for ethnic minorities (and increase opportunities for them) 7 provide the opportunity for ethnic minorities to play their own sports – Kabbadi 8 target promotion/advertise to ethnic groups 9 provide coaches/leaders who speak the language of 	4	<p>1 mark for each correct answer</p>

Question	Answer	Marks	Guidance
	10 the ethnic group targeted 11 sensible pricing/concessions 11 appropriate timing of activities (to accommodate religious practices).		
3	Three marks from (mark first three responses only): 1 participation – the numbers of people who play sport like football 2 environment/climate – rarely good snow conditions in this country for skiing 3 spectatorship – whether the activity is good to watch 4 media coverage – football shown a lot on TV 5 success for both teams and individuals – cycling is popular because of the success in the Olympics 6 role models – Jessica Ennis is on adverts – encourages people to participate in athletics 7 acceptability – friends play sport so you join in 8 cost – if sports are made cheaper it can increase their popularity.	3	1 mark for each correct answer Must have factor and description to gain the mark Impact can be positive or negative but only 1 mark per factor Award 1 mark if 3 factors correctly I/D but no description Accept alternative valid/accurate descriptions
4	Four marks from (mark first four responses only): 1 It can reduce the number of people participating/spectating 2 (general) if provision doesn't allow people access then popularity of the sport will be reduced/not improve 3 lack of facilities available for sport locally means that fewer people will participate/spectate 4 lack of provision of transport means people cannot gain access to facilities 5 range of activity provision not wide enough so some people/groups will not be interested 6 little or no provision of specialist activities/equipment means some people/groups are not catered for 7 timing of sessions/activities unsuitable for some people to access	4	1 mark for each correct answer Accept examples if they are equivalent/illustrative of one of the points on the mark scheme (eg "horse riding is expensive to take part in so this means less people will be able to do it" = point 8) Award 1 mark if 4 points made without description

Question		Answer	Marks	Guidance
		8 cost of what is provided is prohibitive 9 suitable staff/coaches/instructors not available in order for people to take part in the activity 10 the activity is considered to be available only to certain people/groups/classes (eg polo).		
5		Three marks from (mark first three responses only): 1 programming – have after school clubs/weekend clubs 2 programming – have week-long sports courses during the school holidays 3 programming of activities – parents and children 4 provide activities which cater for a specific age group 5 have male/female only sessions (for particular activities) 6 provide suitable sized equipment for the activity 7 young participants should play on a reduced sized court or pitch/with adapted rules 8 provide a range of activities which cater for different user groups (eg disabled children) 9 provide free use of facilities/equipment for certain sports (eg free swimming for under 16) 10 provide transport (to allow children to get there)/provide local events or activities 11 sensible pricing/concessions (eg provide free ‘taster’ sessions) 12 targeted promotion.	3	1 mark for each correct answer
6		b cycling	1	1 mark for correct answer

Question		Answer	Marks	Guidance
7	(a)	<p>Two marks from: Gamesmanship:</p> <ol style="list-style-type: none"> 1 to gain an advantage over an opponent 2 to increase chances of winning/win at all costs 3 feeling that everyone does it/need to do it to win/part of culture in (modern) sport 4 try to 'get even' if you feel you have been cheated against (eg footballer who gets fouled a lot without getting free kicks may dive more) 5 copying other performers who have done it/negative role models 6 high pressure at elite level 'makes' people do it/pressure to succeed 7 coaches or parents encourage it/coach or parents tells them to do it. 	2	1 mark for each correct answer
	(b)	<p>Three marks from: Gamesmanship used by sports performers:</p> <ol style="list-style-type: none"> 1 time wasting (eg taking longer to take set pieces) 2 not adhering to time rules (eg between serves in tennis/over rate in cricket/delaying restarting of the game after an interval) 3 'bending' the rules/trying to get away with fouling (eg shirt-pulling in football, slowing the play in rugby) 4 Pretending to be injured/feigning injury (eg could be either to waste time or get opponent in trouble with officials) 5 Diving to win a free kick 6 appealing to officials (eg appealing for a foul or decision when you know it should be given to the other team) 7 pressurising/intimidating officials (eg gathering around them as a team, aggressive behaviour towards them) 8 'sledging' an opponent (eg saying things to put someone off before they take a penalty). 	3	<p>1 mark for each correct answer</p> <p>Particular named examples can be used</p> <p>PT5 = do not except diving on own must be within a sporting context.</p>

Question		Answer	Marks	Guidance
	(c)	<p>Three marks from:</p> <p>Negative effects of gamesmanship:</p> <p>1 copying gamesmanship (displayed by role model the negative models will have a negative effect on sport)</p> <p>2 spectators will stop attending</p> <p>3 spectators will become disinterested in watching the sport</p> <p>4 gamesmanship stops the flow of the game</p> <p>5 players on the opposing team could become annoyed and adopt the same tactics.</p> <p>6 can distract the performer who is guilty of gamesmanship from their own performance</p> <p>7 it's against the spirit of sport</p> <p>8 damage the reputation of the sport/give the performer a bad name</p> <p>9 may result in sanctions/punishments.</p>	3	1 mark for each correct answer
8		<p>Four marks from:</p> <p>1 blood samples are tested</p> <p>2 urine is tested</p> <p>3 hair is tested</p> <p>4 nails are tested.</p>	4	1 mark for each correct answer

Question		Answer	Marks	Guidance
9		<p>Four marks from:</p> <p>1 reputation of a particular sport is tarnished (eg Tour de France)</p> <p>2 mistrust of results (if a sports performer has been found guilty of drug offences was he/she guilty of taking drugs when success was achieved – world records broken)</p> <p>3 implication that all participants in a particular sport are taking drugs</p> <p>4 when drug offenders return to their sport they are often viewed with suspicion (are they still taking drugs?)</p> <p>5 where sports have not adopted the WADA policy people question whether or not that means the sport is hiding the fact that participants take drugs.</p>	4	1 mark for each correct answer
10		b It is important to gain success and world recognition	1	1 mark for correct answer

Question	Answer	Marks	Guidance
11	<p>Five marks from:</p> <p>1 bidding to host the event can be expensive (and you may not be awarded the event)</p> <p>2 event can cost hosts more than it raises in revenue</p> <p>3 facilities can 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 the event is poorly organised or experiences problems (eg Hooliganism)</p> <p>5 some areas of the country may not get the same facility benefits as the host city</p> <p>6 some areas of the country do not benefit from the improvements in infrastructure</p> <p>7 benefits in employment over exaggerated/long term employment over exaggerated</p> <p>8 increase in potential terrorist threats/increased demands on the security services</p> <p>9 negative social impacts (eg local inhabitants may have to vacate land being used for sports venues)</p> <p>10 transport infrastructure stretched</p> <p>11 event preparations run over budget.</p>	5	1 mark for each correct answer

Question	Answer	Marks	Guidance
12	<p>Six marks from:</p> <ul style="list-style-type: none"> 1 team spirit/team work 2 Eg learning how to work together with and support others by playing as part of a team 3 fair play/sportsmanship/honesty 4 Eg learning the importance of adhering to rules and being fair to others through playing sport 5 citizenship 6 Eg get involved in your local community through sport 7 tolerance and respect 8 Eg developing understanding of different countries and cultures through sport 9 inclusion 10 Eg initiatives to get under-represented social groups involved in sport 11 national pride 12 Eg supporters and performers unite behind the country in international events 13 excellence 14 Eg striving to be the best that you can in your favourite sport. 	6	<p>1 mark for the value identified and 1 mark for the example</p> <p>odd numbers = values even numbers = examples</p> <p>Accept specific sporting examples if correctly applied</p> <p>Where candidates identify correct value award one mark regardless of example given. However, examples must link with the correct value to achieve the example mark.</p>

Question		Answer	Marks	Guidance
13	(a)	<p>One mark from: One off: 1 Summer or Winter Olympics 2 Paralympics 3 Commonwealth Games 4 World Cup 5 World Athletics Championships.</p>	1	<p>1 mark for a correct answer</p> <p>Spec definition = will generally only happen in any given country/city once in a generation</p>
	(b)	<p>One mark from: Regular: 1 UEFA Champions League Final 2 Rugby Heineken Cup 3 European venue for the Ryder Cup.</p>	1	<p>1 mark for a correct answer</p> <p>Spec definition = an annual event where a place could host more than once in a relatively short space of time as it is shared around as a rule</p>
	(c)	<p>One mark from: Regular and recurring: 1 Formula 1 2 a major tennis event – Wimbledon; US Open; French Open; Australian Open 3 FA cup final 4 All England Badminton Championships 5 Tour de France.</p>	1	<p>1 mark for a correct answer</p> <p>Spec definition = would be annual and is normally contracted for a period of years to the host country/city</p>
14		<p>Three marks from (mark first three responses only): 1 players 2 the manager 3 the club 4 officials 5 coach.</p>	3	<p>1 mark for each correct answer</p> <p>Accept applied specific sporting examples</p> <p>Do not accept three examples of the same incident when simply applied to three different players/officials etc...</p>

Question	Answer	Marks	Guidance
15	<p>Levels of response:</p> <p>0 = nil response or response not worthy of credit</p> <p>MB1 (1–3 marks) The response shows a limited understanding of the role of national governing bodies in the promotion and development of sport. Candidates provide simple descriptions of a few points from the indicative content. No attempt is made at evaluation and there may be some irrelevant material in the answer. There is little or no use of technical vocabulary and sentences have limited coherence and structure. Errors in grammar, punctuation and spelling may be noticeable and intrusive.</p> <p>MB2 (4–6 marks) The response shows an understanding of the role of national governing bodies in the promotion and development of sport. Candidates make some valid points from the indicative content with good knowledge and understanding. Some attempt at evaluation is made, which may include the use of one or more of the developed points in order to gauge the value of the role(s). There is some use of technical vocabulary and sentences for the most part are relevant and are coherent. There are occasional errors in grammar, punctuation and spelling.</p> <p>MB3 (7–8 marks) The response shows a detailed understanding of the role of national governing bodies in the promotion and development of sport. Candidates make many points from the indicative content, several of which may be developed, leading to an evaluation being clearly made. The answer is well structured and uses appropriate terminology and technical vocabulary.</p>	8	<p>Differentiating between levels look for:</p> <p>MB1:</p> <ul style="list-style-type: none"> - Where valid indicative points are made they may mainly be from points 1, 4, 7, 10, 13 and 17 - Simple description rather than explanation - May focus on either promotion or development <p>MB2:</p> <ul style="list-style-type: none"> - May be one or more developed points - Some explanation - Satisfactory attempt at both promotion and development <p>MB3:</p> <ul style="list-style-type: none"> - Points are developed/expanded in more than one area of the answer - Clear explanations - Frequent attempts at both promotion and development - Very few QWC errors <p>Always indicate the level at the end of the response</p>

Question	Answer	Marks	Guidance
	<p>There are few if any errors in grammar, punctuation and spelling.</p> <p>Indicative content:</p> <p><u>Promotion</u></p> <p>1 NGB's promote participation through different initiatives...</p> <p>2 to encourage more people to try the sport at all levels</p> <p>3 eg use equal opportunities policies...</p> <p>4 ...to get different user groups who are under-represented in the sport to take part more.</p> <p>5 NGB's aim to increase the popularity of the sport....</p> <p>6 eg through schemes for schools</p> <p>7 eg providing coaching and activity sessions during the school holidays</p> <p>8 eg subsidising costs to enable greater access</p> <p>9 the more people participate in a sport at grass roots level the better it should get at elite level as there are more people to pick from/performance pyramid</p> <p>10 NGB's have to try to maximise exposure for their sport in the media.....</p> <p>11 ...through press conferences, website, television</p> <p>12 by using role models from within the sport</p> <p>13 by using achievements in the sport to raise profile (eg National team performing well).</p> <p><u>Development</u></p> <p>14 NGB's are responsible for elite training and development</p> <p>15 eg National performance squads/National teams in many sports</p>		<p><i>Emboldened points are developed points which show further understanding. It would be expected that where these are used in the response, it would be a MB2 or MB3 response in most cases.</i></p> <p><i>Not using the developed points must not prohibit candidates from achieving the top band or full marks, but is a potential indicator of the level at which they are responding.</i></p>

Question	Answer	Marks	Guidance
	<p>16 they have to provide the resources to enable the elite level performers/teams improve and achieve their potential</p> <p>17 much of their funding is dependent upon performance measures at this level</p> <p>18 they therefore need to provide infrastructure to develop talent</p> <p>19 this includes training and developing coaches and officials to allow the sport to develop</p> <p>20 NGB's provide coaching and officiating awards</p> <p>21 these allow people to coach or officiate at different levels depending on experience and awards achieved</p> <p>22 eg coaching awards from level 1 upwards provided by UK Netball</p> <p>23 eg RFU offers a young officials award</p> <p>24 this allows a different route into involvement in the sport for those who cannot/do not want to be performers</p> <p>25 this helps both the development of the game and general participation levels by getting non-performers involved</p> <p>26 Refine and develop rules</p> <p>27 to increase entertainment value for spectators/players enjoyment</p> <p>28 Eg FA introduced no back pass to goalkeeper rule</p> <p>29 Assist with facility development</p> <p>30 Through technical advice, funding and direct provision of facilities</p> <p>31 Eg St Georges park – national football facility provided by FA.</p>		

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