

**Cambridge National**  
**Sport Studies**

Unit **R051**: Contemporary issues in sport

Level 1/Level 2

**Mark Scheme for January 2014**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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.

© OCR 2014

## Annotations:

1		281	?	Unclear
2		31	BOD	Benefit of doubt
3		21	Cross	Cross
4		741	DEV	Development
5		661	EG	Example/Reference
6		611	K	Knowledge
7		311	L1	Level 1
8		321	L2	Level 2
9		331	L3	Level 3
10		271	REP	Repeat
11		361	S	S (to be used to indicate 'sub max reached' in these units)
12		811	SEEN	Noted but no credit given
13		11	Tick	Tick
14		731	VG	Vague

Question	Answer	Marks	Guidance
1. (a)	<p><b>Three marks from:</b></p> <ol style="list-style-type: none"> <li>1. Lack of access to (specialist) facilities</li> <li>2. Lack of access to (specialist) equipment</li> <li>3. Lack of transport</li> <li>4. No role models in certain sports to encourage participation</li> <li>5. Expense of equipment/participation charge</li> <li>6. No suitable programmed sessions/suitable activities/lack of suitable adaptations/no suitable clubs/no information available</li> <li>7. Lack of mobility/not physically able to do the sport</li> <li>8. Discrimination/views of others</li> <li>9. Lack of specialist staff</li> <li>10. Lack of confidence/lack of self esteem</li> </ol>	<p>1 1 1 1 1 1 1 1 1 1</p> <p><b>[3]</b></p>	<p>1 mark for each correct answer Do not accept – lack of money/cost on its own. Comment must be qualified.</p>
1. (b)	<p><b>Three marks max for each correct identification of a barrier.</b></p> <p>Barriers may include;</p> <ol style="list-style-type: none"> <li>1. Lack of awareness of provision or information</li> <li>2. Lack of role models/lack of coaches of that ethnic group</li> <li>3. No suitable activities that meet their needs</li> <li>4. Family commitments</li> <li>5. Fear of discrimination/racism</li> <li>6. Language barriers</li> <li>7. Cultural norms</li> <li>8. Religious beliefs</li> </ol> <p><b>Three marks max for each example of a strategy to overcome barrier</b></p>	<p>1 1 1 1 1 1 1</p> <p><b>[sub max 3]</b></p>	<p>1 mark for each correct answer</p>

Question	Answer	Marks	Guidance
	<ol style="list-style-type: none"> <li>1. Targeted promotion /funding (e.g. by advertising in appropriate places to increase visibility)</li> <li>2. Use role models to encourage participation (e.g. through advertising)/employ ethnic minority coaches</li> <li>3. Providing appropriate activity options (e.g programme popular sports among different ethnic groups)</li> <li>4. Overcome work restrictions and family commitments/stereotyping (e.g. women seen as bringing up the family and not being involved in sport.)/ overcome through target advertising/programming</li> <li>5. Overcoming fear of discrimination through, for example, active promotion of opportunity/outreach programmes/punishment for racial abuse</li> <li>6. Addressing language barriers by producing programming schedules/signs/advertising materials in different languages/use a translator or interpreter</li> <li>7. Challenging cultural norms through, for example, the use of positive role models/sessions for specific ethnic groups</li> <li>8. Accommodating religious beliefs (e.g. women only sessions)</li> </ol>	<p style="text-align: center;">1</p> <p style="text-align: center;">1</p> <p style="text-align: center;">1</p> <p style="text-align: center;">1</p> <p style="text-align: center;">1</p> <p style="text-align: center;">1</p> <p style="text-align: center;">1</p> <p style="text-align: center;">1</p> <p style="text-align: center;">1</p> <p style="text-align: center;">[sub max 3]</p> <p style="text-align: center;">[6]</p>	
1. (c)	<b>'d' is the correct answer</b>	<b>[1]</b>	

Question	Answer	Marks	Guidance
1. (d)	<p><b>Two marks from:</b></p> <ol style="list-style-type: none"> <li>1. Increasing profile of the sport with more media coverage leads to increased participation (e.g. rugby)</li> <li>2. Lack of coverage /profile can lead to low awareness and participation. (e.g. canoeing)</li> <li>3. Increased media coverage increases the number of role models/cult of celebrity encourages participation (e.g. football)</li> <li>4. Increase in spectatorship with more media coverage (e.g. tennis during summer)</li> </ol>	<p style="text-align: center;">1</p> <p style="text-align: center;">1</p> <p style="text-align: center;">1</p> <p style="text-align: center;">1</p> <p style="text-align: center;"><b>[2]</b></p>	<p>1 mark for each correct answer</p>
2.	<p>Effects of the environment on the popularity of sport may include;</p> <p>Some sports require specific climatic conditions e.g. snow sports.</p> <p>Some sports require access to a particular natural environment e.g. surfing.</p>	<p style="text-align: center;">2</p> <p style="text-align: center;">2</p> <p style="text-align: center;"><b>[Sub max 2]</b></p>	<p>One mark for correct answer and one mark for relevant example</p> <p>Do not accept answers relating to general weather conditions.</p>
	<p>Effects of spectatorship on the popularity of sport include:</p> <p>Some sports have a large spectator base which makes the sport more popular (in terms of participation) e.g. association football.</p> <p>Low levels of spectatorship may contribute to low level of popularity (and participation rates) e.g. volleyball</p>	<p style="text-align: center;">2</p> <p style="text-align: center;">2</p>	<p>One mark for correct answer and one mark for relevant example</p>

Question	Answer	Marks	Guidance
	Negative effects of crowd violence e.g. seeing crowd violence at football matches may reduce popularity	2 [Sub max 2]	
	<p>Effects of social acceptability on the popularity of sport may include;</p> <p>Opposition to sports perceived as violent may effect their popularity. e.g. boxing.</p> <p>Opposition to sports perceived as cruel to animals may effect their popularity e.g. use of the whip in horse racing/height of the fences.</p> <p>Effect of race/gender/age/disability stereotyping e.g. social acceptability of girls playing rugby/inclusion of disabled performers in some activities</p>	2  2  2 [Sub max 2]	One mark for correct answer and one mark for relevant example
3.	<p><b>One mark</b></p> <p>The (five) rings of the Olympic symbol (represent the five continents)</p>	[1]	

Question	Answer	Marks	Guidance
4.	<p><b>Three marks max for each correct identification. Three marks max for relevant examples</b></p> <p>1. Respect e.g. respect for all different countries, cultures, individual/play within the spirit of the rules shows respect for other competitors participants</p> <p>2. Excellence e.g. achieve to the best of your ability</p> <p>3. Friendship e.g. promotion of friendly competition/bringing the nations of the world together through sport/creating team spirit</p> <p>4. Courage e.g. making personal sacrifice to achieve sporting goals/switch disciplines</p> <p>5. Determination e.g. perseverance to succeed despite obstacles/barriers</p> <p>6. Inspiration e.g. role models inspire the next generation to participate in sport</p> <p>7. Equality e.g. all nations have equal opportunities to enter competitors/inclusivity</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p><b>[6]</b></p>	<p>One mark for each correct identification One mark for each description The value and the benefit must correlate.</p> <p>BOD fair play</p>



Question	Answer	Marks	Guidance
5.	<p><b>One mark max for identification of an initiative.</b>  <b>One mark max for description of the initiative</b></p> <p><b>Examples of initiatives include:</b></p> <p>Premier League's Creating Chances Scheme  Sports England Active Kids For All  Sports England Streetgames initiative  ECB Cricketforce initiative  Football for Peace  Football for Hope  Kick it Out  Sport Relief</p> <p><b>Example of description:</b>  Sports England have developed the Streetgames initiative to ensure broader access to sports activities in urban areas where access may be a problem to due to lack of green space or facilities. The scheme funds portable sports areas and sports development workers.</p>	<p>1 1</p> <p>[2]</p>	<p>Appropriate alternatives/equivalents to the examples given should be credited.</p>
6.	<p><b>Two marks from:</b></p> <ol style="list-style-type: none"> <li>1. Quiet during National Anthem</li> <li>2. Quiet during play in sports like snooker and golf</li> <li>3. Do not use abusive language</li> <li>4. Applaud fair play</li> <li>5. Applauding the opposition</li> </ol>	<p>1 1 1 1 1</p> <p>[2]</p>	<p>1 mark for each correct answer</p> <p>Appropriate alternatives/equivalents to the examples given should be credited.  Do not credit multiple examples of the same point.</p>

Question	Answer	Marks	Guidance
7.	<p><b>Three marks from:</b></p> <ol style="list-style-type: none"> <li>1. Unfair advantage/ Sportsmen and women who take performance enhancing drugs may gain an advantage over those that do not/it's cheating</li> <li>2. Long term ill-health/ Taking performance enhancing drugs will have a negative impact on the health of those taking them/risk of addiction</li> <li>3. Mistrust of results/damage to the reputation of a sport/some sports have had repeated scandals which have damaged the reputation of the sport (such as cycling)/ damage the reputation of the performer</li> <li>4. Against the ethos of fair play/ breeds a 'win at all costs' attitude.</li> <li>5. Negative role models/breeds a win at all costs mentality</li> <li>6. Sanction s/bans/fines/loss of earnings/loss of place</li> <li>7. breaking the law/illegal</li> </ol>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>[3]</p>	<p>Appropriate alternatives/equivalents to the examples given should be credited.</p> <p>BOD Affects your health</p>
8.	<p><b>Four marks maximum from;</b></p> <ol style="list-style-type: none"> <li>1. Through a process of testing - i.e. blood sample, urine sample, hair sample, nail sample collection.</li> <li>2. Whereabouts rule - i.e. athletes need to inform governing Body of where they will be all the time</li> <li>3. Sanctions/ penalties - i.e. bans for those found guilty of taking performance enhancing drugs.</li> <li>4. Education initiatives - i.e. programmes that show the negative impacts on health of taking drugs</li> </ol>	<p>(1+1)2</p> <p>(1+1)2</p> <p>(1+1)2</p> <p>(1+1)2</p> <p>[4]</p>	<p>One mark for identification of each method. One mark for explanation.</p>

Question	Answer	Marks	Guidance
9.	<p><b>Two marks from:</b></p> <p><b>Gamesmanship;</b> 1. Testing the spirit of the rules/bending the rules (e.g. aggressive play or deliberate time wasting)</p> <p><b>Sportsmanship;</b> 2. Fair play/ playing within the spirit of the rules (e.g. putting the ball out of play when a player is injured or shaking hand of an opponent before or after an event)</p>	<p>1</p> <p>1</p> <p><b>[2]</b></p>	<p>Accept examples used to describe the concept. Although examples are not required to gain the mark</p>
10.	<p><b>Three marks from:</b></p> <p>1. Grants (from government, non-government) 2. Membership fees 3. Lottery funding 4. Income from media/sponsorship/advertising 5. Fund raising events 6. Income from merchandising 7. Match fees 8. Private investments/donations 9. Admission charges</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><b>[3]</b></p>	<p>One mark for each correct answer BOD Money from the government</p>

Question	Answer	Marks	Guidance
11.	<p><b>One mark for each identification (1 mark max)</b>  <b>One mark for each description (1 mark max)</b></p> <p>1. Policies            Equal opportunities policies promote participation across different groups</p> <p>2. Campaigns to target different user groups.            Schemes in schools or in leisure centres to encourage participation (particularly among under-represented groups)/ grass roots schemes/promotional events/award schemes</p> <p>3. Exposure in the media            Promoting participation with press releases, public relations exercises to increase the profile of the sport/use of sporting ambassadors or role models to promote participation</p>	<p>1            1  <b>[sub max 2]</b>            1            1    <b>[sub max 2]</b>            1            1    <b>[sub max 2]</b>    <b>[4]</b></p>	
12.	<p><b>Two marks from:</b></p> <p>1. Make the rules            2. Promote fair play            3. Give advice and guidance of safety of facilities and/or equipment and/or activities            4. Train officials            5. Train coaches in safe practice/ensure minimum coaching qualifications            6. Age/weight/gender categories</p>	<p>1            1            1              1            1            1    <b>[3]</b></p>	One mark for each correct answer

Question	Answer	Marks	Guidance
13.	<p><b>One mark for correct identification:</b></p> <p><b>Examples of annual international sports events include:</b>  Tennis- Wimbledon  Formula One – British Grand Prix  Athletics Grand Prix – Crystal Palace</p>	<p>1</p> <p>[1]</p>	<p>Do not accept bi-annual or events that occur every four years such as the Olympics.</p>
14.	<p><b>Three marks from:</b></p> <ol style="list-style-type: none"> <li>1. Bidding to host can be expensive.</li> <li>2. Event cost more to host than it raises in revenue/cost of local services may increase</li> <li>3. Facilities are not cost effective to use after the event/ facilities may not be used after the event</li> <li>4. Negative impact on reputation is event is poorly organised.</li> <li>5. Other sports not involved in the event may receive less spectators/ profile.</li> <li>6. Mainly local benefits do not extend to other cities/areas of the country.</li> <li>7. Local overcrowding/traffic</li> <li>8. Increased risk of terrorist attack/boycotts/protests/crime</li> <li>9. Jobs created are only temporary and not long term</li> <li>10. Environmental impact i.e. litter, affect on wildlife etc</li> </ol>	<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>1</p> <p>[3]</p>	<p>BOD One mark only available for a general comment relating to the cost of hosting the event</p>

Question	Answer	Marks	Guidance
15.	<p>Levels of response.</p> <p>0= nil response or response worthy of credit.</p> <p><b>MB 1 (1-3 marks)</b> The response shows a limited understanding of the concept of legacy. Candidates provide simple descriptions of a range of legacies from a major sports event. 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><b>MB 2 (4-6 marks)</b> The response shows a good understanding of the concept of legacy. Candidates make some valid points and there is an attempt at explanation of the impact of a wide range of types of legacy.</p> <p>Sentences for the most part are relevant and coherent. There are occasional errors in grammar, punctuation and spelling.</p> <p><b>MB 3 (7-8 marks)</b> The response shows a detailed understanding of the concept of legacy. Candidates make many points, many of which are well developed and related to an extensive range of different types of legacy.</p> <p>The answer is well structured and uses appropriate terminology. There are few if any errors in grammar, punctuation and spelling.</p>		

Question	Answer	Marks	Guidance
	<p><b>Indicative content:</b></p> <p>Concept of legacy refers to impact <b>after</b> the event</p> <p>Examples include;</p> <ul style="list-style-type: none"> <li>• Participation may increase in some sports</li> <li>• Introduction of new sports</li> <li>• Focus of attention on minority sports</li> <li>• Infrastructure (e.g. transport)/social facilities are improved and can be used by local people.</li> <li>• Employment for local people</li> <li>• Sports facilities are improved/ are of a better standard/ legacy of high quality facilities</li> <li>• Raise the status of the country</li> <li>• Shop window effect</li> <li>• Long term business benefits such as an increase in trade.</li> <li>• Increase in tourism as country's profile is raised.</li> <li>• Morale of country/increase in national pride</li> </ul> <p>Example of explanation <b>(level 3)</b></p> <p>A major sporting event can help boost participation in sport. This is due to increased media coverage and profile of the sport or sports. This can particularly be the case for minority sports. For example, rowing has enjoyed increased participation rates post Olympics. Another example of rapid increases in participation generated through media coverage is cycling which has been one of the beneficiaries of the London 2012 Games with a significant increase in participation.</p>		

Question	Answer	Marks	Guidance
	<p>Many facilities are built which can be used after the games both by the local population and as national centres of excellence for different sports. Local infrastructure such as roads, housing and shopping centres are developed which can act to regenerate an area. New businesses may develop in the area requiring new staff and providing employment for local people.</p> <p>Hosting the Olympics helps raise the profile of the country with associated benefits such as the development of business links. Tourism may also increase as a result of the games both within the host city and more extensively across the country.</p>	<p>[8]</p>	



**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](mailto:general.qualifications@ocr.org.uk)

**[www.ocr.org.uk](http://www.ocr.org.uk)**

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

**Oxford Cambridge and RSA Examinations**  
**is a Company Limited by Guarantee**  
**Registered in England**  
**Registered Office; 1 Hills Road, Cambridge, CB1 2EU**  
**Registered Company Number: 3484466**  
**OCR is an exempt Charity**

**OCR (Oxford Cambridge and RSA Examinations)**  
**Head office**  
**Telephone: 01223 552552**  
**Facsimile: 01223 552553**

© OCR 2014

