

Cambridge National

Sport Studies

R184/01: Contemporary issues in Sport

Level 1/2 Cambridge National Certificate/Award/Diploma

Mark Scheme for June 2024

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.

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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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MARKING INSTRUCTIONS

PREPARATION FOR MARKING RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 5 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. (*The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.*)

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
 - there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

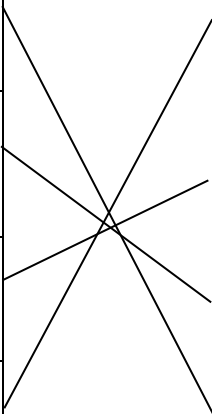
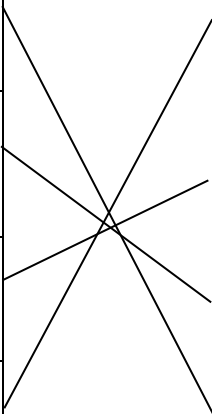
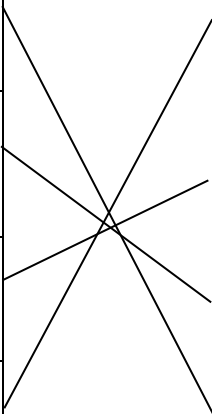
Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - To determine the mark within the level**, consider the following

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Annotations

Annotation	Meaning
✓	Correct response
✗	Incorrect response
BOD	Benefit of doubt
IRRL	Irrelevant
REP	Repetition
VG	Vague
?	Unclear
K	Knowledge and understanding – used when marking an 8-mark question
DEV	Development – used when marking an 8-mark question
EG	Example – used when marking an 8-mark question
S	Sub-max for question reached
L1	Level 1 – used at the end of an 8-mark question to state the level of the response
L2	Level 2 – used at the end of an 8-mark question to state the level of the response
L3	Level 3 – used at the end of an 8-mark question to state the level of the response
BP	Blank Page
Seen	Used for NR (no response)

Question		Answer	Mark	Guidance												
1	(a) Applying disciplinary procedures for rule breaking		[1]													
2	(c) Padel		[1]													
3	(a) Building confidence		[1]													
4	(b) Golf's Ryder Cup		[1]													
5	<div>Four marks from:</div> <table><tr><th>Value</th><td rowspan="4"></td><th>Description</th></tr><tr><td>Team spirit</td><td>Performers showing honesty and demonstrating behaviour that does not take advantage of opponents or the situation.</td></tr><tr><td>National pride</td><td>Everyone having equal opportunities to participate in sport regardless of their social group.</td></tr><tr><td>Inclusion</td><td>Uniting the whole population in the support of a team.</td></tr><tr><td>Fair play</td><td></td><td>Performers supporting and encouraging each other and working together to reach a collective goal.</td></tr></table>		Value		Description	Team spirit	Performers showing honesty and demonstrating behaviour that does not take advantage of opponents or the situation.	National pride	Everyone having equal opportunities to participate in sport regardless of their social group.	Inclusion	Uniting the whole population in the support of a team.	Fair play		Performers supporting and encouraging each other and working together to reach a collective goal.	[4]	One mark for each correct line
Value		Description														
Team spirit		Performers showing honesty and demonstrating behaviour that does not take advantage of opponents or the situation.														
National pride		Everyone having equal opportunities to participate in sport regardless of their social group.														
Inclusion		Uniting the whole population in the support of a team.														
Fair play		Performers supporting and encouraging each other and working together to reach a collective goal.														

Question	Answer	Mark	Guidance
6	<p>Three marks from:</p> <p>“The most important thing is not to WIN but to take part, just as the most important thing in life is not the TRIUMPH but the struggle. The essential thing is not to have CONQUERED but to have fought well.”</p>	[3]	<p>One mark for each correct answer</p>
7a	<p>Three marks from:</p> <ol style="list-style-type: none"> 1. Enhance performance / e.g. carbon fibre golf clubs to hit the ball further 2. Increase safety of participants / Lower risk of injury / e.g. Shock absorbing footwear when running to reduce knee injuries 3. Quicker recovery from injury / e.g. Hyperbaric chambers to speed up recovery 4. Technical analysis / e.g. Motion tracking software to help provide feedback 5. Enhance / increase spectatorship / e.g. use of large screens in stadiums / use of video replays 	[3]	<p>One mark for each correct answer</p> <p>One mark for positive effect or e.g. of positive effect</p> <p>DNA – Increase the accuracy of decisions made</p> <p>VG – Examples on their own without effect e.g. carbon fibre golf clubs</p> <p>BOD Pt 5 – Making spectators feel more involved.</p>

Question	Answer	Mark	Guidance
7b	<p>Three marks from:</p> <ol style="list-style-type: none"> 1. Unequal access to the same quality of technology / e.g. Cryotherapy, hypoxic chambers 2. (Limited) availability / they may not be able to use / access the technology 3. Potential reduction in the flow of the game / e.g. TMO has slowed down the game of rugby 4. Overreliance on technology 5. Officials' decisions influenced by technology / e.g. being asked to watch a replay in football could influence the original decision 6. Against the traditions / nature of the sport 	[3]	<p>One mark for each correct answer</p> <p>DNA – Any reference to cost / affordability of technological advancements</p> <p>One mark for negative effect or e.g. of negative effect</p>
8a	<p>One mark for:</p> <p>World Anti-Doping Agency / WADA</p>	[1]	<p>DNA – World Anti-Drug Agency</p>

Question	Answer	Mark	Guidance
8b	<p>Four marks from:</p> <p>Impacts</p> <ol style="list-style-type: none"> 1. Damages sports' reputation / social acceptability 2. Mistrust of results 3. Creation of negative role models 4. Negative / reduced media coverage 5. Reduced sponsorship / funding <p>Explanations</p> <ol style="list-style-type: none"> 6. due to the sport being known for cheating / drug use. 7. causing reduced participation 8. causing reduced popularity 9. causing reduced spectatorship 10. causing less investment in the sport 	[4]	<p>Sub max 2 for impacts and 2 for explanations</p> <p>DNA – Any impact on performer</p> <p>DNA Pt 3 – Reduced role models on its own</p>

Question	Answer	Mark	Guidance
9a	Three marks from: <ol style="list-style-type: none"> 1. Sport England 2. Government (grants) 3. Selling tickets 4. Membership fees 5. Fundraising 6. Lottery (funding) 7. Television rights 8. Sponsorship deals 	[3]	One mark for each correct answer DNA – Merchandise or private donations VG Pt 2 – Grants on its own DNA Pt 5 Charity BOD Pt 7 – Advertising / adverts
9b	Two marks from: <ol style="list-style-type: none"> 1. Information on how to participate in sport 2. Advice / provide funding 3. Advice / provide player insurance / legal advice 4. Technical advice (playing surface or equipment needed for a certain age group) 5. Advice on policies e.g. child protection policy 6. Advice on disciplinary matters 7. Advice on advertising 8. Advice on player education 9. Develop coaching / officiating awards / training for coaches / officials 10. Provide information regarding competitions 	[2]	One mark for each correct answer Accept any other relevant examples DNA Pt 4 – Provide facilities
10a	Two marks from: <ol style="list-style-type: none"> 1. People from different ethnic groups 2. Teenager 3. Gender 	[2]	One mark for each correct answer VG Pt 1 – Ethnicity / ethnic groups BOD Pt 1 – Ethnic minority group

Question	Answer	Mark	Guidance
10b	<p>Three marks from:</p> <ol style="list-style-type: none"> 1. Lack of role models 2. Lack of transport 3. Lack of confidence 4. Language barrier 5. Lack of disposable income 6. Lack of awareness of swimming sessions / club 7. Fear of discrimination 8. Lack of media coverage 9. Cost of equipment / sessions 10. Lack of time (due to education) 11. Peer pressure 12. Lack of activity provision / appropriate sessions 	[3]	<p>One mark for each correct answer DNA – One word answers</p> <p>BOD Pt 4 – Cannot speak English</p> <p>DNA Pt 6 – Lack of awareness on its own</p> <p>DNA Pt 12 – Lack of provision on its own</p>
10c	<p>Three marks from:</p> <ol style="list-style-type: none"> 1. Increased promotion / advertising 2. Provide transport / subsidised transport 3. User group concessions / free or subsidised sessions 4. Appropriate after school session times 5. Targeted sessions / gender specific sessions / taster sessions 	[3]	<p>One mark for each correct answer Accept any other relevant examples</p> <p>DNA – Role models unless linked to Pt 1</p> <p>Accept reduced price sessions for Pt 3</p> <p>DNA – Provide translator</p>

Question	Answer	Mark	Guidance														
11a	<div>Two Marks from:</div> <table><tr><td>Initiative</td><td>Aim</td></tr><tr><td>No Room For Racism</td><td>Stop racism</td></tr><tr><td>Kick It Out</td><td rowspan="3">Promote inclusion / tolerance and respect</td></tr><tr><td>Show Racism The Red Card</td></tr><tr><td>Rugby Against Racism</td></tr><tr><td>Rainbow Laces</td><td>Promoting equality and diversity Acceptance in the sporting community Feel safe regardless of gender identity</td></tr><tr><td>Sporting Equals</td><td>Promote ethnic diversity across sport</td></tr><tr><td>This Girl Can</td><td>Increase female participation in sport / making more women feel at ease to exercise</td></tr></table>	Initiative	Aim	No Room For Racism	Stop racism	Kick It Out	Promote inclusion / tolerance and respect	Show Racism The Red Card	Rugby Against Racism	Rainbow Laces	Promoting equality and diversity Acceptance in the sporting community Feel safe regardless of gender identity	Sporting Equals	Promote ethnic diversity across sport	This Girl Can	Increase female participation in sport / making more women feel at ease to exercise	<div>[2]</div>	<div>One mark for each correct answer</div> <div>Accept any other relevant examples</div> <div>Initiative must be correct to gain credit for the aim</div>
Initiative	Aim																
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Question			Answer		Mark	Guidance
11b	Four marks from:					Value can be credited without description Description can be credited if value is VG VG Pt 2 – Including everyone with no reference to sport VG Pt 3 – For just tolerance or respect
	Value		Description			
	1	Inclusion	2	making sure everyone has equal opportunities to be involved / participate in sport		
	3	Tolerance and respect	4	helping to develop an understanding / respect of different countries and cultures.		
					[4]	

Question	Answer	Mark	Guidance
12a	<p>Four marks from:</p> <p>1. Sportsmanship is playing fairly / within the letter and spirit of the sport</p> <p>2. Examples</p> <ul style="list-style-type: none"> • Shaking hands with your opponent • Congratulating opponent if they win / play well • Showing respect to an official in rugby • Helping an opponent up when injured • Stopping play when opponent is injured in football • Admitting to a foul in football / calling the ball out <p>3. Gamesmanship is bending the rules to gain an advantage</p> <p>4. Examples</p> <ul style="list-style-type: none"> • Timewasting in between serves or taking a goal kick • Feigning / overexaggerating foul in football / simulating a head injury in rugby • Distracting an opponent / verbal intimidation e.g. sledging in cricket • Overuse of toilet breaks in tennis / badminton / squash 	[4]	<p>1 mark for description of sportsmanship 1 mark for example of sportsmanship 1 mark for description of gamesmanship 1 mark for example of gamesmanship</p> <p>Accept any other relevant examples</p> <p>BOD Pt 1 –Playing by the rules / respecting the rules / showing honesty DNA Pt 1 – Respect on its own</p> <p>DNA Pt 3 – Not playing fairly / being dishonest</p>

Question	Answer	Mark	Guidance
12b	<p>Two marks from:</p> <ol style="list-style-type: none"> 1. Staying quiet during a conversion in rugby or when a golfer is taking a shot / not distracting performers 2. Respecting / being quiet during the opponents' national anthem 3. Applauding good play / fair play and sportsmanship / injured opposition player leaving the pitch 4. Respecting players / officials 5. In youth football staying behind the respect barrier 	[2]	<p>One mark for each correct response</p> <p>Accept any other relevant examples</p> <p>BOD Pt 4 – Not booing or abusing the players or officials</p>
13	<p>Three marks from:</p> <ol style="list-style-type: none"> 1. Bidding to host can be expensive / time consuming 2. Hosting is not guaranteed / bid might not be successful 3. Cost of building / developing infrastructure / facilities 4. People may protest against the bidding process 5. Potential risks to the environment 	[3]	<p>One mark for each correct response</p> <p>Accept all other relevant examples</p> <p>VG – One word responses e.g. Pt 1 expensive / cost</p> <p>Accept may not be able to afford facilities for Pt 3</p> <p>DNA Pt 5 – Congestion / litter</p>

Question	Answer	Mark	Guidance
14	Three marks from: <ol style="list-style-type: none"> 1. Facilities / infrastructure are not used after the event / facilities too expensive to maintain 2. Tourism may reduce after the event 3. Jobs may be lost after the event / only temporary 4. Debt incurred from hosting the event / event might cost more to host than revenue generated 5. Housing created may be too expensive for local people 6. Damaged national reputation if event goes badly 7. Decreased national pride if team performed poorly 	[3]	<p>One mark for each correct answer</p> <p>DNA – one word answers</p> <p>Responses must be linked to negative effects after the event</p> <p>VG pt 4 – Financial loss</p>
15	Three marks from: <ol style="list-style-type: none"> 1. Recover faster from injury / training 2. Allows them to train harder or longer 3. Pressure from nation, fans, coaches or peers 4. They think other performers are taking them 5. Increased aspect of fitness / physiological benefit 6. Reduces pain / mask injury 7. Financial reward / sponsorship 8. Increased reputation / popularity / fame 9. Psychological benefits 	[3]	<p>One mark for each correct answer</p> <p>DNA - Helps them perform better / to win / gain an advantage</p> <p>VG Pt 3 – Pressure to win on its own</p> <p>Accept pt 5 lose weight</p>
16	Two marks from: <ol style="list-style-type: none"> 1. Bans/suspensions 2. Fines 3. Removing medals, records, and achievements 	[2]	<p>One mark for each correct answer</p>

Question		Answer		Mark	Guidance																								
17a	One mark from: 1. Aerobics Tuesday 2. Yoga Sunday			[1]	VG – For answers without correct day / time BOD – Aerobics 6-8pm / Yoga 6-7pm / Sunday 6-7pm / Tuesday 6-8pm																								
17b	Two marks from: <table border="1"><thead><tr><th colspan="2">Barrier</th><th colspan="2">Explanation</th></tr></thead><tbody><tr><td>1</td><td>Lack of time (due to work commitments)</td><td>2</td><td>most of the classes are whilst Sara is working, so she cannot attend</td></tr><tr><td>3</td><td>Family commitments</td><td>4</td><td>must look after her children in the evenings, so she cannot attend</td></tr><tr><td>5</td><td>Activity provision</td><td>6</td><td>lack of family sessions / lack of exercise classes when Sara can attend</td></tr><tr><td>7</td><td>Lack of disposable income</td><td>8</td><td>no subsidised single parent or family sessions</td></tr><tr><td>9</td><td>Lack of transport</td><td>10</td><td>limited public transport links / local leisure centre too far to walk</td></tr></tbody></table>			Barrier		Explanation		1	Lack of time (due to work commitments)	2	most of the classes are whilst Sara is working, so she cannot attend	3	Family commitments	4	must look after her children in the evenings, so she cannot attend	5	Activity provision	6	lack of family sessions / lack of exercise classes when Sara can attend	7	Lack of disposable income	8	no subsidised single parent or family sessions	9	Lack of transport	10	limited public transport links / local leisure centre too far to walk	[2]	Explanation must link to sporting participation If barrier VG can still credit explanation VG Pt 1 – Time on its own BOD Pt 3 – Lack of childcare BOD Pt 7 – Too expensive VG Pt 7 – Cost
Barrier		Explanation																											
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	Question	Answer	Mark	Guidance
17c	<p>One mark from:</p> <ol style="list-style-type: none"> 1. Offer more classes at appropriate times / on Sara's days off / on Monday / Thursday / Saturday 2. Leisure centre could set up a creche / childcare 3. Leisure centre could offer family exercise classes / child sessions at the same time as adult ones 4. Increase provision / number of classes 5. Increase promotion / advertising of exercise classes 6. Subsidised exercise classes/equipment 7. Provide transport 		[1]	<p>BOD – For any reason relating to Sara finding a solution e.g. getting a lift with a friend</p> <p>BOD Pt 2 – Free childcare / getting a babysitter</p>

Question	Answer	Mark	Guidance
18	<p><u>Levels of response</u></p> <p>All level descriptors describe the TOP of the level.</p> <p>Level 3 (7-8 marks) A strong balanced discussion which shows reasoned analysis of the positive and negative effects that impact on the popularity of emerging sports in the UK. Knowledge points are developed and supported with a range of examples.</p> <p>Level 2 (4-6 marks) A discussion which shows some analysis of the positive and negative effects that impact on the popularity of emerging sports in the UK. This may not be a balanced discussion. Knowledge points are developed and supported with examples.</p> <p>Level 1 (1-3 marks) A basic discussion which shows limited analysis of the positive or negative effects that impact on the popularity of emerging sports in the UK. Discussion will be unbalanced, focusing on either the positive or negative impacts. Limited or no examples used.</p> <p>0 = nil response or no response worthy of credit.</p>	[8]	<p>Level 3 (7-8 marks) A thorough discussion which:</p> <ul style="list-style-type: none"> - shows detailed knowledge and understanding - analyses the points made, showing logical reasoning throughout - reaches a justified conclusion (where one is required) - consistently uses appropriate terminology. <p>Level 2 (4-6 marks) An adequate discussion:</p> <ul style="list-style-type: none"> - shows sound knowledge and understanding - analyses the points made, may show some logical reasoning - uses some appropriate terminology. <p>Level 1 (1-3 marks) A basic discursive response:</p> <ul style="list-style-type: none"> - shows limited knowledge and understanding. - identifies positive and negative aspects - limited or no use of appropriate terminology. <p>0 marks – no response or no response worthy of credit</p>

Factors that impact on the popularity of emerging sports in the UK		
KU	DEV	EG – Credit EG once for a stand alone emerging sport Accept any other relevant examples
1. The number of people participating	+ The more people participating within a sport, the more popular that sport becomes. - If there are a low number of people participating within a sport, the less popular that sport becomes.	Increased number of people participation in Padel There are not a lot of people playing Footgolf / Lacrosse within the UK
2. The provision of facilities / clubs	+ If there are more facilities / clubs in an area for a certain sport more people will have access to the sport increasing its popularity . - If an area has limited facilities / clubs for a certain sport, then less people will have access to the sport decreasing its popularity .	Increased number of triathlon clubs Lack of Korfball teams in local area Lack of Softball pitches in local area
3. Environment / climate DNA - weather	+ If the climate is right for a certain sport and it can be played in that country then popularity will increase. - If the climate is not suitable for a certain sport and this makes it difficult to play in that country, then popularity will decrease.	Korfball and Handball are usually played indoors Surfing / Windsurfing require access to open water
4. Live spectator opportunities	+ If there are a high number of opportunities to watch sport live this will increase the popularity of sport. - If there are a low number of opportunities to watch sport live this will decrease the popularity of sport.	Large amounts of live American football games Limited number of Cross Fit competitions to attend Limited number of Quidditch games to watch
5. The amount of media coverage	+ The more media coverage / promotion / advertising given to a sport the more popular it will become. - The less media coverage given to a sport the less popular it will become.	American football shown on TV Lack of media coverage for Kabaddi / Ultimate frisbee
6. Success of individuals and teams	+ If an individual / team becomes successful then the sport becomes more popular . - If there aren't any successful individual/teams then the sport becomes less popular .	Success of BMX in the Olympics Lack of successful individual / teams shown for Pickleball

7. (Positive) role models in a sport	<p>+ Increased / high number of role models within a sport causes more spectators to be inspired increasing the sport's popularity.</p> <p>- Decreased / low number of role models within a sport causes less spectators to be inspired decreasing the sport's popularity.</p>	<p>Increased amounts / high numbers of role models in Pickleball helps to increase its popularity</p> <p>Decreased / low numbers of role models in Walking netball decreases its popularity</p>
8. Social acceptability	<p>+ If a sport is seen as acceptable by a large number of people it will increase the popularity of a sport.</p> <p>- If a sport is seen as unacceptable by a large number of people it will decrease the popularity of a sport.</p>	<p>Pickleball / Padel is more socially acceptable due to the links with tennis</p> <p>Futsal / Walking football are more socially acceptable due to the links with football</p> <p>Parkour linked to injury and trespassing</p>

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