

Revision Guide for OCR Cambridge Nationals: Sport Studies

Unit R051: Contemporary Issues in Sport

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Students' Introduction

In order to achieve full marks, you will need to understand the content covered in this revision guide and also be able to apply your knowledge and demonstrate evidence of the assessment objectives.

During your examination, you will come across a range of questions and it will be important that you understand the type of response that each question requires. Below is a list of the command words which you may expect to find.

Command word	What you are expected to do
Analyse	Break down information and recognise connections.
Circle	Choose a specific answer out of a list of given answers that best answers the question that is provided.
Complete the table	Using the information from the question and the table, fill in the rest of the table.
Describe*	Give an interpretation of a concept in descriptive words / set out characteristics.
Discuss	Provide key points from both sides of an argument / identify an issue through investigation and come to conclusions.
Define	State the meaning behind something.
Evaluate	Make a judgement from given information.
Evaluate using examples	Make a judgement from given information and use specific examples to support your argument.
Explain*	Provide a reason for something.
Fill in the blanks	Use the information provided and select the correct answer to insert into the blank to provide a full sentence or paragraph.
Give*	Provide a specific example.
How	Provide reasons for the occurrence of something.
Identify*	Use information to select important or correct pieces of factual information / name something.
Name	Provide a specific example in your answer.
State	Provide a factual statement in clear terms.
Suggest*	Propose an idea or concept / provide a solution.
What	Specify something / provide a fact.
Which	Choose a specific answer out of a list of given answers, that best answers the question that is provided.
Why	Provide a reason for something.

*These command words may require you to give a specific number of examples within your answer, e.g. 'Give **three** reasons why...'

Revision Checklist

The following table has been developed in line with levelled mark schemes, to help you comprehensively work through each chapter and ensure you have sufficient depth of knowledge and understanding to be able to access higher levels in the exam.

- **Level 1** – You can give **basic responses** and demonstrate **some limited knowledge and understanding** and make basic points, but you may **lack consistency** and **lack some relevant terminology**. Some **limited use of examples** is given.
- **Level 2** – You can give **competent responses** that show **good knowledge and understanding**. Your points will be valid and **soundly structured**. You can also show some **good use of terminology**. You provide a **range of examples** to back up your answers.
- **Level 3** – You can give **comprehensive responses** with **detailed knowledge and understanding**. Your points are **well developed, consistent and structured**. You can also show **competent use of terminology**. There is also **detailed use of examples** to support answers.

The following table allows you to track your progress and confidence against each of the levels for each given chapter, to ensure you enter the exam with the knowledge and understanding you need. If you are not quite at level 3, then consider revising this chapter more.

Chapter	Descriptor	Level			What you need to do (add your comments here)
		1	2	3	
1 Understand the issues which affect participation in sport	I have some knowledge of the barriers affecting participation of different user groups in sport. I can identify the solutions available to reduce these and outline the factors which impact on the popularity of sport in the UK.				
	I have competent knowledge of the barriers affecting participation in sport and can link them to different user groups. I can also describe a range of suitable solutions, with examples , of how to reduce these barriers and can describe the factors affecting sport popularity in the UK.				
	I have comprehensive knowledge of the barriers affecting participation in sport and can link them to different user groups, with examples. I can also assess a range of suitable solutions to overcome these barriers. I am able to analyse the factors that can affect the popularity of sport in the UK, identifying examples and trends .				
2 Know about the role of sport in promoting values	I have some knowledge on the values that are promoted through sport. I can identify examples of behaviour displayed in sport and outline initiatives and events which promote such values.				
	I have competent knowledge of the values that are promoted within sport and can link them to different sporting examples. I can also describe a range of initiatives and events which promote values, with examples of how to increase values and deter drug-taking, and can describe the reasons for and against drug use in sport.				
	I have competent knowledge of the values that are promoted within sport and can link them to different sporting examples. I can also assess a range of suitable initiatives that exist to promote values and deter drug-taking. I am able to analyse the factors that can affect drug use in sport, identifying examples and trends .				

Chapter	Descriptor	Level			What you need to do (add your comments here)
		1	2	3	
3 The importance of hosting major sporting events	I have some knowledge of the features of major sporting events. I can identify the importance and limitations of hosting major sporting events and outline the impact this has on sport participation.				
	I have competent knowledge of the features of major sporting events and can link them to real major sporting events. I can also describe a range of benefits and limitations, with examples , of hosting major sporting events and can describe the impact this has on sport participation.				
	I have comprehensive knowledge of the features of major sporting events and can link them to real major sporting events, with examples. I can also assess a range of benefits and limitations of hosting major sporting events and the suitable solutions in place to overcome these barriers. I am able to analyse the impact this has on the popularity of sport in the UK, identifying examples and trends .				
4 The role of national governing bodies (NGBs) in sport	I have some knowledge of the role of national governing bodies in sport. I can identify how they impact on promotion, development, infrastructure and funding and outline factors which impact on the popularity of sport in the UK.				
	I have competent knowledge of the role of national governing bodies in sport and can link them to different sports. I can also describe, with examples , how they help to reduce barriers and can describe the factors they have developed to increase sport popularity in the UK.				
	I have competent knowledge of the role of national governing bodies in sport and can link them to different sports, with examples. I can also assess a range of suitable solutions in place that help to overcome barriers to participation. I am able to analyse the factors that can affect the popularity of sport in the UK, identifying examples and trends .				

At the start of each chapter, you'll find a knowledge checklist. Use this to tick off your progress and make notes on anything you need to work on further.

Chapter 1: Understanding Issues Which Affect Participation in Sport

a: User groups and barriers to participation

Learning objective: To develop your knowledge and understanding of an array of issues which may hinder or encourage a person to participate in sport and physical activities

Knowledge check

	Revised	Understood	What you need to do
I understand the barriers faced by ethnic minorities .			
I understand the barriers faced by retired people / people over 50 .			
I understand the barriers faced by families with young children .			
I understand the barriers faced by single parents .			
I understand the barriers faced by children and teenagers .			
I understand the barriers faced by disabled people .			
I understand the barriers faced by working singles and couples .			
I understand the barriers faced by the unemployed / economically disadvantaged .			

Key terms

User groups	People who use or take part in an activity, who can be categorised into groups
Barriers	Things that can prevent someone or a group of people from taking part in sport
Religion	Beliefs and values held by a group, which determine the way in which they live their life. This may also involve worshipping a higher being who is thought to have created life.
Sport	Physical activity involving exertion and skill in order to play a game within a set of rules
Disposable income	The amount of money a person has left to spend once they have paid mandatory taxes and other additional financial commitments, such as mortgages/rent and utility bills.
Role model	A person who is admired. Admirers attempt to replicate the actions, personality or success of the role model.
Participation	The act of taking part in something, such as sports and physical activity
Stereotype	A wide view or opinion that a person has about a thing or of other people, is often over-simplified
Culture	The similar ideas, customs, characteristics and behaviour of those who are from a community
Disability	A physical or mental impairment which may limit or hinder a person's ability to do something without aid
Provision	The action of giving something for use by others
Accessibility	How well something can be reached by others
Awareness	The knowledge that others have of something or someone

User groups who participate in sport

There are many different user groups who may participate in sport. Let's explore each below and investigate the types of barriers that may exist, which can prevent them from taking part in sport.

Religious restrictions can impact on participation rates in sport, i.e. the day itself as well as preparation days for the event.

Women's role may be to stay at home to bring up children and look after the home, thereby **preventing time from being available** to exercise and take part in sport.

The lack of **female role models** from ethnic minorities portrayed in the media has a negative impact on participation, which could make women feel that they should not be out participating in exercise and sport.

Restrictions may exist for ethnic minorities who are not permitted to be around males. Therefore, they can only attend female-only sessions, such as female-only swims. Such sessions may be less available than mixed sessions.



Ethnic minorities

Ethnic minorities can be defined as communities of people who live by a different set of cultural values and traditions compared to the general population of a given country.

Older siblings may be required and expected to look after younger siblings on behalf of the parents, especially if they are working, thereby preventing the **time from being available** for the older siblings to take part in sport.

Ethnic minorities are more likely to earn less money than those who are white British, thereby affecting how much **disposable income** is available, with those earning less being less likely to take part in sport.

There may not be venues or facilities that **provide suitable activities for older people**, e.g. some places may not offer walking football.

Older people may not have enough **money** to pay membership or sports fees, especially if they have little pension.

Most **role models** are young, which can have a negative impact on elderly participation, as they may feel that older people should not be taking part in activities and sport, as sport is only for young people.

Older people may be less inclined to drive; therefore, it may be essential that easy **transport links** are available to go to and from facilities. If not, this limits accessibility.



Retired people / people over 50

Older adults who typically will not be working any more and may receive their pension, or potentially be working on a part-time basis.

Families of older people may be worried about their **safety** in playing sport, for fear of injury or falls, so may not encourage participation.

Older individuals may have more **commitments**, such as looking after grandchildren, which restricts participation time.

Families with young children

One parent may stay at home (i.e. women may still be seen as the main child carers) to bring up the children and look after the home, thereby **preventing time from being available** to exercise and take part in sport.

Not all facilities offer a crèche or other form of childminding service; therefore, parents are reliant on family or friends **looking after their children** if they want to take part in sport.

Not all sports cater for young children. For instance, some teams may state a **minimum age** that children have to be before joining the team. This restricts participation in sport for some younger children.

Disposable income may be limited for families with children due to other commitments and payments that are required. This limits the amount of money that is available for sport and physical activities.



Single parents

Not all facilities offer a crèche or other form of childminding service; therefore, single parents are reliant on family or friends **looking after their child/children** if they want to take part in sport.

Single parents will have less **disposable income** than families with two parents, thereby restricting money available for taking part in sport and physical activity.

There is a lack of **female role models** who are athletes as well as parents. Therefore, some single mothers may fear they will be judged for spending time taking part in sport once they become a parent.

Single parents who have active children are expected to **transport** their child/children to and from training sessions or fixtures. Therefore, if a parent has limited transport or little money for transport, this can restrict the child's ability to take part in sport and activities.



REVISION TIP!

For your exam, you will be expected to identify and explain several barriers to participating in sport that may exist for each user group. By remembering the general factor, you should be able to apply this to different user groups.

Children and teenagers:
those who are under 18 years old



Children and teenagers do not have a salary; therefore, they will not have the **money** for sport. They will have to rely on parents paying for training and memberships.

Some older siblings may be required to **look after** younger siblings, thereby preventing the older sibling from leaving and taking part in sport.

Children and young people may be dependent on the **provision and accessibility of sport and equipment** at their school; therefore, if the school does not offer sport, they may not take part elsewhere.

Children and teenagers who are not old enough or can't drive, are reliant on family or friends for **transportation**, or local services. They cannot attend without transport.

REVISION TIP!

Also consider the impact of media coverage on young people, such as a lack of coverage of female sports.

Those who identify as disabled are less likely to earn as much money as those who are able-bodied, thereby reducing the amount of **disposable income** available for sport.

Disabled people:
those with physical or mental impairment that can limit or hinder their ability to take part in certain things



Some facilities do not have the **provisions** required for disabled individuals, e.g. wheelchair basketball and tennis with a specialist coach and equipment.

Some facilities do not have the **accessibility** required for disabled individuals, e.g. wheelchair ramps to access the facility.

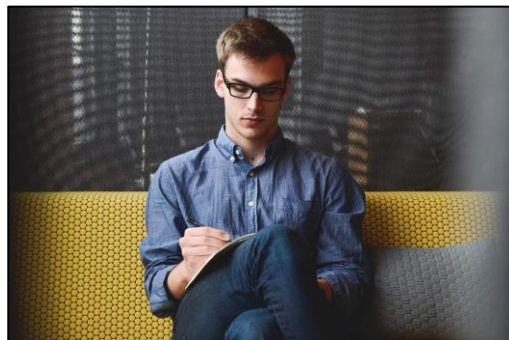
Some sports have a lack of **disabled role models**; however, recent Paralympic Games have increased the number of disabled role models, influencing an increase in participation rates.

Some people may not know what is **available** due to a lack of **awareness**, e.g. disabled people may not know there is a local wheelchair tennis team for them to join if they wanted to.

Working singles and couples:

those who work for a living

- Working full time means any spare time may be used to get 'other' tasks done, such as housework or cooking, reducing time available for taking part in physical activity.
- **Working full time can be tiring**, which can hinder a person's desire to find the energy and motivation to take part in sport and exercise.
- Some full-time work may require lots of travelling, i.e. to different locations, thereby decreasing time available for exercise and sport, especially if they have to drive home at the end of the day.
- Working full time with unsociable hours, i.e. those who work night shifts, may have less provision for sport, as activity times may be during hours when they are sleeping.



Unemployed / economically disadvantaged:

those who do not work, those who are claiming benefits or are earning significantly lower than average

- Those with a **smaller disposable income** are less likely to pay for membership fees compared to those who have a larger disposable income.
- Those with a smaller disposable income are less **likely to pay for exercise equipment or clothing**, compared to those who have a larger disposable income.
- Evidence¹²³ suggests those earning least are more likely **to adopt unhealthy lifestyle behaviours**, such as unhealthy eating, smoking and drinking; therefore, they may not have the desire or interest for sport nor the money to cover the costs associated with sport, such as equipment, clothing or shoes.
- Those with less money may **not be able to afford transport** to and from sports facilities.
- There may be a lack of **awareness** of free exercise available.
- **Poor area conditions** in disadvantaged areas have shown to negatively impact on sport uptake (i.e. lack of or poor-quality facilities).



¹ World Health Organization (Poverty and smoking) – <https://www.who.int/tobacco/research/economics/rationale/poverty/en/>

² Public Health England (Poverty and obesity) – https://webarchive.nationalarchives.gov.uk/20170110170207/http://www.noo.org.uk/NOO_about_obesity/inequalities

³ SCIE (Poverty and deprivation and problem drinking behaviours) – <https://www.scie-socialcareonline.org.uk/understanding-the-relationship-between-poverty-and-alcohol-misuse/r/a11G00000G6QohIAF>



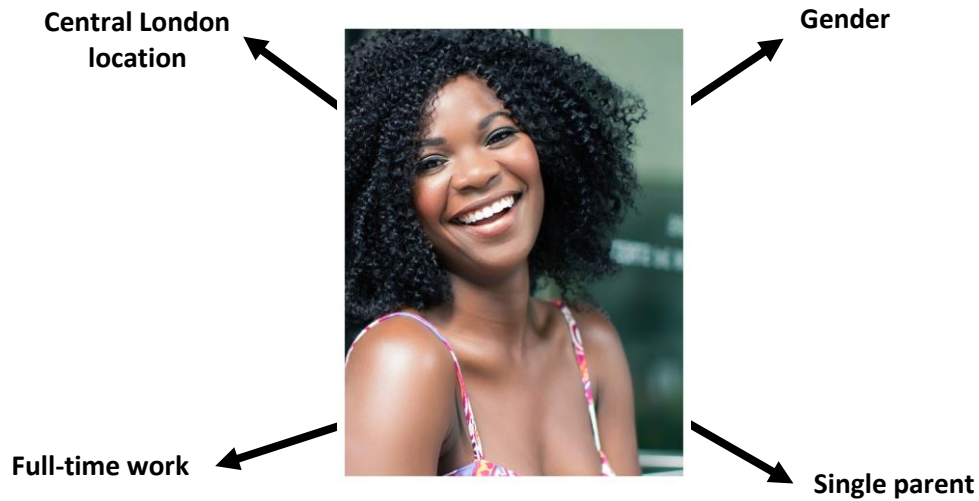
Chapter 1a – Revision activities



1. Lisa said she was going to join the local gym with her friend, but Lisa keeps giving her friend reasons as to why she can't join the gym yet.

Lisa is a 30-year-old woman who lives in central London. She works full time in an office by day, and by night she is a mother to her five-year-old daughter. Lisa is a single parent.

Describe the four barriers that exist for this participant, under the given titles.



2. Describe **two** ways in which sport can be made more accessible for Lisa, and give examples for each.

1

.....

2

.....



3. Complete the table below to describe how each of the factors given can form barriers to participation in physical activity and sport, for the following people.

User groups	Factor 1: disposable income	Factor 2: accessibility
16-year-olds (teenagers)		
Single parents (adults)		
65-year-olds (retired people)		
10-year-old boys (children)		
Full-time workers		

Chapter 1a – Exam-style questions

1. Which of the following best describes 'disposable income'?

- A) money received monthly from an employer
- B) the amount of money that gets wasted each month
- C) the money available to people after they have paid bills and other financial commitments
- D) the amount of money that has been saved each month

(1 mark)

2. Give **two** reasons why an unemployed / economically disadvantaged person may not be able to participate in sport and physical activity.

- 1
-
- 2
-

(2 marks)

3. Ethnic minorities include those in society who have different cultural or national values.

Suggest **three** barriers those of an ethnic minority may face when trying to participate in sport and physical activity.

- 1
-
- 2
-
- 3
-

(3 marks)

4. Juliette is 18 and has just left school, and now does not take part in compulsory PE lessons, but would like to continue involvement in physical activity and sport, particularly rugby.

Describe **two** barriers Juliette may face when trying to participate in sport and physical activity and **two** possible solutions.

Barrier 1:

.....

Solution 1:

.....

Barrier 2:

.....

Solution 2:

.....

(4 marks)

Chapter 1: Understanding Issues Which Affect Participation in Sport

b: Solutions to barriers which affect participation in sport

Learning objective: To develop your knowledge and understanding of the solutions in place to overcome barriers to participation in sport, including provision, promotion and access

Knowledge check

	Revised	Understood	What you need to do
I understand the effect that provision has on sport participation levels.			
I understand the effect that promotion has on sport participation levels.			
I understand the effect that access has on sport participation levels.			

Key terms

Promoting	The action of advertising something, particularly to attract a target audience
Role model	A person who is admired. Admirers attempt to replicate the actions, personality or success of the role model.
Public transport	Modes of transport that carry people to and from locations, such as buses and trains
Equipment	Physical resources that are used in order to play sports and activities, such as racquets and balls
Concessions	Discounts off full-price admissions for selected groups, such as students and single parents
Hoist	A device used to support the lifting and moving of individuals, often those with disabilities, and supports accessibility to physical activities, such as swimming.

Provision, promotion and access

We identified in the previous chapter that a number of barriers exist for different user groups. It can also be concurred that more than one user group can be affected by a barrier, and also that more than one barrier can exist for a user group. Having identified such barriers, it is important that changeable barriers are removed or catered for, in order to increase the uptake of sport and physical activity where possible. Such solutions to barriers can be sub-categorised into **provision, promotion** and **access**. This will help improve sport participation levels.

Provision

Sessions should be **planned well in advance** that aim to meet the demands of different user groups. For instance:

Programming sessions

to meet the needs of service users



Offering **wheelchair basketball** or other adaptable sports, once a week, would be a great opportunity for those who identify as disabled to attend and take part in sport, without the barriers, such as the '**lack of provision**'. This can be played on a different court, alongside traditional basketball, thereby utilising hall space at a venue.

Providing appropriate activities

for different service users



Offering **adaptable sports** that are suited to a variety of ages. For instance, older people would find walking football more attractive than a normal game of football, as it is a slower pace, which reduces the fear of injury, as well as making it less intense and more sociable and suitable for the target age group. This should be applied to all age groups and users, such as children, women and disabled athletes.

Planning sessions

to meet the needs of service users.



Offering sports **throughout the day** to meet the needs of different users. For instance, it may be unlikely that a parent would attend a morning sports session if they have to take the children to school. However, it may be more likely that they can attend a sports session after the school run at mid-morning. This can coincide with reduced admission fees, to reduce the sheer volume of people attending sports in the evenings.

Applied activity

These are just a few examples of the solutions regarding provision. Can you think of any more? Consider:

1. the programming of sessions
2. the provision of appropriate activity options
3. the planning to suit times demanded by service users

Promotion

Sessions should be advertised well in advance so that target audiences are aware of the sport session's existence. For instance:

Promotion is key!

Targeted promotion:

Sports sessions should be **promoted** to the target audiences. For instance, a local leisure centre that offers female-only badminton sessions should look to advertise the sessions in places where women are likely to go. That way, women are aware that such sessions exist, and may be inclined to give it a go.



Using role models:

Role models should be used in order to increase motivation and desire for the sport. For instance, if a leisure centre noticed that there were more young people than older people taking part in sport, they could use older role models, in order to advertise sports and activities to break the stigma and stereotypes that exist. This will help older people to feel that they will be surrounded by like-minded people and those of a similar age, instead of the belief that sport is only for young people.

Initiatives to promote participation and inclusion:

Promotion could also **advertise initiatives** that can persuade and motivate target user groups to come along. For instance, free swim sessions for under-16s and over 60s is a positive initiative, as it not only allows such age groups to come together for a common interest, but it also breaks the barrier of cost for the groups who are likely to have less disposable income.



Applied activity

These are just some of the ways in which promotion can increase participation!

1. Think of how you would use targeted promotion for each different user group we have identified.
2. List all the initiatives you can that have been used to increase participation in various sports, locally and nationally. What are the key features of these initiatives?

Access

Sessions should aim to be **accessible** to all, regardless of personal circumstances. For instance:

Access to facilities

Facilities should be **accessible** to all.



Breaking these barriers is an effective way to improve the uptake of sport among people who would otherwise not take part due to their personal circumstances.

Transport should go right to the door of the facility for those who need it.

Transport services could exist in remote areas, to the local facility.

Transportation should be easy and readily accessed **throughout** the day.

Lockers and showers should be available for those who want to exercise before or after work.

Wheelchair ramps could exist at the entrance for those who use wheelchairs.

Access to equipment

Equipment should also be accessible to all.



A swimming pool should be accessible for those who are identified as disabled, by ensuring hoist equipment exists to help them in.

Equipment should be **available** for hire and tailored, such as for those who are young or disabled.


Equipment and sessions should be **adaptable** to those in need, e.g. lighter balls or racquets.

Plenty of equipment should be available to avoid queues.

This should also be fairly advertised, so that there is an increased awareness of the services available which can positively encourage participants to come along and take part in sport.

Sensible pricing and concessions

Pricing and concessions should meet the needs of all user groups.



Reduction of charges should exist for those who are less affluent, such as those who are unemployed, single parents, older adults and children and young people.

Pricing within the facility should be **free** or **affordable** i.e. showers, hair dryers and lockers to reduce additional cost.

Discounts should be given to those who are more deprived, i.e. students, pensioners.

Facilities and clubs shouldn't be exclusive to certain groups who are willing to pay high prices.



Chapter 1b – Revision activities



1. Use the space below to design a poster that aims to get **over 60s** more physically active each week.

Insert catchy title:

Section on provision (consider activities offered, and times):

Section on promotion (consider role models and initiatives):

Section on access (consider facilities, equipment and pricing):



2. Write an email to your local leisure centre suggesting how they can improve accessibility at their venue for people (or a specific target group, i.e. disabled people) to participate in sport and physical activities more regularly.

To:	
From:	
Subject:	Improving accessibility at your facility

Chapter 1b – Exam-style questions

1. Give **two** strategies that could help promote physical activity and sport among the elderly.

- 1
-
- 2
-

(2 marks)

2. Suggest **two** strategies to increase the access for children to participate in sport and physical activity.

- 1
-
- 2
-

(2 marks)

3. Sport England identifies that 51% of individuals with a disability are inactive, compared to 21% without a disability.

Give **two** strategies that a leisure centre could employ to increase regular participation of individuals with disabilities.

- 1
-
- 2
-

(2 marks)

4. Which **one** of the following sports is **least** suitable for elderly individuals (over 50)?

- A. Rugby
- B. Walking football
- C. Tennis
- D. Bowls

(1 mark)

Chapter 1: Understanding Issues Which Affect Participation in Sport

c: Factors impacting on the popularity of sport in the UK

Learning objective: To develop your knowledge and understanding of the factors that contribute to the popularity of sport in the UK

Knowledge check	Revised	Understood	What you need to do
I understand how the environment and climate impact popularity of sport.			
I understand how provision impacts popularity of sport.			
I understand how media coverage impacts popularity of sport.			
I understand how success of teams and individuals impacts popularity of sport.			
I understand how role models impact popularity of sports.			
I understand how the increase in spectatorship impacts popularity of sport.			
I understand how the acceptability of some sports impacts popularity of that sport.			
I understand current trends in relation to popularity of sports in the UK.			
I understand what emerging sports and activities are growing in the UK.			

Key terms

- Participation** The act of taking part in something, such as sports and physical activity
- Environment** The surroundings of where a person lives, such as location and weather
- Provision** The action of putting something in place in order to meet the needs of a user
- Media coverage** The reporting of an event through the use of different media, e.g. newspapers and television
- Success** An accomplishment that is achieved by someone, such as winning a race
- Role model** A person who is admired. Admirers attempt to replicate the actions, personality or success of the role model.
- Trend** A direction in which something is changing, such as going from unpopular to popular
- Spectators** People who watch something, such as a sporting event
- Acceptability** The action of tolerating or accepting something which may cause dispute
- Infrastructure** Structures and facilities, such as those of sporting facilities, including football and athletic stadiums

Factors impacting on the popularity of sport

In this chapter, we are going to explore the existing factors that impact on the popularity of UK sport.

Participation

Football is widely popular as a result of the strong and accessible **infrastructure** in place. Most schools, towns and cities have a football pitch or stadium.

Participation is likely to happen when **influential** people are promoting and encouraging uptake of sport; such as teachers, carers, parents, friends, colleagues.



For instance, the development of all-weather athletics tracks compared to a makeshift track on the school field may significantly encourage uptake of athletics participation in schools, including after school clubs and competitions.

Sports are widely popular among children as a result of PE in the **National Curriculum** and provision of after-school clubs that may be available at school.

Children who have **inactive** families and friends are least likely to participate in sport compared with children who have active family and friends.

Applied activity

What makes football so popular? Think about:

1. Its history.
2. The barriers that may or may not exist for football.
3. The rules of football; how easy is it to play?

Environment/climate

Snow sports are more likely to be popular in counties that have mountains and snow, such as France, Austria and Switzerland, compared to the UK, limiting opportunities.

Spectating snow sports, particularly for a UK spectator, would involve trips abroad to countries that offer snow sports; this, of course, **involves cost and time**.



For instance, the uptake of beach sports, such as beach volleyball, surfing and stand-up paddle boarding will be more popular in countries during warmer seasons and in countries that have warmer climates.

Warmer countries like Australia are likely to witness more uptake of water sports, such as surfing, as it is generally pleasant to be outdoors compared to colder countries like the UK.

As the **UK has a lot of rainy** days, this can prevent outdoor sports, such as running and cycling, as it may be unappealing for someone to take part and get wet!

Applied activity

Think about the typical climate of the United Kingdom; what sports are most likely going to be popular throughout the year and why? How does this compare to other climates and the sports that they may play throughout the year?

Provision

Facilities that are least accessible for **disabled athletes** due to a lack of **specialist equipment** or **facilities** (swimming pool / lighter equipment) negatively impact on base level participation.

Facilities that are least accessible for those who live in **rural areas** negatively impact participation.



Sports that are **easily and readily accessible** (football, rugby, netball, hockey) will encourage uptake of sports; such as in schools, colleges and universities.

Sports that are **tailored** for older adults will encourage popularity, such as ultimate frisbee, walking football and swimming.

The sports participation pyramid:

Much of the barriers regarding participation will focus on the 'foundation' and 'participation' levels of the sports participation pyramid.



The elite level of sport, with those who reach this stage often representing their nation

Involves progressing to participating in competitions with a shift towards recognising the importance of winning

Involves an individual taking part for enjoyment while displaying sporting competence

Involves developing the motor skills which form the basis of many sporting movements

Applied activity



List as many sports and physical activities as you can. Then, for each of these, categorise it on a scale of 1–5; 1 being least provided for and 5 being most provided for in your local area.

For the sports that are least provided for, explain why this may be.

Some sports have seen their popularity grow as a result of the increased spectatorship and the increased media coverage of these sports. These go hand in hand with the popularity of sports, with media coverage lending itself to increased spectators at home, while having some negative impact on spectators at the stadiums. But which sports are popular spectator sports and have the most media coverage, and what impact does this have on participation?

Spectatorship

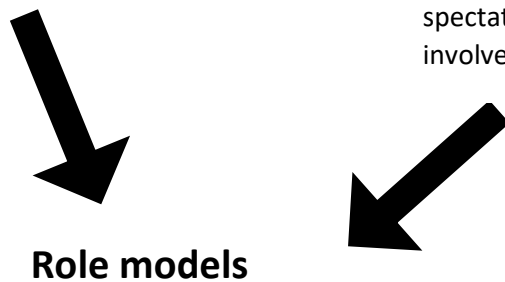


Media coverage



and

- Games, matches and events that are widely spectated, such as semi-finals and finals, are likely to have a positive impact on participation in those sports.
- Sports that are trending at a given time (e.g. football World Cup in the summer of 2018), will increase the popularity and participation rates of that sport.
- Female teams are less popular when it comes to spectating than male teams.
- Free sporting events can increase spectatorship and the likely popularity of that sport.
- Expensive ticket prices are likely to prevent people attending, particularly if the same match is being aired on TV for free or cheaper via subscription services.
- Spectatorship rates may also reduce participation rates, as many may prefer to watch than play.
- Historical rivalries can increase excitement and thus popularity of sports.
- Free media coverage (such as that offered by BBC and ITV) can influence the popularity of sports, particularly of sports or competitions that are on for a period of time, such as Wimbledon, FIFA World Cup and the Olympics, as athletes inspire people to get involved.
- Media outlets are less likely to cover sports that will have a smaller audience – as this brings less revenue from sponsors.
- The media can control the sports that we see, and there is significantly less coverage of disability sports, although recent Paralympics and Invictus Games have somewhat overcome this challenge.
- Male athletes and teams are more likely to be covered than female – due to greater popularity, although female sports are steadily becoming more popular.
- Media coverage is now more readily available (such as streaming on social media), increasing spectatorship and constantly motivating us to get involved.



Role models

With the increased media coverage and spectatorship of sport, there is also an increased responsibility of athletes to become role models in their sports. Young children often look up to these athletes and they can inspire the next generation to participate in a certain sport.

Role models can increase the interest, popularity and uptake of some sports. For example, Sir Chris Hoy is a great **ambassador** for British cycling. Likewise, a lack of role models can prevent the interest and uptake of some sports. For instance, it has been identified that there is a lack of British-Asian footballers and a lack of black swimmers at recent Olympic Games.



Success

The success of an athlete or a team, particularly a home athlete at a major event, can trigger a keen interest and almost new trend for that sport.

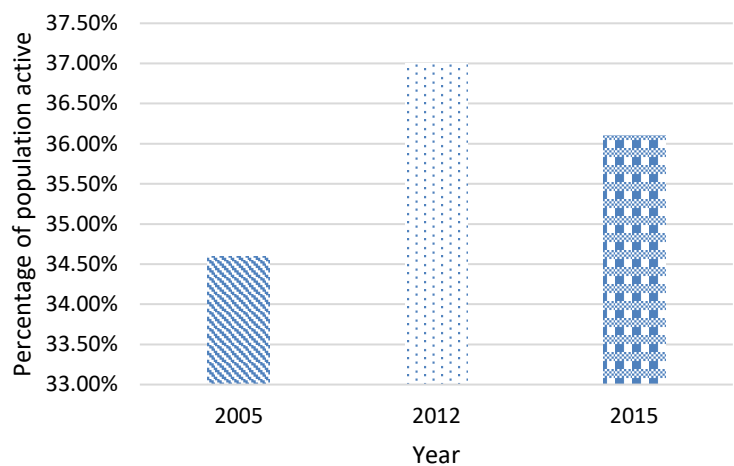


Participation rates in cycling have significantly increased, which is suggested to be a result of Sir Chris Hoy's success at the Olympics (2000–2012).

It was reported that Britain's success at the 2012 London Olympics momentarily increased participation rates of sports that were deemed successful, such as swimming, cycling and athletics.

The chart below demonstrates the increased participation rates between 2005 (when we won the Olympic bid) and 2015 (three years post-Olympics); rising from 34.6% to 36%.

% population participating for 30 minutes per week in sport



Trends

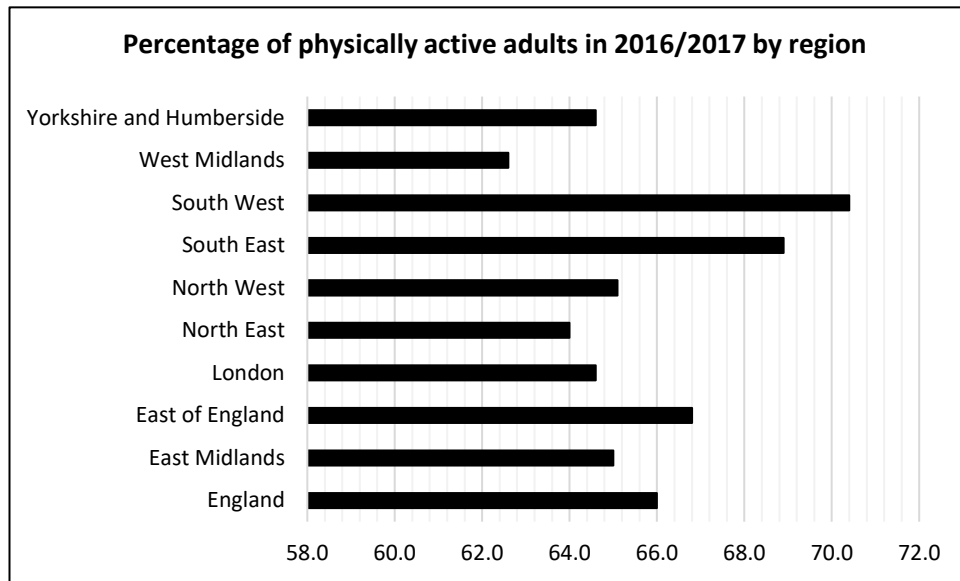
In today's modern society, where social media is highly prevalent, it can trigger trends. This is particularly visible as a result in the uptake of certain sports and activities.

The Department for Digital, Culture, Media and Sport is a ministerial department that also helps in encouraging participation. Their 2011 survey into adult participation in sport revealed the differences and similarities in participation in sport by gender:

- Health and fitness and swimming have the greatest number of participants.
- Cycling, running and snooker/pool were in the top 10.
- Male participation is more widely spread across a range of activities.
- Men are more likely to participate in cycling (14.4%) than women (6.4%).
- Women are more likely to participate in swimming (16.5%) than men (13.0%).

Men			Women		
Sport rank	Activity	Percentage (%)	Sport rank	Activity	Percentage (%)
	Any Sport / Physical Activity	60.8		Any Sport / Physical Activity	46.0
1	Health and Fitness / Gym	14.7	1	Swimming	16.5
2	Cycling	14.4	2	Health and Fitness / Gym	13.4
3	Swimming	13.0	3	Keep fit / aerobics classes	8.8
4	Football	12.6	4	Cycling	6.4
5	Snooker, etc.	11.3	5	Jogging/running	4.8

Furthermore, trends may be evident across different regions of the UK, which can influence uptake of sport and activity.



For instance, this graph shows that the most active adults in 2016/2017 lived in the South West, with over 70% of adults being active. Adults in the West Midlands were least active, with just over 62% of adults being active.

It would be impossible to state the sole reason for the increased uptake in the South West; however, it could be argued it has links with environment, availability, income and transportation. These are just some of the factors that can contribute to uptake, and also act as barriers to participation.

Acceptability







Societal opinions and beliefs can prevent or encourage the uptake of sports and physical activities. For instance, boxing is perceived as a sport which aims to hurt the opposition. This can be particularly unattractive for parents who would be unwilling to let their children take part in the sport.

Additionally, there are animal activists and those who prevent the ill-treatment of animals who believe that horse racing is a cruel event because of the whip and will, therefore, not take part in it.



New and emerging sports

Sporting trends change and are often influenced by different factors, such as the success of the sports team/individual at an event, the media coverage of that sport, social media and even, movies! For example, movies such as *The Hunger Games* and Disney's *Brave* saw an uptake of girls trying archery. Others include:

Emerging Sport	Description	Image
Foot Golf	<ul style="list-style-type: none"> This game is a combination of football and golf. It is suggested to have been particularly popular in the USA since the 1920s. It is thought that Sport England is looking to recognise this as a sport. 	
Extreme running events	<ul style="list-style-type: none"> There has been increased participation in extreme events, such as Tough Mudder (5k and 10k obstacle race) and ultramarathons (Pen Llyn Ultra in North Wales is a 100-mile race!). 	
Ultimate (formerly ultimate frisbee)	<ul style="list-style-type: none"> A Frisbee / flying disc is used to score points. It is a team sport; with no referees! It is suggested to have originated in 1968 in the USA and was recognised as a sport in the UK in 2008. 	
Quidditch	<ul style="list-style-type: none"> Yes, like the one in Harry Potter; a 'muggle' version of this game has been played since 2009 and is increasingly popular across the globe. It's a mixture of rugby, dodgeball and tag, but unfortunately not played on flying broomsticks! 	
American football	<ul style="list-style-type: none"> This is thought to have first been played in 1869 (USA). Thanks to the media coverage and globalisation of sport, American football is now becoming a popular sport played in the UK. It originates from the sports of football (soccer in the USA), and rugby. 	
Parkour	<ul style="list-style-type: none"> This activity is derived from French military obstacle training (Pre-WWI). It is performed individually or in groups. It was recognised as a sport in the UK in 2009. 	

REVISION TIP!

Remember that new and emerging sports can change year on year. Try and keep up to date with new sports.

Chapter 1c – Exam-style questions

1. a) Give **two** advantages that media coverage has on the popularity of a sport.

1

.....

2

.....

(2 marks)

b) Give **two** disadvantages that media coverage has on the popularity of a sport.

1

.....

2

.....

(2 marks)

2. The success of an athlete can influence the popularity of the sport.

Describe **two** ways the success of an athlete can influence the popularity of their sport and give an example of each.

1

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2

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(4 marks)

3. Some sports are less accepted than others.

Give **two** examples of sports that lack acceptability by the UK population, and explain why this may be.

1

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2

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(4 marks)

Chapter 2: Know About the Role of Sport in Promoting Values

a: Values promoted through sport and the importance of etiquette and sporting behaviour

Learning objective: To develop your knowledge and understanding of the values which can be promoted through sport and the importance of etiquette and sporting behaviour of performers and spectators

Knowledge check 	Revised	Understood	What you need to do
I understand the range of values that can be promoted through sport.			
I understand the importance of observing etiquette .			
I understand sporting behaviour such as gamesmanship and sportsmanship .			
I understand spectator etiquette .			

Key terms 	
Excellence	Striving and being the best at a particular sport
Fair play	Adhering to the rules in place for the sport and not having an unfair advantage
Team spirit	A feeling of being in a cohesive group and supporting one another
Citizenship	Being a part of the local community and getting involved with local sport
Inclusion	The actions of including individuals within a group, activity or structure
National pride	The commitment, love and support for your country, e.g. during a sporting event
Respect	Admiration for another person, usually because of their abilities, values, achievements or qualities
Etiquette	Normal code of behaviours dictated by members of a society
Sportsmanship	Acting fairly within the rules of the game and showing respect for what is right for the opposition
Gamesmanship	Acting unfairly during play by bending the rules of the game without directly breaking them

Values promoted within sport

Sport isn't just about exercising. It is an opportunity to showcase hard work and talent, and it is a chance to learn. In this chapter, we are going to delve into the values that are promoted within sport.

Excellence

In order to play for the best teams, nationally or internationally, athletes have to be the best! This demonstrates that an athlete has to possess determination, dedication, hard work, commitment and passion.

Fair play

Sport allows for the learning of fair play, such as conforming to the rules that are set and being fair to other people who are also playing. This enforces discipline, as it can be rather tempting for some players to bend or even break the rules.

Team spirit

Sport allows for the learning of team spirit, the drive, motivation and ambition the team has as a whole for their common goal. This involves working well together in order to achieve that goal, both on and off the pitch/court/track/pool.

Inclusion

Sport is for everyone, regardless of age, race, socio-economic status or gender. Therefore, it is important that initiatives exist in order to target under-represented groups, including women, the LGBT (lesbian, gay, bisexual and transgender) community and the BME (black and minority ethnic) community.

Citizenship

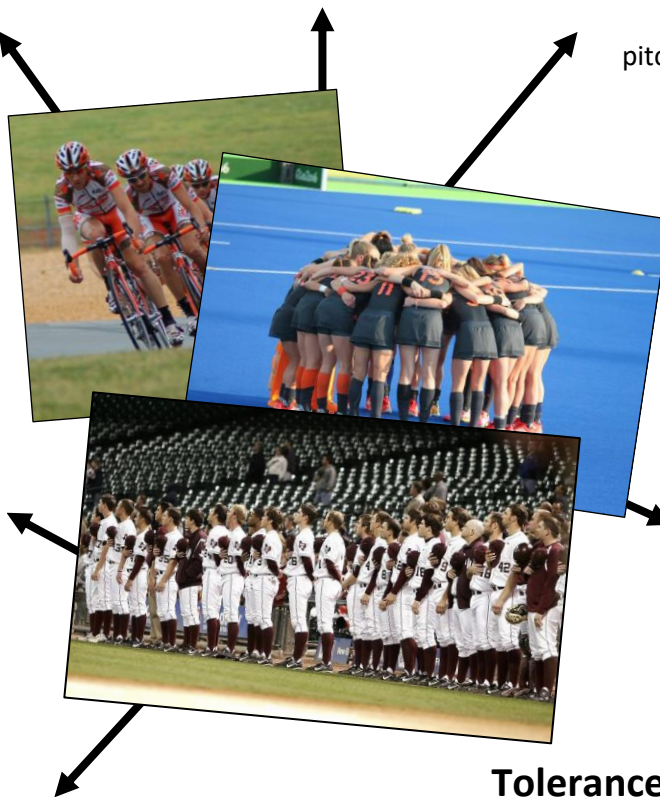
Sport allows for feelings of being part of a group, be it for a local football team or for your country. Playing sport increases involvement; this can result in pride, such as for representing your county, team or country; pride for the hard work that has been rewarded, or pride for playing well.

National pride

As a result of national and international competitions, players and spectators unite in order to show support and passion for their favourite team. This brings a sense of unity, togetherness, support and belonging.

Tolerance and respect

Sport, and in particular global sporting events, is an opportunity for different countries, nations and cultures to come together and compete. Sport is an opportunity to respect others and where they come from, and also to celebrate their particular sporting success.



Applied activity

Can you think of a recent sports match or competition where all of these values have been promoted by players?

Etiquette

Etiquette can be defined as the behaviour displayed by performers in line with the sport's laws. Conforming to the laws of the game demonstrates fairness, the values of both the sport and the game, and it acknowledges the safety of the participants performing.



Shaking hands with your opponent following a match is showing good etiquette.

Other examples of etiquette in sport may include:

- acknowledging that a ball was out of play in football
- shaking hands with the umpire/referee post-match
- informing the opposition in tennis to use their challenge as their ball was in, when it was called out
- helping a fallen runner up from the floor

Sportsmanship

Sportsmanship is the respect shown towards an opponent in either winning or losing by competing fairly.

In football, good sportsmanship is giving the ball to the opposition when they have kicked it out, when an injury occurs in your team.



Other examples of sportsmanship:

- knocking the ball off the field if an opposition player is injured in hockey
- in swimming, being gracious to those who won gold on the podium
- in athletics, congratulating an opponent when they have just broken a record

Gamesmanship

Gamesmanship is pushing the boundaries of the rules (while remaining within them) to gain an advantage over an opponent.



In rugby, gamesmanship would be taking as long as allowed to take a conversion, 'wasting' time that could be used by the opposition to attack again.

Other examples of gamesmanship:

- diving in the penalty area to earn a penalty kick in football
- in netball, holding on to the ball as long as possible to allow teammates to get into a prime position
- distracting an opponent to put them off (sledging)

Applied activity

These are just some of the examples of etiquette in sport. Can you think of any more examples?

REVISION TIP!

Initiatives are in place to promote sporting etiquette and reduce gamesmanship in sport. Try to keep up to date with initiatives in a range of sports.

Spectator etiquette

Etiquette is displayed by the spectators of the match, for instance:

- They should be quiet and respectful during:
 - serves and rallies at Wimbledon
 - play in snooker
 - countries' national anthems being played
- They should not shout abusive language at the opposition.
- They should applaud skill, abilities and excellent performance from the opposition.
- Initiatives exist to help break down barriers in sport, such as 'Kick Racism Out of Football', which challenges discrimination and encourages campaigns and practices to achieve positive change.

Applied activity

Are certain sports more likely to display etiquette than others? Why do you think this may be?



Chapter 2a – Revision activities



1. Fill in the table below, providing a definition for, and an example of, each key term.

Key term	Definition	Example
Sportsmanship		
Gamesmanship		
Etiquette		

2. Match up each of the following values that are promoted in sport to their correct descriptions.

Value	Description
Team spirit	Uniting together to show passion and support behind their country, particularly at national events
Fair play	Conforming to the rules and enforcing discipline
Citizenship	Feeling of being part of a group and local community through involvement in sport
Tolerance and respect	Working together to achieve a common goal
Inclusion	Development of understanding and knowledge of different cultures and different countries
National pride	Striving to be the best in the sports participated in
Excellence	Making sport for everyone

Chapter 2a – Exam-style questions

1. Give **two** examples of gamesmanship in sport and explain why it is important to reduce this.

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(4 marks)

2. Give **four** ways national pride can be expressed during a football final, by athletes and spectators.

1
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2
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3
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4
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(4 marks)

3. Using examples, explain **three** different ways spectators can demonstrate etiquette.


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2
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3
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.....

(6 marks)

Chapter 2: Know About the Role of Sport in Promoting Values

b: Initiatives and events which promote values

Learning objective: To develop your knowledge and understanding of the Olympic and Paralympic movement and other initiatives and events which promote values through sport

Knowledge check 	Revised	Understood	What you need to do
I understand the symbol and creed of the Olympics and Paralympics.			
I understand the values of the Olympics and Paralympics.			
I understand a range of other initiatives which promote values through sport.			

Key terms 	
The creed	A passionate speech by De Coubertin, who stressed the importance and message of the Games
Pierre De Coubertin	The man behind the revival of the Olympic Games in the modern era
Values	The set of characteristics which can be learned and promoted at the Olympic Games
Equality	Demonstrating equal rights for all regardless of background or circumstance
Respect	Displaying admiration for someone and understanding their background and culture
Excellence	Striving and being the best at a particular sport
Inspiration	Being mentally motivated to want to do something, or acting as a source of motivation for others
Friendship	Displaying friendly behaviours towards one another regardless of the circumstance
Determination	The action of working towards a desired goal or achievement irrespective of the challenges
Courage	The action of doing something despite fears that are at hand
The Olympic Games	An international athletics competition that takes place every four years in different countries

The Olympic and Paralympic movement

Pierre de Coubertin was behind the revival of the Olympics in the modern era. De Coubertin's interest in reviving the Games stemmed from his willingness to reform France's education system. In Paris in 1894, Pierre de Coubertin established the International Olympic Committee (IOC). Athens held the first modern Olympic Games, which took place in 1896.

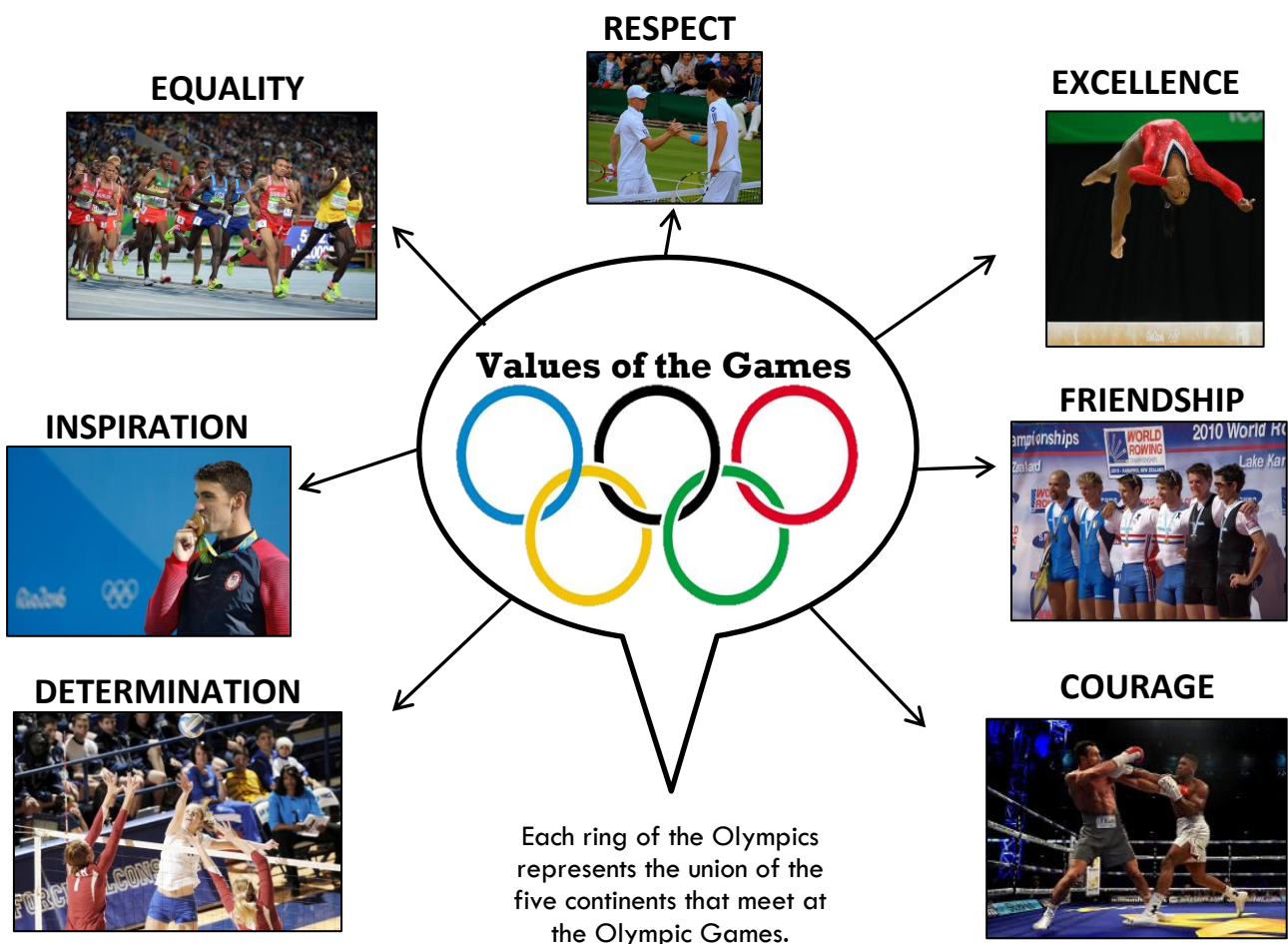


The Olympic Games: Berlin, 1936

Highlighting the importance of participation, over winning

The famous creed of the games is '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.' – Pierre De Coubertin.



Highlighting the importance of the process and learning rather than achieving the desired outcome. That is, irrespective of losing, you can still learn from the challenges faced in sport participation.



Green – Europe
Yellow – Asia
Blue – Australasia
Black – Africa
Red – Americas

Additional initiatives and events promoting values

National governing bodies of specific sports have helped to promote values within sport. Let's explore below.

Initiatives and events promoting values	How
<p>FIFA's Football for Hope campaign</p> 	<p>Football for Hope aims to use football as a tool to improve public health, peace, discrimination, integration, education and the environment, thereby expressing that football is no longer about the sport itself, but what the sport represents and what impact it can have upon positive change.</p>
<p>ECB's Chance to Shine programme</p> 	<p>Chance to Shine is a charity aiming to spread the powers of cricket across state schools. They aim to deliver competition, training, partnerships and equipment to ensure that children and young people have access to cricket in school and can learn the values the sport teaches.</p>
<p>Sport Relief</p> 	<p>Sport Relief is where the British public come together to raise money to help vulnerable people in the UK and also around the world live a safer and happier life. Money is raised through donations or through taking part in sports, such as a swimathon or charity match, and seeking sponsorship from friends, family and colleagues.</p>
<p>Premiere League's 'Creating Chances' initiative</p> 	<p>Creating Chances works with football to create opportunities within communities across education, international initiatives, health, community cohesion and participation, thereby expressing that football is no longer about the sport itself, but what the sport represents and what impact it can have upon positive change.</p>
<p>£10m Sport England scheme, women in sport</p> 	<p>Sport England used £10 million of National Lottery Funding for 20 sports projects that aim to reduce the gender gap within sport, as it is widely recognised that women are less likely to take part in sport than men.</p>



Chapter 2b – Revision activities



1. Using the space below, design your own initiative, which aims to promote an Olympic value of your choice.

Consider your target audience, the chosen sport and the purpose of your initiative, e.g. to get more males into netball. The title could be 'menball', the value could be inspiration and the target audience is males.

Olympic values:

- respect
- excellence
- friendship
- courage
- determination
- inspiration
- equality

Title of my initiative:

Olympic value I am promoting:

My target audience:

Use this space to note down your ideas.

For example, potential initiative ideas, branding, title names, topics you are passionate about, target audiences

My initiative overview:

Use this space as a final full draft of your initiative, which aims to promote the Olympic value of your choice.



2. A creed is a set of beliefs or views of a particular group/community that guides actions.

The Olympic creed suggests '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.' – Pierre De Coubertin.

i. Write a creed for your initiative that you designed for activity 1.

My creed:

ii. Explain the importance of your creed below.

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Chapter 2b – Exam-style questions

1. Describe how each of the following values can be demonstrated at the Olympic Games.

Excellence

Description:.....
.....

Inspiration

Description:.....
.....

Respect

Description:.....
.....

(3 marks)

2. There are seven values which can be promoted through sport.

Identify the remaining **four** Olympic values which can be promoted through sport which were **not** covered in Q1.

- 1
2
3
4

(4 marks)

3. a) Name **two** initiatives that help promote values through sport.

- 1
2

(2 marks)

- b) Give **three** reasons why initiatives are developed to promote positive values in sport.

- 1
2
3

(3 marks)

Chapter 2: Know About the Role of Sport in Promoting Values

c: The use of performance-enhancing drugs in sport

Learning objective: To develop your knowledge and understanding of the benefits and consequences of drug taking in sport and the initiatives in place to combat this issue

Knowledge check	Revised	Understood	What you need to do
I understand the reasons why an athlete may want to take performance-enhancing drugs.			
I understand the reasons why an athlete should not take performance-enhancing drugs.			
I understand who WADA are and how they contribute to the prevention of performance-enhancing drugs in sport.			
I understand current initiatives in place to reduce the use of performance-enhancing drugs.			
I understand real-life examples of athletes who have taken performance-enhancing drugs.			
I understand the impact that performance-enhancing drugs have on sport.			
I understand ethical issues relating to taking drugs.			

Key terms	
Performance-enhancing drugs	Drugs that are taken with the aim of improving sporting performance, as they alter or enhance physiological processes of the body
Consequences	Negative effects that occur as a result of a decision made
WADA	Acronym: World Anti-Doping Agency. Agency developed to observe, coordinate and organise the reduction of drugs in sport.
Drug testing	The technical analysis of biological specimens, such as hair, urine, saliva, etc. to assess whether someone has drugs in their system
Sample	A specimen or piece of something that is given or used as part of an investigation or analysis

Performance-enhancing drugs (PEDs)

Reasons for use

While the use of doping poses a great number of potentially harmful implications to an athlete's health, the prizes and status on offer can be too much of an incentive to turn down. This results in an athlete risking everything, even death, to try to win it all. While the reasons differ for different athletes, here are some of the main reasons why athletes may be prepared to take drugs.



Some performance-enhancing drugs that you may be familiar with, including their benefits to performance and physiological consequences of their use, include:

Anabolic steroids (illegal)

Uses and benefits: Steroids are mainly associated with sports which require strength and power, but their beneficial effect can cover a wide range of sports. This is because of the stimulating effects that steroids have on muscle protein synthesis, enabling the athlete to gain muscle mass more effectively. They also help to reduce the time taken to recover from high-intensity exercise, due to the raised level of anabolic hormones within the bloodstream, allowing for more regular repetitions of strength-based exercises.

Risks: The risks of using anabolic steroids include unstable mood swings, severe acne, and an increase in the risk of a heart attack due to the enlargement of the left ventricle.

Erythropoietin (EPO) (illegal)

Uses and benefits: Erythropoietin, most commonly referred to as EPO, is an ergogenic aid most associated with endurance sports. This is because of the stimulating effect that it has on red blood cell production and levels of haemoglobin. This allows more oxygen to be transported and to be available to the working muscles, improving the efficiency of oxygen exchange and, therefore, aerobic capacity.

Risks: The risks include thickening of the blood, which can lead to the increased risk of suffering from blood clots, a stroke or a heart attack.

Human growth hormone (HGH) (illegal)

Uses and benefits: HGH synthetically produces the effects that the growth hormone produced by the pituitary gland has on the body. These effects include an increase in muscle protein synthesis, reduced excess levels of body fat, and increased cardiac output and endurance.

Risks: The side effects of HGH include hypoglycaemia, heart disease and an irregular heart rate.

Applied activity

What other performance-enhancing drugs can you think of? List their benefits and risks to health.

Reasons against use

The use of performance-enhancing drugs is small, with only a percentage of athletes taking them in order to reap the benefits. Some of the reasons against their use include:

Long-term ill health

There are many side effects of performance-enhancing drugs, as covered on the last page. However, there are also long-term effects, such as changes to mood and behaviour of a person (e.g. steroids cause anger and aggression). Additionally, they may cause acne, impotence, stunting of growth and disruptions to sleep.

Unethical

Taking drugs to gain a physiological advantage is immoral. It is deceitful and takes away from the abilities of the human body to perform naturally and it takes away the ethics and enjoyment of sport.



Consequences when found guilty

There are negative repercussions for those found guilty. For instance, some athletes will receive a ban from their sport for a period of time, prohibiting them from taking part in competitions.

Unfair advantage

Those who take performance-enhancing drugs will have an unfair advantage against those who do not take drugs. This is unfair and takes away from the enjoyment of participating for the love of the sport and to celebrate the wonders of the

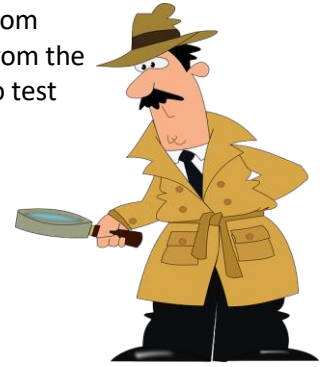
Against the values and ethos of sport

Sport is not about winning but rather the participation, taking part, meeting new people and learning along the way.

World Anti-Doping Agency

WADA (the World Anti-Doping Agency) is the board at the forefront of preventing athletes from taking illegal drugs and doping. It spends millions to detect cheaters and to help ban them from the sport. To help prevent this usage, the tests come with strict **sanctions**; banning athletes who test positive for a significant amount of time.

There have been instances of athletes being banned for a long duration for missing tests. It is important to increase the frequency of random drugs tests, as this increases the likelihood of a greater number of athletes being tested. However, ethically, should there be a distinction between the use of performance-enhancing drugs and recreational drugs?



Whereabouts rule

Information regarding whereabouts is provided by a select few of top athletes, who reveal their location to the International Sports Federation of Anti-Doping Organisations. This because doping can also occur off season and is still illegal. Therefore, athletes need to provide their location every day so that they can be selected and tested for a drugs test at any time of the year with no notice, particularly at times that it is likely that doping will occur, regardless of whether they are competing, training or resting.

Athletes or their teams are required to submit evidence of their whereabouts daily, though it is the athlete's full responsibility. This includes addresses of their overnight stays, details of what they will be doing each day, such as going to work, and they have to provide a 60-minute slot of where they will be on a daily basis, e.g. 'I will be at the training ground between 1pm and 2pm. The next day I will be visiting family between 10am and 11am.

Any missed tests will be marked against that athlete, for which there is a three-strike rule. Three missed tests within a year is a violation of the rule in place and the athlete will be punished. This shows an **openness** and **transparency**, emphasising the hard work and achievements put in by clean athletes.

Drug-testing procedures

UK Anti-Doping is the body in charge of the collection and transportation of samples taken from elite athletes, which get sent to a WADA laboratory ready for testing for drugs in the athlete's system. This method is used to check whether athletes are doping while training or even during a competition, such as the Commonwealth Games. Drug testing can use the following samples: **blood sample, urine sample, hair sample or nail sample.**



A typical drugs test consists of the following:

1. The athlete gets notified by a doping control officer.

This can happen anywhere and at any time (see 60-minute slot, as part of the whereabouts rule). A doping control officer (DCO) will get in contact and get athletes to complete a form that highlights athletes' responsibilities and rights. They will then have to go to a doping control station. They will also be informed as to whether they need to give a blood sample in addition to a urine sample. If this is the case, then a blood collection officer (BCO) will be present. These officers will:

- Be the same gender as the athlete: this is because they are required to have a clear view of the athlete passing urine into the sample pot.
- Not touch the sample pots until they are fully sealed: this is to prevent the risk of manipulating the sample.

2. The athlete provides a sample under supervision.

At the station, athletes will be given a container (for urine), which is a bottle, or be supported in giving a sample of hair, nail and/or blood. Athletes are accompanied at all times during this process, to ensure that the specimen given is that of their own and they are not cheating the test.

The following sample size is expected:

- at least 45 ml for a urine sample

3. The sample given is divided and sealed before certifying the information before sending it off.

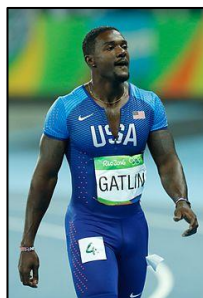
- Typically divided into A and B samples, the temperature may be taken first of the sample and then it is carefully sealed and packaged. It is imperative that the athlete and officer can see the sample at all times.

4. The sample given is tested.

- If the sample cannot be immediately tested, it will be sent off to a centre and this is where a formal report may be conducted for evidence.
- Some tests may detect if there are any drugs within the sample.
- Other tests may test for interactions between any existing drugs and the body's immune system.

5. The athlete will be notified if the results are positive or negative.

- Positive results may result in further testing.
- Positive testing will be reported and the correct punishment will be inflicted.



Lance Armstrong (cyclist), Justin Gatlin (sprinter) and Maria Sharapova (tennis player) have all been banned for drug offences.

Drugs: impact and ethical issues

Elite athletes caught taking PEDs

There are several high-profile athletes who have been in the news for drug offences. Having knowledge of these examples will help support you in your exam. While we may not fully understand the personal reasons they took the performance-enhancing drugs they did, we can assume the physiological benefits associated with the drugs taken would have had a benefit.

Dwain Chambers, sprinter – *Chambers was caught taking steroids and he also admitted to taking other drugs, including EPO.*

Physical benefits:

- **Steroids** would have had the benefit of increased muscle mass and strength, giving him more power and speed in the race than the other athletes.
- **EPO** would have had the benefit of increasing red blood cell count and thus oxygen being delivered to the working muscles allowing Dwaine to train harder and for longer.

Consequence:

He served a two-year ban from athletics, he was banned for life from the Olympics, he was stripped of several medals and titles and had to pay back earnings.



David Millar, cyclist – *Millar was caught taking EPO and stimulants.*

Physical benefits:

- **EPO** would have increased Millar's red blood cell count, which would have resulted in a more efficient oxygen-carrying capacity, where more oxygen could be delivered to the working muscle and more carbon dioxide could be removed, delaying the onset of fatigue.
- **Stimulants** would have made Millar more alert during his training and competition, meaning that he would have had a greater reaction time, such as responding to opponents quickly changing tactics or pulling away from the group to get into the lead. It is also suggested that caffeine has the ability to transport fat more quickly to the blood; this, therefore, means that Millar would have had a quicker supply of fuel for his aerobic activity, thus preventing fatigue.



Consequence:

He served a two-year ban from cycling. He was also disqualified from several other races. It is said his suspension cost him his earnings, job and home.

Russian doping scandal

It is not just individual athletes who have been caught doping in sport. You may be familiar with the Russian state-sponsored doping scandal, where it is thought that more than 1,000 track and field athletes have benefited from this. The Russian government ordered athletes to participate in doping, and agreed to their drug samples being tampered with (to show no doping in the body) in order to increase Russia's medal winnings. So far it is reported:

- Russia has had 41 Olympic medals stripped.
- More than 250 athletes were banned from taking part in the Rio 2016 Olympic Games.
- Russia may be banned from taking part in the Tokyo 2020 Olympics.
- Russia may be banned from hosting future international events.



So far, Russia has served a three-year ban and their punishments are still ongoing. It is thought that they are going to be ordered to pay a hefty fine for their scandal. You may wish to stay updated with this story on the news to learn what punishments they are going to face and what is going to be learned from this incident.

Current initiatives

In addition to sanctions and the development of the whereabouts rule, below are a few more initiatives which exist to help deter athletes (and other parties) from taking part in doping. This helps to keep sport clean and honest. However, there are still athletes who have been able to find loopholes in the system.

Global research

Global research is greatly encouraged in order to continually keep up with drugs that can be detected or undetected by some tests. This may involve researching the development of enhanced technology, which has the ability to detect prohibited substances, either by detecting the substance in the body itself, or by investigating suspicious activity within the body as a result of doping.



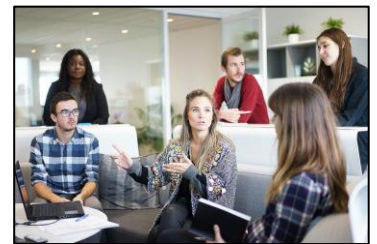
Athlete biological passport

Athlete Biological Passport (ABP), first initiated in 2009, is a fairly recent example of how initiatives have developed to test for suspicious activity in the body, rather than checking for doping itself. An ABP is a record of an athlete's biological variables which get monitored over time, in order to establish whether any changes are witnessed in the athlete, such as their red blood cell count. In 2014, this was further developed to include urine concentration, known as the steroidal module, to establish changes in urinary steroid concentrations as a result of steroid doping. This method is suggested to be a more effective way of establishing hidden doping tactics.



Education through awareness

WADA have designed a number of tools to help educate stakeholders, professionals, the public and elite athletes about doping and anti-doping. The aim is to bring society together and to view doping as a shameful activity across all aspects of sport, whether you are the athlete or a WADA representative. Education and awareness have been achieved through campaigns, such as WADA's Play True campaign, which uses the hashtag #cleansport. They have also created leaflets, guides, books, games, e-learning and quizzes.



REVISION TIP!

Current initiatives in place for fighting the use of drugs in sport are always developing to keep on top of the developing technology that is making drugs easier not to be protected. Be sure to keep up to date with these current initiatives.

Impact of drug taking on sport

Earlier in this chapter, we explored the impact that drug taking can have on the athlete. However, drug taking can also negatively impact on sport itself. For instance, sporting competitions and events such as the Tour De France and athletics events such as the Olympics, are going to alert people and their suspicions that perhaps athletes are not honest and may, in fact, be cheating. This takes away from the values and ethos in sport, and away from De Coubertin's creed that 'The most important thing is not to win, but to take part'.

Athletes taking drugs almost emphasises to aspiring athletes that you need to take drugs in order to succeed. However, there is more to sport than winning and it is important that those messages are shared and promoted in order to continue to increase participation levels among the public.



Mistrust of results!

If an athlete, like Lance Armstrong in the Tour de France, wins the race and then is later stripped of the result due to being guilty of drug offences, then it makes spectators, other athletes and all involved in the sport question the sport's validity.

This is especially important where records may have been broken. Recent proposals by European Athletics have indicated it wants all records to be checked against specific criteria to see if they still stand.

Mistrust of results!

Additionally, it reduces the trust in results, especially where records are concerned. Recent proposals by European Athletics have indicated it wants all records to be checked against specific criteria to see if they still stand.

Otherwise, how are clean athletes supposed to break the record, if there is a chance the athlete who holds the record could have taken PEDs?



Ethical issues related to drug taking

There are several ethical issues relating to drug taking. For instance:

- Drug taking is immoral and takes away from the values and ethos of sport.
- Sports and their associated athletes will have a bad reputation and prevent uptake of those sports.
- It may encourage future athletes to dope and the playing field would become unfair.
- Long-term damage to physical and mental health may be caused.

Below are some ethical questions in which there are arguments for both sides:

- Should athletes be banned or fined if they dope for medical reasons?
- Should athletes who wish to dope compete in separate competitions and events?
- Should athletes have to give blood and urine tests regularly?
- Should there be a distinction between recreational and performance-enhancing drugs?
- Should athletes be banned for life if they have been caught?



Chapter 2c – Revision activities



1. What does 'WADA' stand for?

.....

2. i) Describe WADA's 'whereabouts' rule.

Whereabouts rule:

.....

.....

ii) Identify one implication of the rule and suggest an improvement that could be made to overcome that implication.

Implication	Improvement

3. Athletes can be tested for performance-enhancing drugs by giving samples.

Give **two** examples of samples that an athlete can give in order to be tested for drugs.

1

.....

2

.....

4. Despite the consequences, many athletes continue to use performance-enhancing drugs.

Complete the table below, to outline reasons why performance-enhancing drugs should remain illegal and reasons why they should be legalised.

PEDs should remain illegal because...	PEDs should be legalised because...

Chapter 2c – Exam-style questions

1. Give **three** reasons why an elite athlete may use performance-enhancing drugs.

1

2

3

(3 marks)

2. Give **three** reasons why an elite athlete should **not** use performance-enhancing drugs.

1

2

3

(3 marks)

3. Suggest **three** different ways performance-enhancing drugs can be eliminated from sport.

1

.....

2

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3

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(3 marks)

4. Using examples, explain **two** impacts that performance-enhancing drugs have on sport.

1

.....

2

.....

(4 marks)

Chapter 3: The Importance of Hosting Major Sporting Events

a: The features of major sporting events

Learning objective: To develop your knowledge and understanding of major sporting events, including the benefits, limitations and legacy

Knowledge check

	Revised	Understood	What you need to do
I understand the regularity/scheduling of major sporting events.			
I understand the impact of investment for major sporting events.			
I understand the potential legacy that can result from hosting major sporting events.			

Key terms

One-off event	A sporting event which happens once in a lifetime for each host nation (e.g. Olympics)
Regular event	A sporting event which is held annually, which can be held by the same host nation (e.g. Champions League final)
Regular and recurring events	Events which happen annually by the same host nation through a contract (e.g. Formula One Grand Prix)
International events	Events which involve international/global competitors and attract large supporter interest from around the world (e.g. Rugby World Cup)
Investment	The act of giving money to something or someone with the aim of gaining a profit
Legacy	The positive effect and benefits that are left behind; for instance for the sport, society or economy, as a result of either an event or a person

Features of major sporting events

In this chapter, we are going to explore the different types of major sporting events.

One-off events

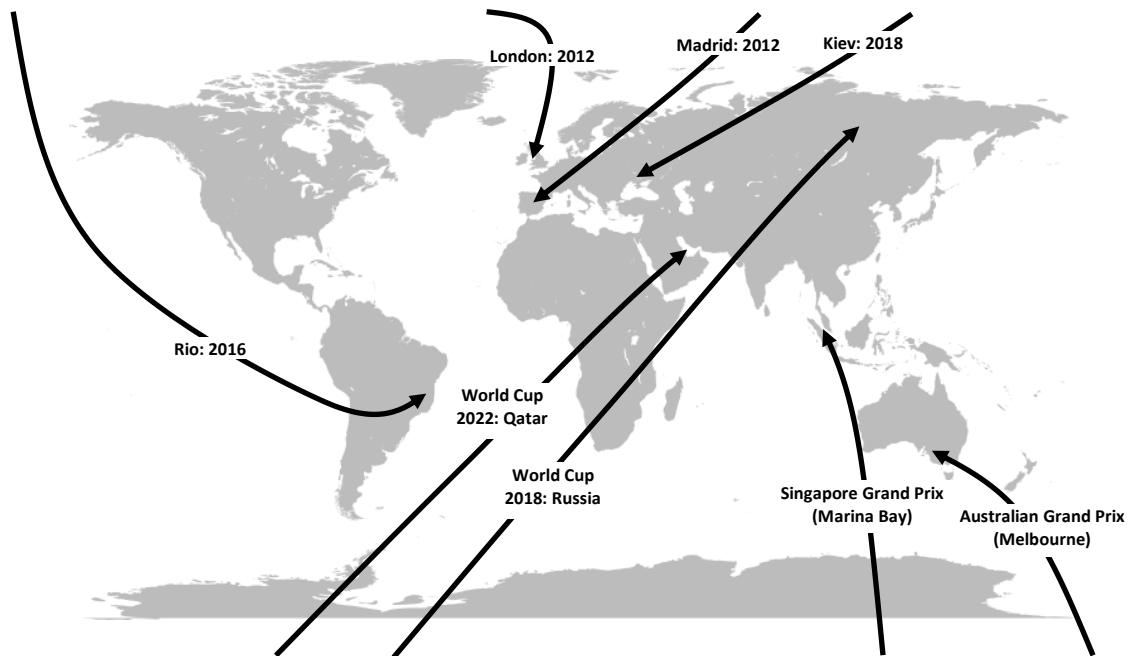


- One-off events do not happen regularly.
- Hosting one-off events happens once a generation for each given country.
- Such events are special and should be celebrated.
- The **Olympics** and **Paralympics** are examples of this.

Regular events



- These events are annual.
- Cities can host them more than once in a short time frame.
- Such events tend to be shared with other cities.
- The **UEFA Champions League** is an example of this.



International events



- Involve international/global competitors
- There is large supporter interest from around the world.
- The Olympic and Paralympic Games are examples.
- The **FIFA world cup** is an example of this.
- The Heineken Champions Cup is also an example.

Regular and recurring events



- These are events which happen annually.
- They are events which occur at the same host city (contract), each year.
- **Formula One Grand Prix** is an example of this.

Applied activity

Try and list as many sporting events you can think of. Categorise them under each different type of event above.

It may be questionable as to why major sporting events can't be held annually, seeing as they're so successful, profitable and entertaining. However, what we don't see in the background is the significant amount of investment that goes in to preparing for the event. For instance, the London 2012 Olympics cost just under £9 billion. Some of this was spent on the new Queen Elizabeth Olympic Park, the opening and closing ceremonies, other sporting venues, security and improved transportation.

Level of investment

Therefore, another feature of major sporting events is the **level of investment** that is required. It wouldn't be a very successful sporting event if facilities were lacking, or if facilities were old or did not cater for the number of people that want to spectate. Often, the amount of money that needs to be spent on holding such events can cause uproar across society. For instance, the Rio Olympics cost Brazil over \$12 billion, there were protests among society debating that, if they had the money for such lavish events, why did they not have money to help those living in the poorest communities, such as the famous favelas.



Nonetheless, it can be argued that the investment generates profit through investors (who see such events as a major business opportunity), tourism and future travellers, which can benefit the country and host city in the years to come, when the sporting event has passed.

But what are the key points for attracting investment?

- convincing people that the home advantage will bring success, leading to increased number of elite athletes
- sharing the benefits of improved transportation systems for the future of the city/country
- growth in the economy

Potential legacy

The reason why many countries want to host a major sporting event in one of their cities is because of the **potential legacy** that can be left when the event is over. This is where the event leaves a positive, lasting impact on the host nation, which the population can positively benefit from. A legacy can be split into sporting, social and economic, which we will explore further below.

Sporting



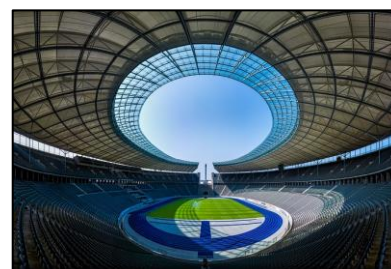
A sporting legacy not only aims to showcase the talent that the country and competing countries demonstrated, but it also aims to leave an impact on the host society, such as influencing and **inspiring new generations** to be active and get involved in sport and strive to be the next generation of elite athletes.

Social



Education and culture are so important, and this is now a part of sport so that each host nation and competing nations can share their history and culture with the world. This allows others to learn about that country, and aims to combat negative stereotypes and behaviours towards others, thereby promoting and offering peace and harmony.

Economic



Hosting major sporting events can result in huge profits as a result of **tourism**, both during and after the event. Furthermore, new **jobs** are often created, as well as new **facilities and transportation**, which are vastly beneficial for the population after the event.



Chapter 3a – Revision activities

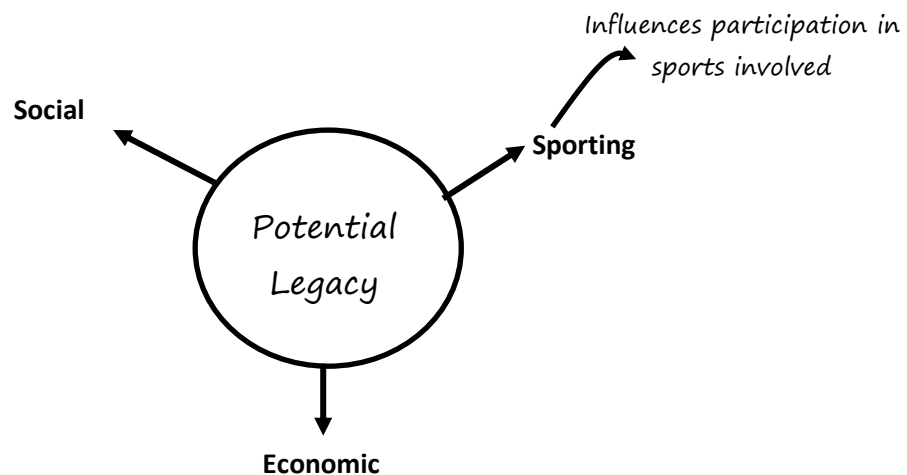


1. Consider the features of the major sporting events below and categorise each event into the following event types in the table below. Note that each event may be categorised more than once (one has been done for you)

<i>Olympics</i>	<i>Wimbledon (tennis)</i>	<i>Formula One (Grand Prix)</i>	<i>Six Nations (rugby)</i>	<i>European Rugby Champions Cup</i>
<i>FIFA World Cup (football)</i>	<i>Paralympics</i>	<i>US Open (tennis)</i>	<i>UEFA Champions League Final (football)</i>	<i>Premier League (football)</i>
<i>Super Bowl (American football)</i>	<i>World Snooker Championships</i>	<i>Melbourne Cup (horse racing)</i>	<i>Alpine World Ski Championships</i>	<i>Cricket World Cup</i>

One-off events	Regular and recurring events	International events	Regular events
Olympics		Olympics	

2. Outline the potential legacy that can result from hosting a major sporting event (one has been given for you).



Chapter 3: The Importance of Hosting Major Sporting Events

b: The benefits and limitations of hosting major sporting events

Learning objective: To develop your knowledge and understanding of the benefits and limitations that may exist when hosting major sporting events and the impact it can have upon the host nation and its population

Knowledge check

	Revised	Understood	What you need to do
I understand the monetary benefits of hosting major sporting events.			
I understand the benefits of hosting major sporting events from an infrastructural perspective.			
I understand how hosting major sporting events can impact on the uptake of sport.			

Key term

Host nation	The country that is given the opportunity and responsibility for guests (other nations) at an event
Public transport	Transportation of the general public, funded by the government, that is used to move groups of people between places, e.g. trains and buses
Sports facility	The place that is designed specifically to meet the needs of a given sport
Status	How a country is perceived against others in terms of its social or professional standing
Tourism	Where people travel for business or pleasure to points and places of interest outside of their usual environment; this may be national or international
Pride	Great feelings of pleasure, elicited from one's own achievements or the achievements of someone you support (i.e. a team/athlete)

Benefits of hosting major sporting events

For any major sporting event, countries bid years in advance in order to be the host nation. This is where the chosen country gets to hold the particular sporting event that they are bidding for, such as the Formula One Grand Prix. Therefore, all the athletes go to that host country. In this chapter, we will explore the benefits of hosting a major sporting event, to understand why countries take the time to bid and try become the next host nation.

New and improved facilities and transportation systems

Sports facilities

Current sports facilities are renovated in order to provide high quality facilities. Additionally, more purpose-built facilities may be built in order to host particular sports and activities, such as a new velodrome for indoor cycling. It is important that these facilities cater for the demands of the athlete and can also hold thousands of spectators – ticket selling to spectators is also another way to generate money; therefore, this is one method of paying back the cost of new builds.

Investments made into improved transportation

Due to the huge influx of visiting people that attend host nations for the sporting event; athletes, commentators, spectators, it is important to ensure that there are excellent transportation services in place, which can not only help people to arrive at their destination with ease, but also ensure that the country's transportation can cope with the sheer volume of extra people, on top of the regular population. Investing in improved transportation is hugely beneficial, as it remains even after the sporting event has passed.



Queen Elizabeth Park, London

Sporting legacy

After the sporting events have taken place, the new or improved sporting facilities can be used by the public. This can contribute to improving uptake of sport and activity, especially by those who live in the local area.

Monetary benefits

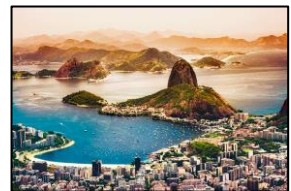
In addition to new purpose-built facilities, there are monetary benefits to the host nation, such as:

Increased status of the country as a result of a 'shop window effect'. For example, having seen the beauty of Rio de Janeiro during the Rio 2016 Olympic Games may have influenced future travellers to visit, when they wouldn't necessarily have wanted to visit before. It is also an opportunity for people around the world to learn about the city and the country.

Increased direct and indirect tourism. For instance, many spectators travel to the host nation in order to watch sport or to just go and enjoy the atmosphere. Additionally, as mentioned above, travellers may visit the host destination in the future as a result of seeing the host nation on various media sources. Therefore, increased tourism generates money.

Commercial benefits can also occur for the host nation, such as receiving money from sponsors and any other external investments which would not otherwise have occurred if it were not for the sporting event.

National benefits



There is no denying that hosting a major sporting event can have a great benefit on the population nationally.

Participation levels may increase, for instance:

- increased number of women playing sport
- increased participation in less popular sports
- increased number of the population taking part in any sport (decrease in sedentary lifestyles)

This increase in participation levels may be due to increased media coverage of less popular sports and disability sports, such as those displayed at the Olympics and Paralympics. Additionally, media coverage of these events attracts millions of spectators, who become inspired by success, as athletes support their responsibility in being a role model.



The **morale** of the country can also increase. The national pride at international events can really inspire a nation to come together and have a common interest. Examples of pride include:

- national pride in where you come from
- national pride of showcasing what the country has to offer
- national pride for the competing athletes and/or teams



REVISION TIP!

If you're unsure of how to remember the benefits of hosting a major sporting event, try splitting them into these three 'P' categories.

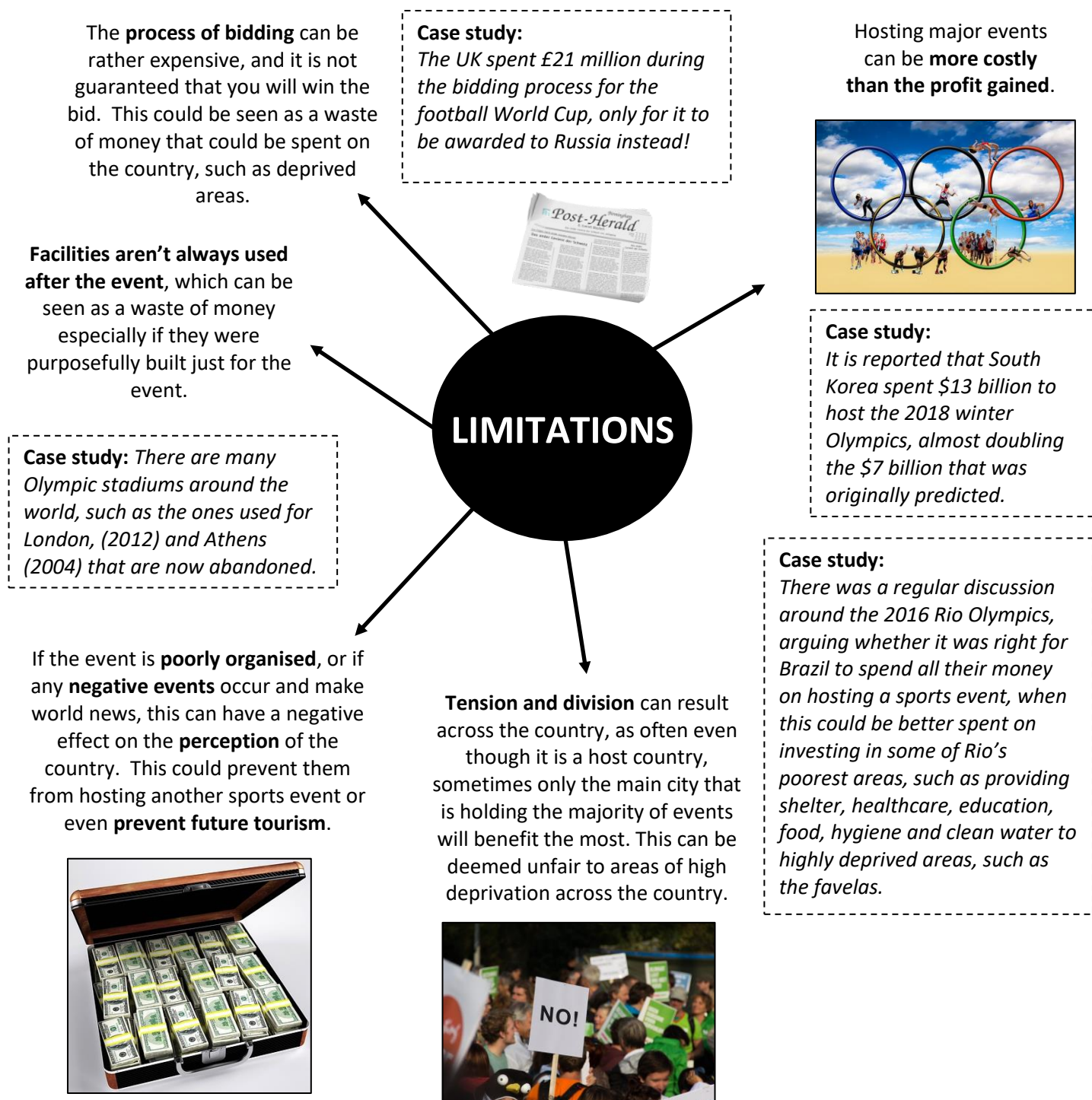
Physical – facilities/transportation

Profit – monetary gain

Population – pride/participation

Limitations of hosting major sporting events

Hosting major sporting events does come with its limitations. Let's explore each below on this spider diagram.



Links between drawbacks, benefits and legacy

Despite drawbacks, it may be that in time these can result in benefits and contribute towards the legacy. For instance, it may be extremely costly to bid for a sporting event and the costs associated with new infrastructure, but it is hoped that these are costs towards improved health and potential of the nation. For instance, hosting a sporting event may increase participation levels, which may result in a healthier nation and thus reduce costs that would have been spent on healthcare and sick pay. It may even result in increased uptake of those participating at grassroots, which may result in finding new talent in which a country can work towards developing future elite athletes who can compete and win at future games and competitions.



Chapter 3b – Revision activities



1. You want to host the next Commonwealth Games.

Suggest the benefits that would be gained from hosting this sporting event.

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2. You have been informed that your country is hosting the next Commonwealth Games.

Make a list of nine sports that you are going to host and what venue each sport needs in order to compete.

Sport	Venue required

Chapter 3b – Exam-style questions

1. Of the \$45 billion spent at the Beijing Olympics in 2008, more than half was spent on railways, roads and air travel.

Give **two** reasons why host nations invest so much into transportation for a global sporting event.

- 1
-
- 2
-
- (2 marks)*

2. Give **four** limitations of hosting a major sporting event.

- 1
-
- 2
-
- 3
-
- 4
-
- (4 marks)*

3. Give **one** advantage and **one** disadvantage of hosting a global sporting event.

- Advantage
-
- Disadvantage
-
- (2 marks)*

Chapter 4: The Role of National Governing Bodies (NGBs) in Sport

Learning objective: To develop your knowledge and understanding of NGBs, including promotion, development, infrastructure, policies and initiatives, funding and support

Knowledge check

	Revised	Understood	What you need to do
I understand the role that NGBs have in promotion .			
I understand the role that NGBs have in development .			
I understand the role that NGBs have in infrastructure .			
I understand the role that NGBs have in policies and initiatives .			
I understand the role that NGBs have in funding .			
I understand the role that NGBs have in support .			

Key term

Promote	Encourage and support awareness and involvement in a given cause
Popularity	How well something or someone is liked by many
Media	The means of mass communication in order to inform the public of an event or news
Elite training	Type of training for athletes who are at an elite level; to prepare for competitions
Infrastructure	Structures and facilities, such as sporting complexes
Policy	A principle that is created and lived by for a certain organisation
Campaign	A series of actions undertaken, usually by a group of people to achieve a goal or outcome
Doping	The taking of drugs in order to enhance sporting performance
Funding	Money that is provided by a person or organisation, typically for a given cause
Grant	Money that is given by a government or organisation, typically for a given cause
Lottery funding	Money that is collected by the National Lottery and distributed to organisations
Merchandise	Goods that are bought or sold, such as sporting goods of a particular sports club
Donations	Money or objects that are donated to a charity or given cause

What do NGBs do?

National governing bodies (NGBs) are organisations who are responsible for their sport. Examples of NGBs include the Football Association (FA), the Lawn Tennis Association (LTA), the Rugby Football Union (RFU) and England Athletics. It is important to learn what NGBs do, to understand what impact they have on each of their respective sports. You may think that all NGBs do is provide location, contact details and advice (e.g. England Hockey inform about the playing surfaces). There is a lot more that goes into a national governing body.

We will explore each of their roles further.

Promotion

It is important that NGBs **promote participation** in order to get more people involve in sport. This is achieved through:

- **promoting participation**, such as through equal opportunity policies
For example, the LTA's mission is to increase participation levels among children and young people in order to help develop and promote the sport across the country, irrespective of socio-economic status or gender.
- **increasing the popularity of sport**, such as by creating schemes for schools
For example, the LTA helps to provide the best coaches and competitions through careful investment.
- **exposure in the media**, such as creating press releases and public relations
For example, the LTA supports grass-court events for professional players prior to major competitions; this helps to create awareness and excitement for the sport and the nation's favourite athletes.



Development

NGBs ensure **development** opportunities exist to get involved and keep a high standard of the sport through:

- **elite training and development**, such as creating national performance squads and national teams
For example, England Athletics supports more than 1,500 athletics clubs and organisations which are thought to have more than 170,000 athletes registered. This, therefore, provides a basis at grass-roots level in participation and is then further developed to pick out talented athletes who can move forward into their elite training and development.
- **creating coaching awards**, to enable great coaching development and support
For example, England Netball Coaching provides certificates from level 1 upwards for those who want to be involved in the sport but not necessarily as an athlete.
- **training of officials**, to help keep all sports fair
For example, Young Official's Awards, introduced by the Rugby Football Union, which help to recognise and celebrate the work and input of officials within sport to help it to remain fair.



Infrastructure

Infrastructure is required for competitions, as well as the creation of rules, policies and procedures of the sport through:

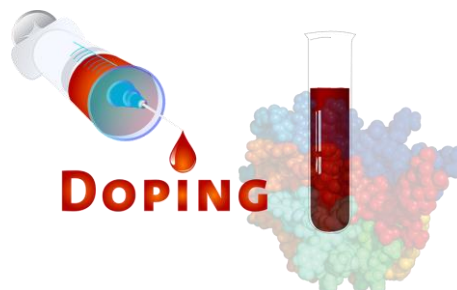
- **competitions and tournaments**, to help scout talent and provide opportunities to participate in sport
For example, Basketball England organised U13's-senior level competitions for 500 teams.
- **rulemaking and disciplinary procedures**, to reduce doping, cheating and violence in sport
For example, the Football Association has a disciplinary procedure for any individual or team connected to that sport.
- **providing a national vision**, such as promoting more women to take up that sport, such as cricket
For example, various NGBs have received funding from Women in Sport, an organisation dedicated to helping reduce the gap between the number of men and women playing sport each week.
- **providing guidelines**, including support and insurance to team members and acting as a body for advice
For example, all NGBs are required to have relevant guidelines on safeguarding and welfare of all their participants.
- **developing facilities**, and assisting with such developments to ensure the right facilities are in place in order to increase the number of people getting involved with their sport, such as in underdeveloped areas
For example, Sport England gave £8,000 of National Lottery money to British Tennis and £1,000,000 to British Basketball to reach out to areas of deprivation to encourage those on lower incomes to take part in sport.



Policies and initiatives

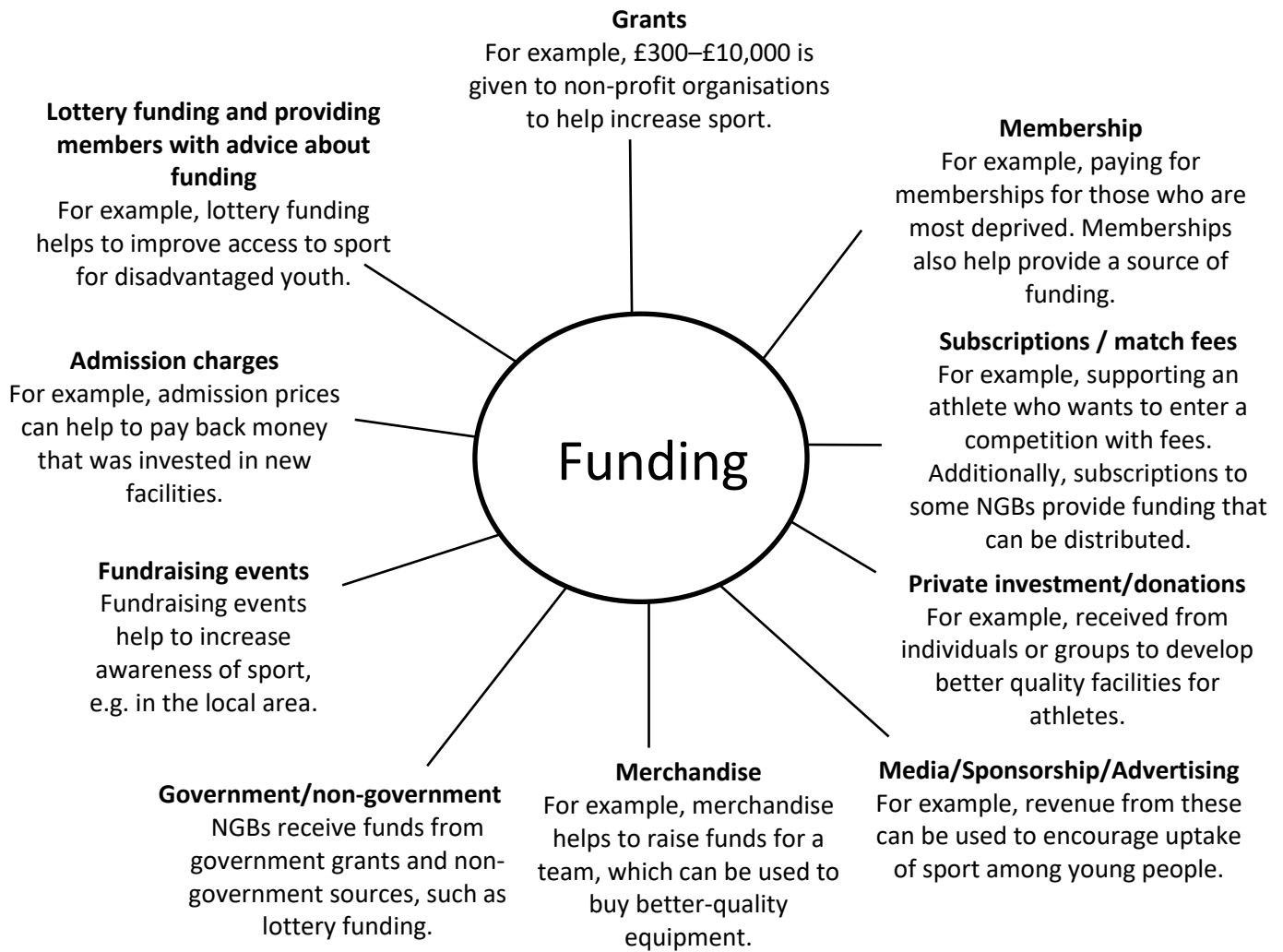
Development of important **policies and initiatives**

- Creation of anti-doping policies; for example, the England and Wales Cricket Board has anti-doping policies listing all banned substances clearly
- Promotion of etiquette and fair play; for example, the Football Association launched its 'Respect' programme
- Community programmes; for example, the Amateur Swimming Association's 'Swimfit' is a community programme.
- NGOs provide information and guidance for safeguarding



Funding

In addition to pushing for and receiving funding, NGBs distribute funding. Let's see where money is raised and spent.



Support

National governing bodies also work to provide support by giving **technical advice**. For instance, England Hockey provides information about playing surfaces, including pitch dimensions and classifications and types of surfaces.

Additionally, NGOs also provide **details on local teams**. For instance, if you were interested in playing netball in Bristol, you could find out the location of local teams, the price, their contact details and how to get started. You can simply go onto the England Netball website, click 'play' and then enter your postcode to find out more of where netball can be played in your local area.





Chapter 4 – Revision activities



1. An NGB is responsible for lobbying for, receiving and distributing funding.

For a NGB of your choice, if you were given £1 million, suggest how you would spend the money in order to increase participation among girls and women in your sport.

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2. Alongside increasing participation in sports, NGBs also support the infrastructure of a sport.

For each of the given ways they support infrastructure, give an example of a NGB and how they achieve this.

Support	Example
Competitions and tournaments	
Rulemaking and disciplinary procedures	
Providing direction and vision	
Providing guidelines, support, insurance and members	
Assisting with facility developments	



3. NGBs ensure development opportunities exist to help people get involved in their sport. Explain how creating coaching awards allows development opportunities.

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Chapter 4 – Exam-style questions

1. What do the initials NGB stand for?

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(1 mark)

2. Describe the importance of lottery funding for sports clubs.

.....
.....
(2 marks)

3. Give **four** sources of funding, other than lottery funding, for sports clubs which NGBs are involved with.

1
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2
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3
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4
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(4 marks)

4. Describe **three** ways, other than funding, in which NGBs contribute to sport and give example of each.

1
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2
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3
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4
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5
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6
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(6 marks)



Revision Series 2024

Cambridge National in Sport Studies R184: Contemporary issues in sport

♦ Notes pages ♦



The EverLearner

How to use this revision session and notes

- Complete this document when doing the live or on-demand revision shows.
- The imagery contained in the notes is designed for you to be able to study the core subject knowledge prior to the live session.
- During the live session, James will guide you through how to use that knowledge in your exam.
- Focus on the skills that James is presenting as much as the content. In most cases, students have a knowledge of the topic but struggle to respond to the command in the question. This is a focus of our revision.
- Complete the notes pages as extensively as possible and, if necessary, return to the show to complete it more than once in order to make the fullest notes possible.
- Have the National Mock Exam to hand and, ideally, your completed, marked version of it.
- Have the [exam infographics](#) to hand. These will be referred to throughout the show.

My ticklist:

- Notes pages
- Exam infographics
- Exam paper
- Exam mark scheme
- Exam model answers

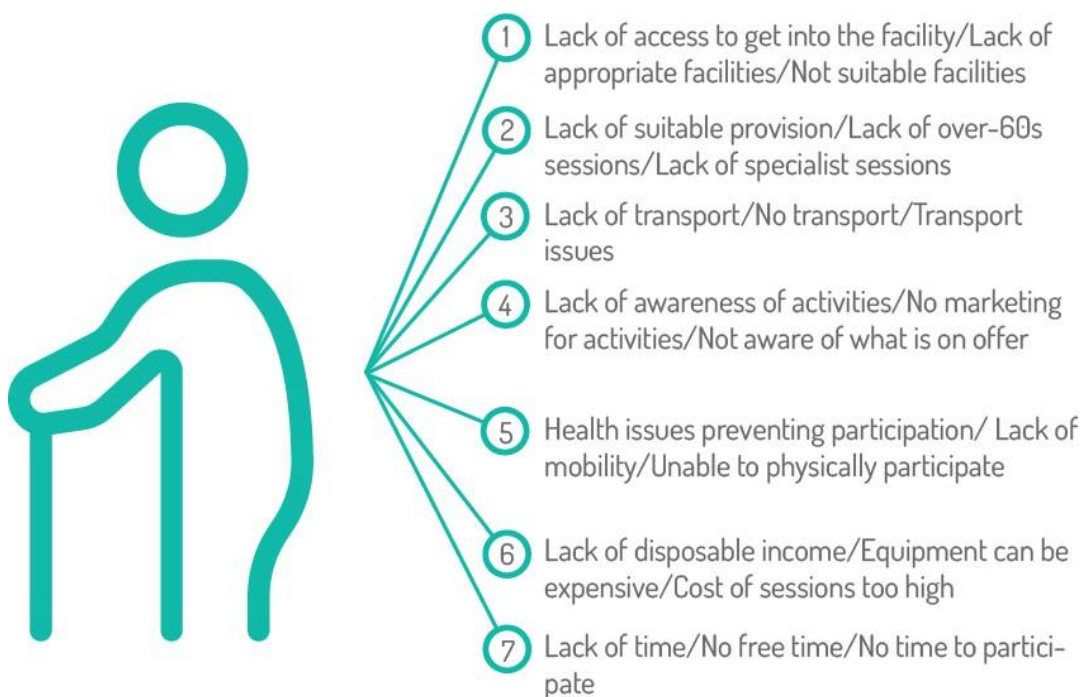
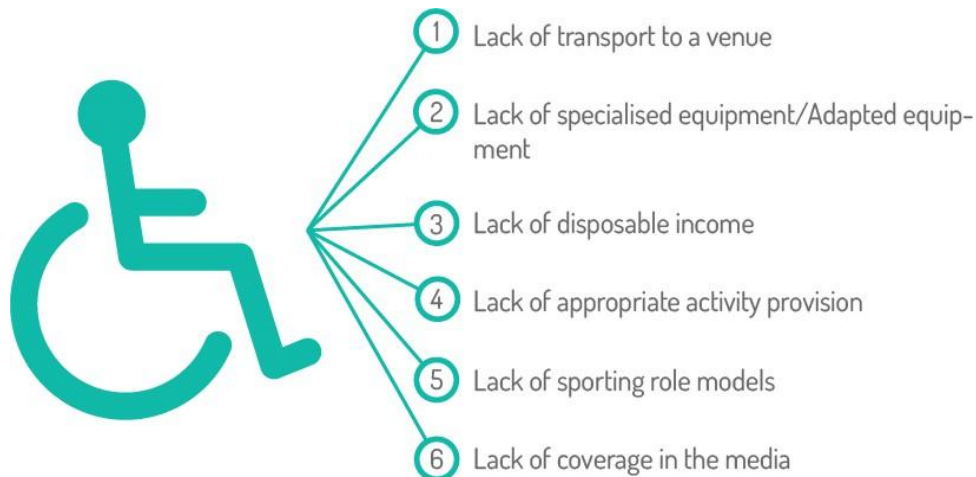
During the live show, we will cover...

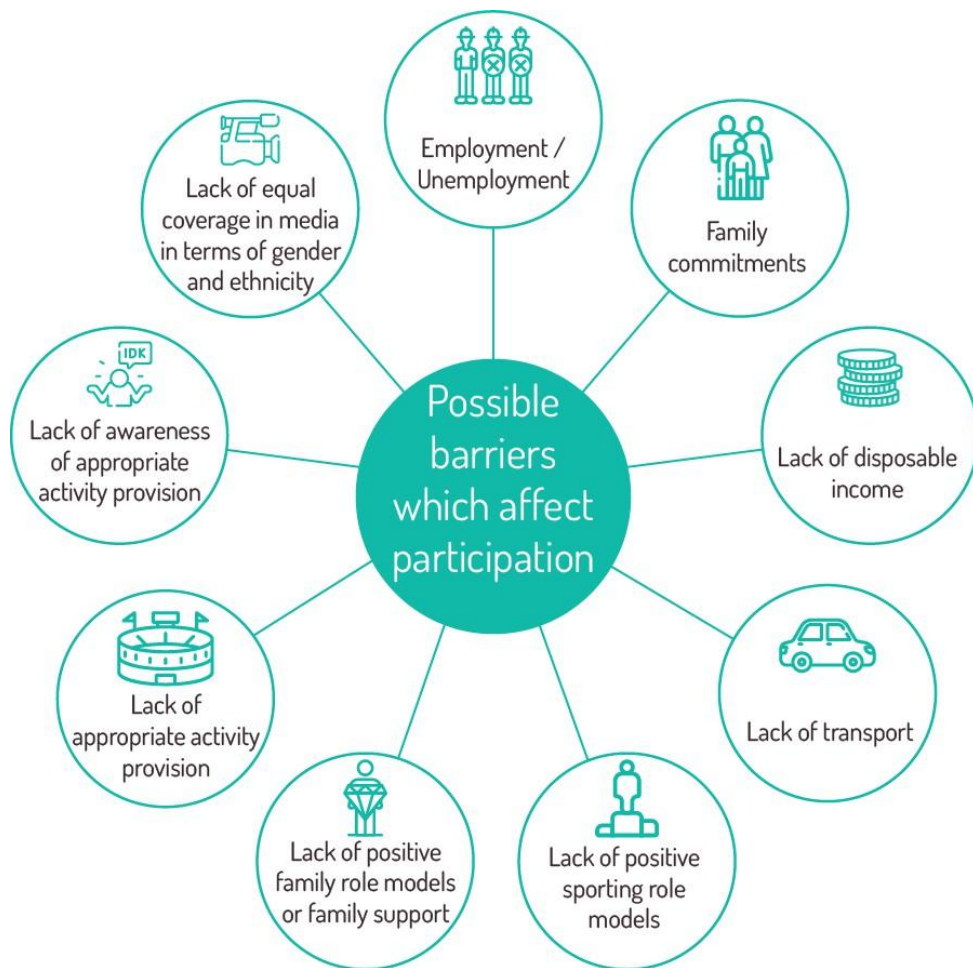
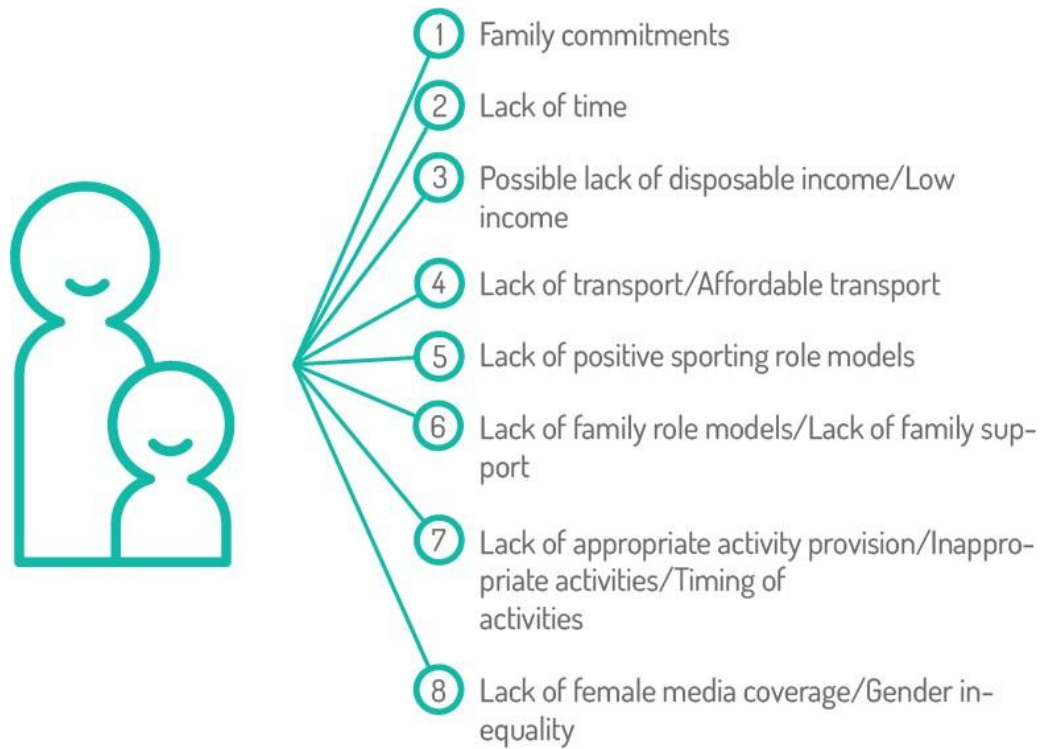
Topic 1: Different user groups (including solutions and barriers).....	3
Topic 2: Positive and negative impacts on popularity of sports in the UK	7
Topic 3: Growth of emerging sports.....	8
Topic 4: Olympic and Paralympic values.....	10
Topic 5: Initiatives, campaigns and events to promote sporting values.....	12
Topic 6: Etiquette and sporting behaviour.....	13
Topic 7: Role of WADA.....	15
Topic 8: Types and scheduling of major sporting events	16
Topic 9: What NGBs do	17
Topic 10: Positive and negative effects of technology.....	20

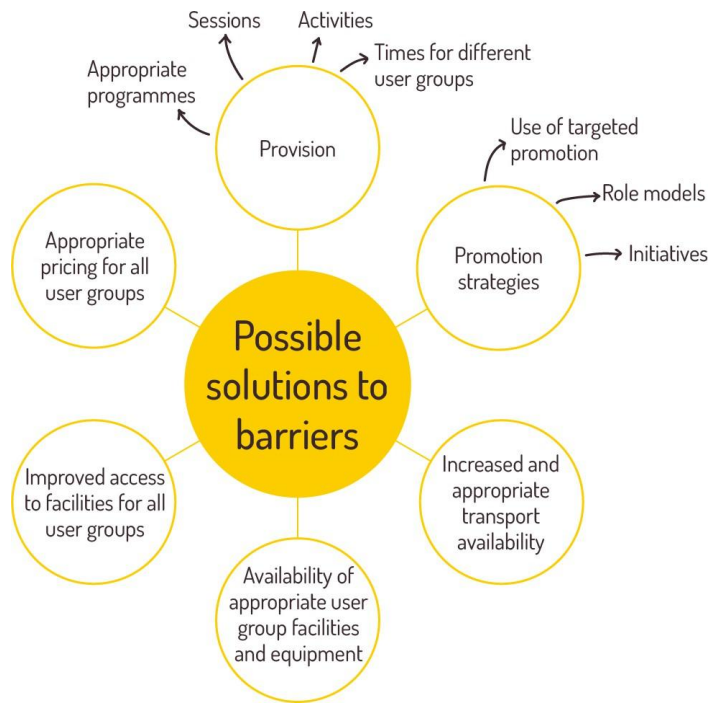
We will also cover a wide array of exam skills including command terms for shorter and longer questions as well as the extended writing requirements of the paper.

You may also find it useful to study our previous revision shows when different samples of content and skills have been developed.

Topic 1: Different user groups (including solutions and barriers)







User group	Possible barrier (1 + 2)	Possible solution (1 + 2)
Gender	Women - fear of discrimination Stereotyping - belief that some sports are traditionally male- or female-dominated	_____
People from different ethnic groups	_____	_____
Retired people / People over 60	_____	Sessions for over-60s only
Families with children	_____	Offering family-friendly sessions/parent and child sessions
Carers	Lack of free time due to caring for relative	_____
People with family commitments	_____	_____

Young children	Lack of transport (rely on parents giving them a lift)	_____
Teenagers	_____	Offer appropriately timed sessions after school or at the weekends
People with disabilities including physical, emotional and mental	_____	Adapted activities, such as sessions for wheelchair users
Parents (singles or couples)	_____	_____
People who work	Lack of free time due to working hours	_____
Unemployed / economically disadvantaged people	Lack of disposable income	_____

Pick one solution from the table. Explain a positive and negative impact to a leisure centre of providing this as a solution.

- Solution: _____
- Positive impact: _____
- Negative impact: _____



Want to know more?

Watch the FREE tutorials “Barriers which affect participation” and “Possible solutions to barriers” on [TheEverLearner.com](https://www.theeverlearner.com)

Topic 2: Positive and negative impacts on popularity of sports in the UK

26. Using the images shown, discuss the factors affecting the popularity of these two sports in the UK. You should include:

- Positive effects on popularity
- Negative effects on popularity
- Examples from each sport to support your discussion.



One factor affecting the popularity of women's football is the recent success of the Lionesses national team. An example is the team winning the Euros in 2022. As a result of this, people have been inspired to play football and participation rates have increased. The success of the Lionesses has also led to increased media coverage of women's football. For example, Sky Sports and BT Sport have increased the number of club and international games broadcast. This increases the number of visible positive role models and will encourage young people to try and emulate their idols. It could be argued that women's football is increasing in popularity more rapidly than women's hockey. One reason for this is due to access to facilities. Hockey is now usually played on a specialist astro surface, whereas football can easily be played on both grass and astro. Funding for the provision of astro pitches in football is higher than that of hockey, so access to football clubs and facilities is greater. However, hockey is able to attract high numbers of spectators to live matches, as it's usually free or very cheap to watch. For example, some clubs in the premier division do not charge for children to spectate. This is more affordable than women's football spectatorship and is a positive in making hockey popular to new viewers or possible participants.

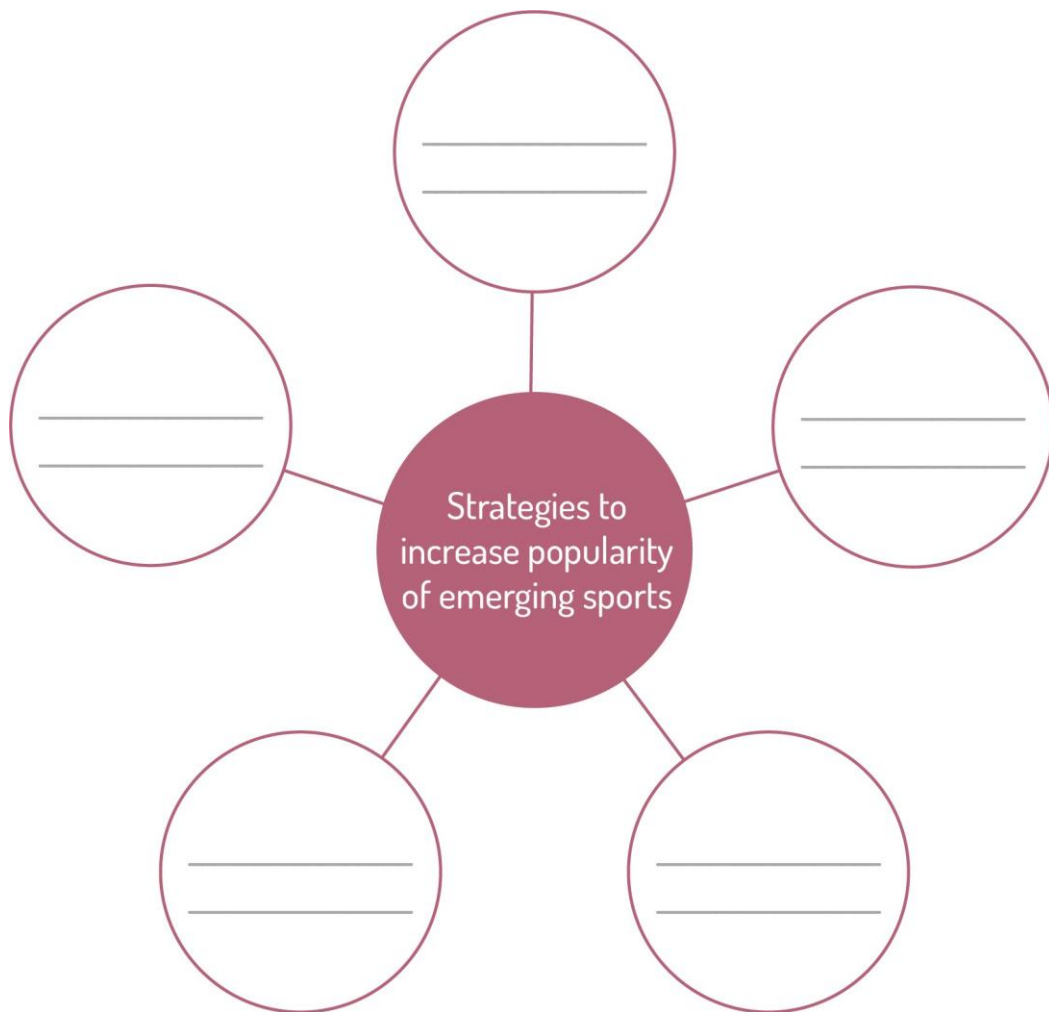
Want to know more?

Watch the tutorial "Factors that affect the popularity of sport in the UK" on [TheEverLearner.com](https://www.theeverlearner.com) (subscribers only).

Topic 3: Growth of emerging sports



Emerging sports are:



Want to know more?

Watch the tutorial “Emerging sports in the UK” on [TheEverLearner.com](https://www.theeverlearner.com) (subscribers only).

Topic 4: Olympic and Paralympic values



- ① Friendship: _____
- ② Respect: _____
- ③ Excellence: _____



- ① Determination: _____
- ② Inspiration: _____
- ③ Courage: _____
- ④ Equality: _____

F R E D I C E

Olympic value	Sporting example
Friendship	_____ _____
Respect	_____ _____
Excellence	_____ _____

Paralympic value	Sporting example
Determination	<hr/> <hr/>
Inspiration	<hr/> <hr/>
Courage	<hr/> <hr/>
Equality	<hr/> <hr/>



Want to know more?

Watch the tutorial “Olympic G Paralympic movement” on [TheEverLearner.com](https://www.theeverlearner.com) (subscribers only).

Topic 5: Initiatives, campaigns and events to promote sporting values



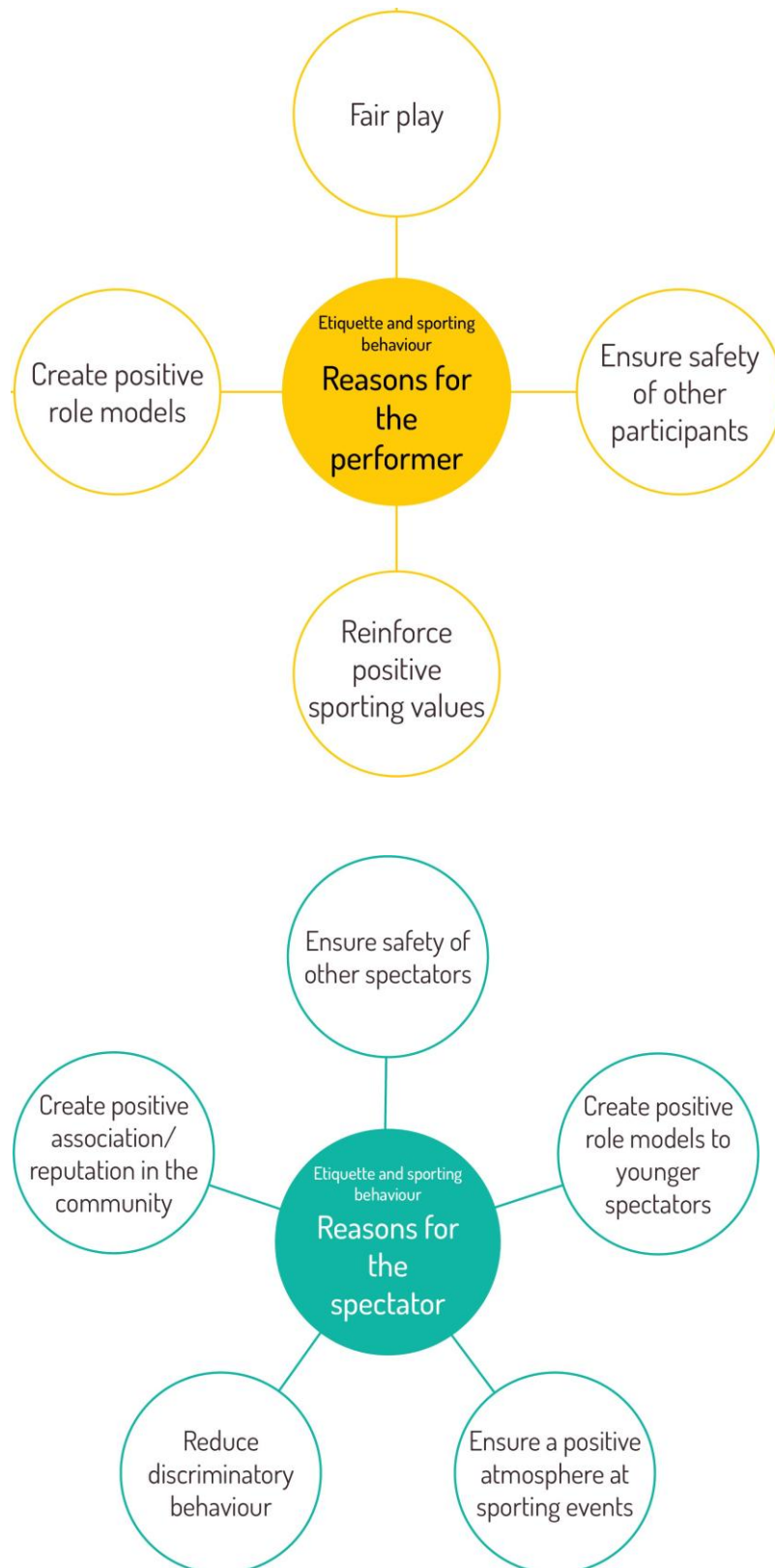
Initiative/Campaign	Aim/Description	Values it helps to promote
This Girl Can	Encourages more females to get involved in sport and physical activity.	Inclusion Excellence
Kick it Out	Reduce racism and other forms of discrimination in football.	Inclusion Tolerance and respect
Chance to Shine	Give all children the opportunity to play cricket in communities and schools.	Excellence Team spirit Fair play Inclusion
Rainbow Laces	Demonstrate support for participation of LGBTQ+ community in sport.	Inclusion



Want to know more?

Watch the tutorial “Initiatives and campaigns” on [TheEverLearner.com](https://www.theeverlearner.com) (subscribers only).

Topic 6: Etiquette and sporting behaviour



Conduct

Performer etiquette

Definition: _____

Sporting example 1:

Sporting example 2:

Spectator etiquette

Definition: _____

Sporting example 1:

Sporting example 2:

Sportsmanship

Definition: _____

Sporting example 1:

Sporting example 2:

Gamesmanship

Definition: _____

Sporting example 1:

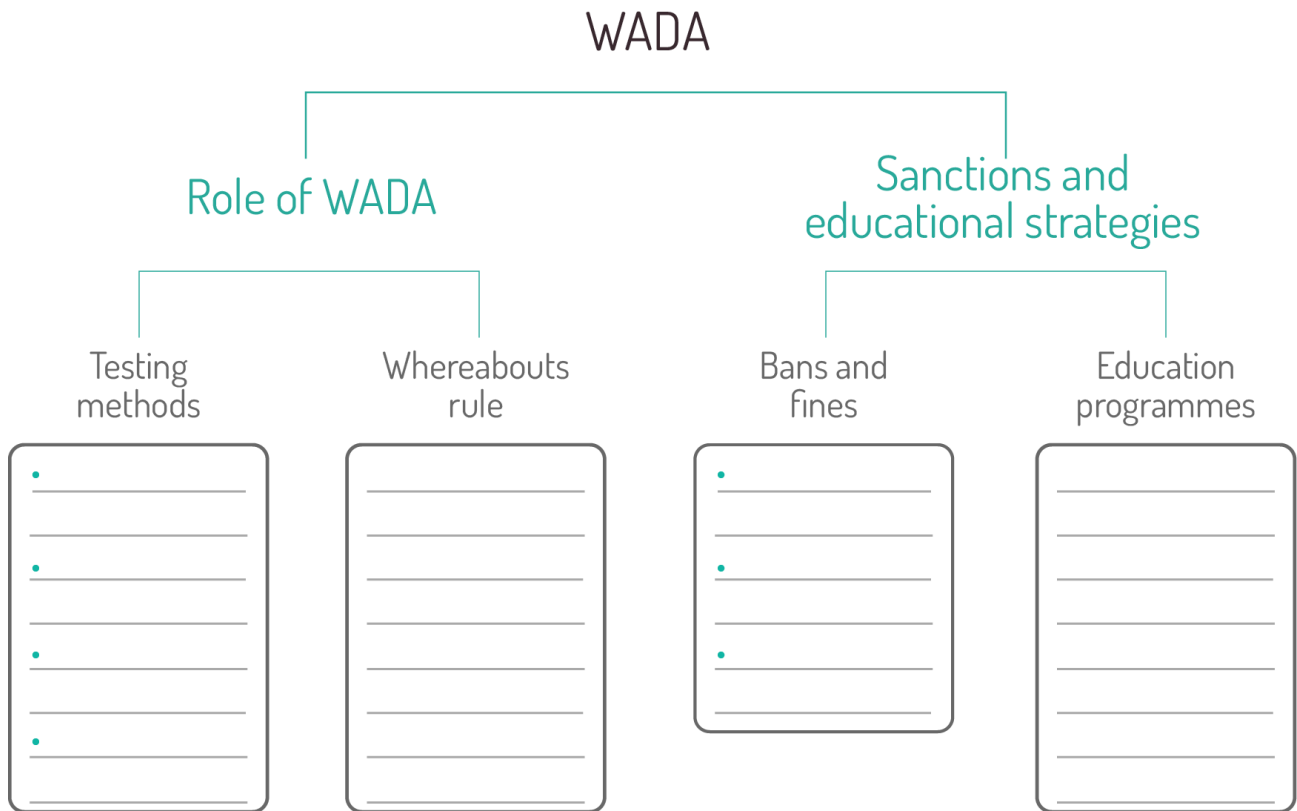
Sporting example 2:



Want to know more?

Watch the tutorial "Etiquette and sporting behaviour" on [TheEverLearner.com](https://www.theeverlearner.com) (subscribers only).

Topic 7: Role of WADA



Want to know more? Watch the tutorial “WADA” on [TheEverLearner.com](https://www.theeverlearner.com) (subscribers only).

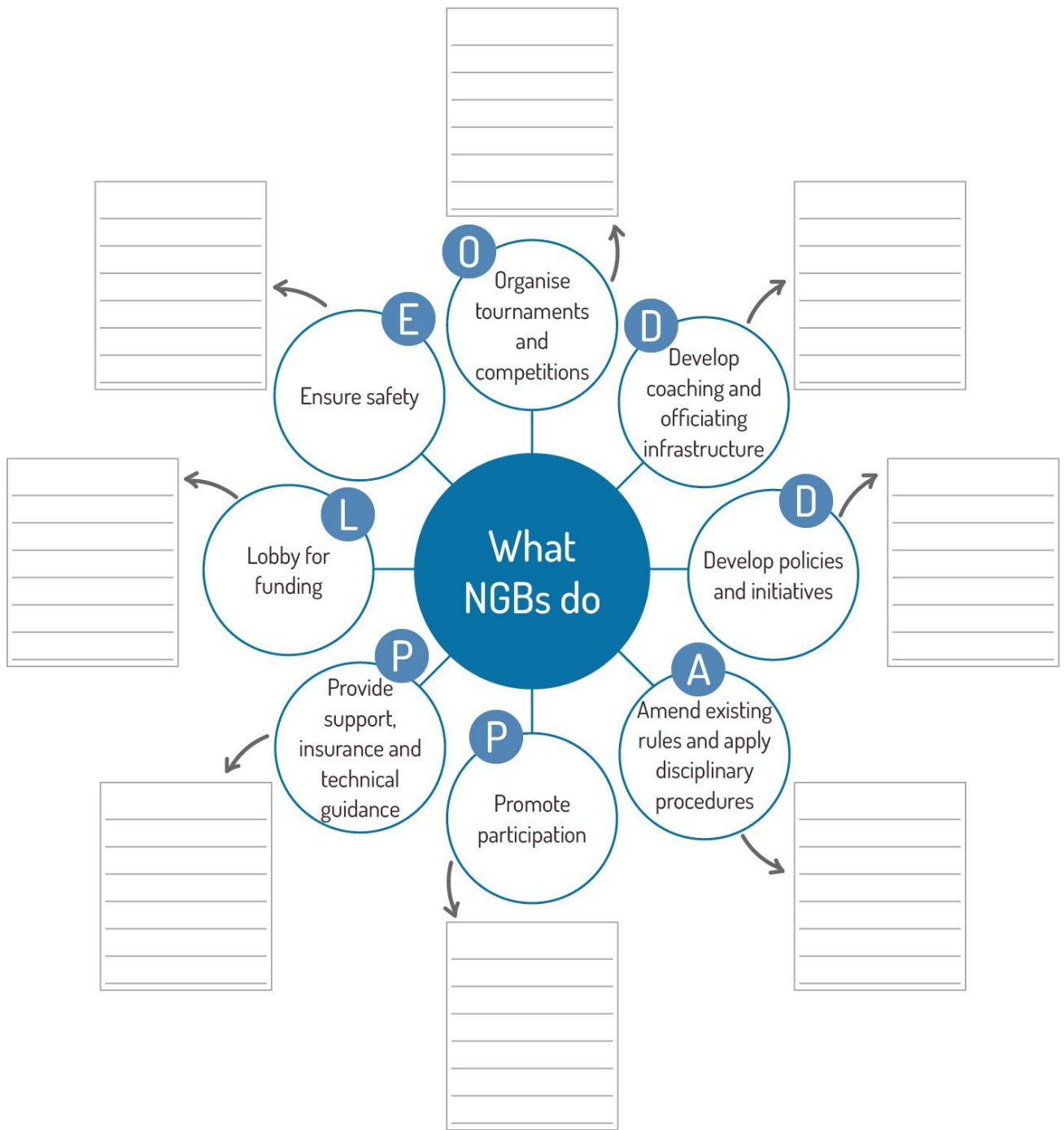
Topic 8: Types and scheduling of major sporting events

Types of sporting events and scheduling



Want to know more?

Watch the FREE tutorial “Types of events” on TheEverLearner.com



NGB	What they do	Example
FA	Develop coaching and officiating infrastructure.	FA Level 1 coaching FA Level 2 coaching FA Level 3 coaching (UEFA B) FA Level 4 coaching (UEFA A)
England Netball	Lobby for funding	Selling merchandise e.g.
ECB	Promote participation	Social media (e.g. @EnglandCricket) sharing upcoming fixtures and recent results to gain more viewers. Schemes in schools (e.g. Chance to Shine) to give children more opportunities to play.















Want to know more?

Watch the tutorial “What NGBs do” on [TheEverLearner.com](https://www.theeverlearner.com) (subscribers only).

Topic 10: Positive and negative effects of technology (performers, sport, spectators)

Positive and negative effects of technology

	
<p> _____</p> <p> _____</p> <p> _____</p> <p> _____</p> <p> _____</p>	<p> _____</p> <p> _____</p> <p> _____</p> <p> _____</p> <p> _____</p>

24. For each of the examples that you have given in your previous answer, explain how they could have a positive and negative effect on performance.

Example 1 - Positive GPS trackers will allow coaches to monitor the intensity their players are working at. It will, therefore, help them to decide if a player needs substituting due to fatigue.

Negative However, GPS tracker data can become an obsession for the player and not meeting targets could lead to the player becoming demotivated.

Example 2 - Positive Streamlined swimsuits will make the swimmer more streamlined through the water, reducing drag and, therefore, leading to quicker times.

Negative However, the technology may not be available to all elite athletes, as it's expensive. This leads to countries with bigger budgets gaining an advantage.

Marks: [4]



Want to know more?

Watch the tutorial “Positive G negative effects of technology” on [TheEverLearner.com](https://www.theeverlearner.com) (subscribers only).

Wednesday 8 January 2025 – Morning

Level 1/Level 2 Cambridge National in Sport Studies

R184/01 Contemporary issues in sport

Time allowed: 1 hour 15 minutes

No extra materials are needed.



Please write clearly in black ink. **Do not write in the barcodes.**

Centre number

--	--	--	--	--

Candidate number

--	--	--	--

First name(s)

Last name

INSTRUCTIONS

- Use black ink. You can use an HB pencil, but only for graphs and diagrams.
- Write your answer to each question in the space provided. If you need extra space use the lined pages at the end of this booklet. The question numbers must be clearly shown.
- Answer **all** the questions.

INFORMATION

- The total mark for this paper is **70**.
- The marks for each question are shown in brackets [].
- This document has **16** pages.

ADVICE

- Read each question carefully before you start your answer.

Section A

1 Which **one** of the following is an emerging sport in the UK?

Tick (✓) the correct answer.

(a) Athletics

(b) Cricket

(c) Pickleball

(d) Rugby

[1]

2 Which **one** of the following is a recognised initiative within sport?

Tick (✓) the correct answer.

(a) Boot It Out

(b) No Room for Racism

(c) Rugby around the World

(d) Tennis for All

[1]

3 Which **one** of the following is a one-off sporting event?

Tick (✓) the correct answer.

(a) British Open in golf

(b) ICC Cricket World Cup

(c) UEFA Champions League Final

(d) World Aquatics Championships

[1]

4 Which **one** of the following is the most likely barrier for a child when trying to play sport after school?

Tick (✓) the correct answer.

(a) Childcare costs

(b) Lack of motivation

(c) Lack of transport

(d) Work commitments

[1]

5 Circle **two** responses below that show values that can be promoted through sport.

Citizenship

Equality

Respect

Team spirit

[2]

6

(a) Some athletes take performance enhancing drugs (PEDs) to increase performance.

State **three** other reasons why performers might choose to use them.

1

2

3

[3]

(b) State **two** reasons why some performers choose **not** to use PEDs.

1

2

[2]

(c) Describe **two** ways in which the World Anti-Doping Agency (WADA) is reducing the amount of PEDs used in sport.

1

.....

2

.....

[2]

7 Gender and young children are two user groups in sport.

Identify **two** other user groups who participate in sport.

1

2

[2]

8

(a) Major sporting events can be Regular or One-off.

Name **another** type of sporting event. Give a description and an example of this type of event.

Event

Description

.....

Example

[3]

(b) Describe **two** features that make a sporting event major.

1

.....

2

.....

[2]

9

(a) Sporting initiatives and campaigns can be focused on a local level.

Name the other **two** levels where sporting initiatives and campaigns can be focused.

1

2

[2]

(b) Explain how initiatives such as Show Racism the Red Card aim to promote inclusion.

.....

.....

[2]

10

(a) Sporting etiquette is referred to as the unwritten rules regarding positive behaviour in sport.

Give **three** reasons why performers should demonstrate etiquette and positive sporting behaviour.

1

2

3

[3]

(b) Explain the meaning of the terms sportsmanship and gamesmanship.

.....

.....

.....

.....

[2]

Section B

11

(a) Riley is a 17 year old boy who is currently studying at college while caring for his disabled mother three days a week. A lack of appropriately timed sessions could be a barrier preventing Riley from regularly taking part in sport.

Name **three** other barriers to Riley taking part in sport.

1

2

3

[3]

(b) Explain how the solutions below could help Riley take part in sport on a more regular basis.

Appropriate timing of sessions

Explanation

.....

Use of taster sessions

Explanation

.....

[2]

12 Using sporting examples, explain why the factors below could have an impact on the popularity of sports in the UK.

Factor: Social acceptability

Explanation

.....

.....

Factor: The provision of facilities

Explanation

.....

.....

Factor: The high level success of both individuals and teams

Explanation

.....

.....

[6]

13

(a) State the meaning of the Olympic symbol.

..... [1]

(b) Name and describe **two** Olympic values and **one** Paralympic value.

Olympic value

Description

.....

.....

Olympic value

Description

.....

.....

Paralympic value

Description

.....

.....

[6]

14

- (a) Technology now plays a large part in all sports, helping the sport and its performers in a number of ways.

Draw a line from the images to the correct role that each piece of technology is playing within sport.

Carbon fibre tennis racket



Increase the accuracy of officiating

Goal line technology



Increase safety of participants

Shock absorbing footwear



Enhance performance

[3]

Section C

16 Bidding for a major sporting event such as the Olympics and the Cricket World Cup takes a lot of planning and preparation involving large numbers of people.

(a) Bidding for a major sporting event can increase employment for the host city/country. Describe **one** other positive of bidding for a major sporting event.

.....
..... [1]

(b) Describe **two** possible negative effects of bidding for a major sporting event.

1
.....
2
..... [2]

EXTRA ANSWER SPACE

If you need extra space use these lined pages. You must write the question numbers clearly in the margin.

This section of the page is a large, empty area for writing answers. It consists of a vertical solid line on the left side, creating a margin, and a series of horizontal dotted lines extending across the page to the right. The dotted lines are spaced evenly down the page, providing a guide for writing.

A large area of the page is reserved for writing, featuring a vertical solid line on the left side and horizontal dotted lines extending across the page.



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Oxford Cambridge and RSA

Cambridge National

Sport Studies

R184/01: Contemporary issues in Sport

Level 1/2 Cambridge National Certificate/Award/Diploma

Mark Scheme for January 2025

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 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 available in RM Assessor
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

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, email or via the RM Assessor messaging system.
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 the annotation 'SEEN' to confirm that the work has been seen and mark any responses using the annotations in section 11.
7. There is a NR (**No Response**) option. Award NR (No Response):

- if there is nothing written at all in the answer space
- OR if there is a comment which does not in any way relate to the question (e.g., 'can't do', 'don't know')
- OR if there is a mark (e.g., a dash, a question mark) which is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

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.**
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: Not applicable in F501
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

6. 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
Seen	Used for NR (no response)

Question	Answer	Mark	Guidance
1	(c) Pickleball	[1]	
2	(b) No Room For Racism	[1]	
3	(b) ICC Cricket World Cup	[1]	
4	(c) Lack of transport	[1]	

Question	Answer	Mark	Guidance
5	<p>Two marks from:</p> <ol style="list-style-type: none"> 1. Citizenship 2. Team spirit 	[2]	One mark for each correct answer
6a	<p>Three marks from:</p> <ol style="list-style-type: none"> 1. To recover faster from injury 2. To improve an aspect of fitness / physiological benefit 3. Pressure from nation, fans, coaches or peers 4. They feel others are taking them 5. To allow them to train harder or longer 6. To reduce pain / mask injury 7. Increased reputation / popularity / fame 8. Psychological benefits 9. Financial reward / sponsorship 10. To win / gain advantage over opponent 	[3]	<p>One mark for each correct answer</p> <p>DNA – Increase performance</p> <p>Accept Pt 2 – Lose weight</p> <p>BOD Pt 3 – Pressure</p>
6b	<p>Two marks from:</p> <ol style="list-style-type: none"> 1. Damages the reputation of the sport / performer 2. Unfair / unethical / immoral / cheating 3. Damages health / causes side effects / addiction 4. Creates negative role models 5. Sanctions / bans / fines / stripped of medals 6. Loss of sponsorship / funding 	[2]	<p>One mark for each correct answer</p> <p>Accept equivalents e.g. to be a positive role model / respect the rules</p> <p>BOD Pt 1 – Negative media coverage of sport / performer</p>

Question	Answer	Mark	Guidance
6c	<p>Two marks from:</p> <ol style="list-style-type: none"> 1. To develop / coordinate anti-doping rules 2. WADA requires performers to report their location (outside competition) 3. WADA requires performers to provide their location for at least one hour of every day 4. Development of educational initiatives 	[2]	<p>One mark for each correct answer</p> <p>DNA – WADA testing for drugs</p> <p>DNA – Bans / fines / stripping of medals</p> <p>VG – Whereabouts rule on its own</p>
7	<p>Two marks from:</p> <ol style="list-style-type: none"> 1. People from different ethnic groups 2. Carers 3. Families with children 4. Retired people / people over 60 5. People with family commitments 6. Teenagers 7. People with disabilities 8. Parents (singles or couples) 9. People who work 10. Unemployed / economically disadvantaged people 	[2]	<p>One mark for each correct answer</p> <p>DNA – Gender / young children</p> <p>VG Pt 1 – Ethnicity / ethnic groups / ethnic minorities</p> <p>BOD Pt 1 – Different ethnicities</p> <p>VG Pt 4 – Elderly people</p>




Question	Answer	Mark	Guidance
8a	<p>Three marks from:</p> <p>Event Regular and recurring</p> <p>Description Events that are held every year at the same venue</p> <p>Examples Wimbledon, FA Cup Final, British Grand Prix, All England Open Badminton Championships</p>	[3]	<p>One mark for event, description and example</p> <p>DNA – Example unless credit has been given for either event or description</p> <p>Accept any other relevant examples</p>
8b	<p>Two marks from:</p> <ol style="list-style-type: none"> 1. Involves participants from at least two different countries 2. Involves spectators from at least two different countries 3. High investment by companies / high levels of sponsorship 4. Involves performers at the elite level 5. International media coverage 	[2]	<p>One mark for each correct answer</p> <p>VG Pt 5 – Media coverage on its own</p>
9a	<p>Two marks from:</p> <ol style="list-style-type: none"> 1. Regional 2. National 	[2]	<p>One mark for each correct answer</p>

Question	Answer	Mark	Guidance
9b	<p>Two marks from:</p> <p>Aim</p> <ol style="list-style-type: none"> 1. To challenge / stop discrimination / empower role models to set good examples 2. Produce educational resources / develop activities for young people 3. Raise awareness of diversity / equality <p>Explanation</p> <ol style="list-style-type: none"> 4. Promoting tolerance / social cohesion of other races / cultures / making everyone feel welcome 5. Increasing participation from people with different backgrounds 6. Encouraging young people to challenge discrimination 	[2]	<p>One mark for each correct answer</p> <p>Max one mark for aim Max one mark for explanation</p> <p>DNA – Repetition of ‘inclusion’</p>
10a	<p>Three marks from:</p> <ol style="list-style-type: none"> 1. Respect the sport, its participants and officials 2. Maintain the sport’s traditions 3. Reinforce positive sporting values 4. Demonstrate fair play 5. Ensure safety of all 6. Create positive role models 7. To allow the activity to flow so all can enjoy 8. Increase reputation of sport / performer 	[3]	<p>One mark for each correct answer</p> <p>Accept Pt 3 –Examples of positive sporting values e.g. tolerance and respect</p> <p>BOD Pt 8 – Increases reputation VG Pt 8 – Increase popularity / participation / attract positive media attention</p>

Question	Answer	Mark	Guidance
10b	<p>Two marks from:</p> <ol style="list-style-type: none"> 1. Sportsmanship is playing fairly / within the spirit of the sport / rules of the game 2. Gamesmanship is the bending of the rules 	[2]	<p>One mark for each correct answer DNA examples on their own</p> <p>BOD Pt 1 – Respecting the opposition / showing honesty DNA Pt 1 – Respect on its own DNA Pt 2 – Not playing fairly / being dishonest</p>
11a	<p>Three marks from:</p> <ol style="list-style-type: none"> 1. Family / caring commitments 2. Lack of disposable income 3. Lack of positive sporting role models 4. Lack of time (due to college commitments) 5. Lack of family support 6. Lack of transport 7. Lack of respite care 8. Lack of awareness of activity provision 9. Lack of confidence 10. Lack of motivation 	[3]	<p>One mark for each correct answer DNA - lack of appropriately timed sessions</p> <p>BOD Pt 2 – Lack of money DNA Pt 2 – Unemployment</p> <p>VG Pt 8 – Lack of awareness of provisions</p>

Question	Answer	Mark	Guidance
11b	<p>Two marks from:</p> <p>Appropriate timing of sessions</p> <ol style="list-style-type: none"> 1. Able to access sessions that don't clash with his family / college commitments <p>Use of taster sessions</p> <ol style="list-style-type: none"> 2. Cheaper sporting sessions would help Riley to take part in more sport because he might not be able to afford to take part due to being at college. 3. To see if he enjoys the activity and wants to continue 	[2]	<p>One mark for each correct answer</p> <p>VG Pt 2 – Reference to just cheaper sessions</p>

Question	Answer	Mark	Guidance
12	<p>Six marks from:</p> <p>Social acceptability 1. A sport such as boxing could be seen as unacceptable due to the violence 2. This will decrease the popularity of the sport / reduce spectators / participants</p> <p>The provision of facilities 3. A lack of availability of facilities / clubs / not taught in schools for example pickleball 4. This will decrease the popularity of the sport / reduce spectators / participants</p> <p>The high-level success of both individuals and teams 5. If a sport has success for example women's football it can inspire people 6. This will increase the popularity of the sport / increase spectators / participants</p>	[6]	<p>One mark for each correct answer</p> <p>Even marks cannot be awarded without correct explanation of sporting example</p> <p>Accept any other relevant sporting examples</p> <p>Accept the converse regarding popularity</p>
13a	<p>One mark from:</p> <p>1. The closeness / union of the five continents</p>	[1]	<p>One mark for:</p> <p>BOD – Union of continents without stating “five”</p> <p>DNA – Countries</p> <p>VG – Five continents</p>

Question	Answer	Mark	Guidance
<p>14a</p>	<p>Three marks from:</p> <div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;"> <p>Carbon fibre tennis racket</p>  </div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;"> <p>Goal line technology</p>  </div> <div style="border: 1px solid black; padding: 2px;"> <p>Shock absorbing footwear</p>  </div> </div> <div style="display: flex; flex-direction: column; align-items: flex-end; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; width: 100px; text-align: center;">Increase the accuracy of officiating</div> <div style="border: 1px solid black; padding: 5px; width: 100px; text-align: center;">Increase safety of participants</div> <div style="border: 1px solid black; padding: 5px; width: 100px; text-align: center;">Enhance performance</div> </div>	<p>[3]</p>	<p>One mark for each correct answer</p>
<p>14b</p>	<p>Four marks from:</p> <ol style="list-style-type: none"> 1. Replays / large screens in stadiums / different camera angles / in game data / audio from officials 2. Allow spectators to feel more involved in their sport / better viewing experience 3. Retractable roofs / hybrid pitches 4. Allow matches to be played in all weathers / enhance performance of players making it more appealing 5. Carbon fibre golf clubs / tennis rackets / aerodynamic bikes 6. Enhance performance making it more appealing to watch 	<p>[4]</p>	<p>One mark for each correct answer</p> <p>Max 2 marks for example (odd)</p> <p>Max 2 marks for explanation (even)</p> <p>VG – answers without a sporting example</p> <p>Accept Any other relevant examples</p>

Question	Answer	Mark	Guidance
14c	<p>Two marks from:</p> <ol style="list-style-type: none"> 1. Unequal / unfair access to the same quality of technology / e.g. cryotherapy, hypoxic chambers 2. (Limited) availability and affordability of technology / 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 7. Increased cost of technological advancements 8. Development of new PEDs 	[2]	<p>One mark for each correct answer One mark for each negative effect or e.g. of negative effect</p> <p>DNA – One-word responses</p> <p>BOD Pt 3 – Decreased spectator experience</p>
15a	<p>One mark from:</p> <ol style="list-style-type: none"> 1. England netball 2. Football Association 3. Badminton Ireland 4. England handball 5. Scottish athletics 6. British swimming 7. Boccia England 8. British Equestrian 	[1]	<p>Accept any other relevant NGBs / abbreviations</p> <p>DNA – International governing bodies</p>

Question	Answer	Mark	Guidance
15b	<p>Two marks from:</p> <ol style="list-style-type: none"> 1. Media coverage 2. Promotional schemes / initiatives 3. Equal opportunity policies 4. Organisation of tournaments / competitions 5. Train coaches / officials 6. Use of positive role models 	[2]	<p>One mark for each correct answer</p> <p>VG Pt 1 – Media on its own VG Pt 2 – Taster sessions</p>
16a	<p>One mark from:</p> <ol style="list-style-type: none"> 1. Positive / increased media coverage / global attention on hosts / improve national status / reputation 2. Improved infrastructure (local transport) 3. Increased investment 4. Increased direct / indirect tourism 5. Improved national morale / pride 6. Improved / new facilities built 7. Increase in sports participation 8. Boost to the local economy 	[1]	<p>One mark for each correct answer</p> <p>DNA – One-word responses</p> <p>DNA – Increased employment</p> <p>BOD Pt 2 Regeneration of poorer areas</p> <p>BOD Pt 5 – Brings people together</p>

Question	Answer	Mark	Guidance
16b	<p>Two marks from:</p> <ol style="list-style-type: none">1. Expensive to bid2. Hosting not guaranteed, and money spent could be wasted3. If bid unsuccessful could lead to negative media attention / decrease in national reputation / morale4. Increased employment might only be temporary leading to increased unemployment5. Local / social objections / protests	<p>[2]</p>	<p>One mark for each correct answer</p> <p>DNA – One-word responses</p> <p>VG – Loss of money</p>

Question	Answer	Mark	Guidance
17	<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 during the hosting of a major sporting event. A justified decision is made, using appropriate examples. 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 during the hosting of a major sporting event. 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 during the hosting of a major sporting event. Discussion is likely to be unbalanced, focusing on either positive or negative effects. 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: - 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> <p>Level 2 (4-6 marks) An adequate discussion: - shows sound knowledge and understanding - analyses the points made, may show some logical reasoning - uses some appropriate terminology.</p> <p>Level 1 (1-3 marks) A basic discursive response: - shows limited knowledge and understanding. - identifies positive and negative aspects - limited or no use of appropriate terminology.</p> <p>0 marks – no response or no response worthy of</p>

The potential positive and negative effects during the hosting of a major sporting event		
Positive effects		
KU	DEV	EG – accept any other relevant examples
1. Improved social infrastructure	<ul style="list-style-type: none"> • Improved transportation • Improved sporting facilities • Increased quality of life • Improved healthcare • Improved education 	<ul style="list-style-type: none"> - More bus routes / trains / bus lanes - Creation of a health legacy - Provides platform for public health messages
2. Improved national morale/social cohesion	<ul style="list-style-type: none"> • Bring the nation together • Increase nation's mood • Increase national pride 	<ul style="list-style-type: none"> - Use of golden post boxes during 2012 Olympics - Success of a team bringing the nation together
3. Increase in national status	<ul style="list-style-type: none"> • Increases host's reputation • Causes shop window effect • Positive publicity • Financial investment 	<ul style="list-style-type: none"> - Increased reputation of France during Rugby World Cup 2023 - Guatemala achieving their first gold medal in an Olympics in 2024
4. Greater national interest in sport	<ul style="list-style-type: none"> • Increased participation levels • Increased health benefits 	<ul style="list-style-type: none"> - Interest in tennis during Wimbledon - Increase participation of women's football due to Euros in England
5. Increased media coverage of the sport(s)	<ul style="list-style-type: none"> • Increase awareness of sport • Increase participation • Increase appreciation of new sports • Minority sports given increased attention 	<ul style="list-style-type: none"> - Increased media coverage of disabled sports during the Paralympic games - Increased media coverage of badminton during the Olympics
6. A potential increase in direct and indirect tourism	<ul style="list-style-type: none"> • Economic benefits • Creating job opportunities in hospitality 	<ul style="list-style-type: none"> - Opening stages of tour de France in Yorkshire increased tourism - Increased income for hospitality sector
7. An increase in short term employment	<ul style="list-style-type: none"> • Decrease unemployment rates • Economic boost 	<ul style="list-style-type: none"> - Examples of short-term jobs; hospitality, security - Opportunities to volunteer developing teamwork and leadership skills

Negative effects		
KU	DEV	EG
8. An increase in transport, litter, pollution and noise	<ul style="list-style-type: none"> • Caused by increased visitor numbers • Increased cost • Increased traffic for locals • Negative impact on sustainability 	<ul style="list-style-type: none"> - 2012 Olympics millions spent on cleaning litter - Increased traffic on roads increased pollution - Noise disruptions for locals - Traffic disruptions for locals
9. The potential for an increase in terrorism and crime	<ul style="list-style-type: none"> • Increased cost of security • Increased worry for locals • Decreases tourism 	<ul style="list-style-type: none"> - 1996 Atlanta Olympic Games bombing - Muggings and thefts increased for locals and visitors - Additional police needed
10. Poor performance by home nation / team	<ul style="list-style-type: none"> • Decreases national morale • Decreases national reputation • Decreases participation levels • Increased violence within the country / city 	<ul style="list-style-type: none"> - South Africa / Qatar exited Football World Cup in group stages - Death threats towards hosts players and staff
11. Lack of investment in regional areas not involved in the national event	<ul style="list-style-type: none"> • Causes divisions within country/city • Financial inequality • Social inequality 	<ul style="list-style-type: none"> - Can cause demonstrations - Decreased national morale / togetherness
12. Negative media coverage	<ul style="list-style-type: none"> • Decrease status of country/city • Negative light on the sport • Decreased spectators • Decreased participation 	<ul style="list-style-type: none"> - Qatar faced negative press during the World Cup, corruption/bribery and human rights violations - Negative media coverage of water pollution during the 2016 Rio Olympics

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Cambridge National

Sport Studies

R184/01: Contemporary issues in Sport

Level 1/2 Cambridge National Certificate/Award/Diploma

Mark Scheme for January 2026

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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 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 available in RM Assessor
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses

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, email or via the RM Assessor messaging system.
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 the annotation 'SEEN' to confirm that the work has been seen and mark any responses using the annotations in section 11.
7. There is a NR (**No Response**) option. Award NR (No Response):

- if there is nothing written at all in the answer space
- OR if there is a comment which does not in any way relate to the question (e.g., 'can't do', 'don't know')
- OR if there is a mark (e.g., a dash, a question mark) which is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

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.**
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: Not applicable in F501
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

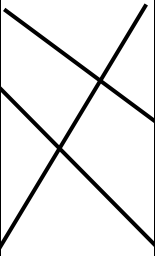
11. Annotations

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) World Anti-Doping Agency	[1]	
2	(b) Padel	[1]	
3	(b) Paralympic Games	[1]	
4	<p>One mark from:</p> <ol style="list-style-type: none"> 1. Government (grants) 2. TV rights 3. Merchandise 4. Sponsorship deals 5. Ticket sales 6. Donations 7. Fundraising 8. Lottery (funding) 9. Membership fees 	[1]	
5	<p>Three marks from:</p> <ol style="list-style-type: none"> 1. Team spirit 2. Fair play 3. Citizenship 4. Tolerance and respect 5. Inclusion 6. National Pride 7. Excellence 	[3]	<p>One mark for each correct answer</p> <p>Accept – Exact terms only</p> <p>VG Pt 4 – Tolerance / respect on their own</p>
6	<p>Two marks from:</p> <ol style="list-style-type: none"> 1. Friendship 2. Respect 	[2]	One mark for each correct answer

Question	Answer	Mark	Guidance
7	<p>Three marks from:</p> <ol style="list-style-type: none"> 1. Decrease recovery time 2. Reduce pain / mask injury 3. Improve an aspect of fitness 4. To win / gain an advantage / perform better 5. Weight loss 6. Train harder for longer 7. Cope with pressure / due to pressure from others 8. Level the playing field / others are taking them 9. Financial reward / sponsorship 10. Fame / increase reputation 11. Psychological benefits 	[3]	<p>One mark for each correct answer</p> <p>Accept Pt 3 – Relevant examples of improved components of fitness</p> <p>Accept Pt 11 – Relevant examples of psychological benefits</p>

Question	Answer	Mark	Guidance
8	<p>Three marks from:</p> <ol style="list-style-type: none"> 1. Gender 2. Families with children 3. Carers 4. People with family commitments 5. Young children 6. People with disabilities 7. Unemployed / economically disadvantaged people 8. Teenagers 9. People from different ethnic groups 	[3]	<p>One mark for each correct answer</p> <p>DNA – Parents, people who work and retired people / over 60s</p> <p>VG Pt 1 – Female / male</p> <p>VG Pt 5 – Children / young people</p> <p>VG Pt 6 – Disability / disabled</p> <p>VG Pt 9 – Ethnicity / ethnic groups / ethnic minorities</p> <p>BOD Pt 9 – Different ethnicities</p>
9	<p>Three marks from:</p> <ol style="list-style-type: none"> 1. The number of people participating 2. Environment / climate activity influence 3. <u>Live</u> spectator opportunities 4. Media <u>coverage</u> 5. Success of individuals / teams 6. Role models 7. (Social) acceptability 8. The provision of facilities / clubs 	[3]	<p>One mark for each correct answer</p> <p>Accept positive or negative</p> <p>VG Pt 1 – Participation on its own</p> <p>VG Pt 2 – Weather</p> <p>VG Pt 4 – Media / social media / promotion</p> <p>VG Pt 8 – Provision / activities / facilities on their own</p> <p>BOD Pt 8 – Lack of facilities / clubs / activities</p>

Question	Answer	Mark	Guidance								
10a	<p>Three marks from:</p> <table border="1" data-bbox="297 320 947 754"> <thead> <tr> <th data-bbox="297 320 535 403">Type of major sporting event</th> <th data-bbox="689 320 947 403">Example</th> </tr> </thead> <tbody> <tr> <td data-bbox="297 403 535 486">Regular</td> <td data-bbox="689 403 947 486">British Grand Prix</td> </tr> <tr> <td data-bbox="297 486 535 619">One-Off</td> <td data-bbox="689 486 947 619">UEFA Champions League Final</td> </tr> <tr> <td data-bbox="297 619 535 754">Regular and recurring</td> <td data-bbox="689 619 947 754">Netball World Cup</td> </tr> </tbody> </table> 	Type of major sporting event	Example	Regular	British Grand Prix	One-Off	UEFA Champions League Final	Regular and recurring	Netball World Cup	[3]	<p>One mark for each correct line</p> <p>DNA – Two lines coming from or into the same box</p>
Type of major sporting event	Example										
Regular	British Grand Prix										
One-Off	UEFA Champions League Final										
Regular and recurring	Netball World Cup										
10b	<p>Two marks from:</p> <ol style="list-style-type: none"> 1. A regular sporting event is held in different venues / cities each year 2. A regular and recurring sporting event is held in the same venue / city each year 	[2]	One mark for each correct answer								

Question	Answer	Mark	Guidance
11a	<p>Two marks from:</p> <ol style="list-style-type: none"> 1. Increased global attention / media coverage / reputation (of the hosts) 2. Increased employment 3. Financial / commercial investment 4. Improved infrastructure 5. Increased tourism 6. Improved national morale / pride 7. New / improved sports facilities 8. Increased sports participation / popularity 9. Boost to local economy 	[2]	<p>One mark for each correct answer</p> <p>Accept Pt 4 – Examples of infrastructure e.g. transport</p> <p>BOD Pt 9 – Increased income</p>
11b	<p>Two marks from:</p> <ol style="list-style-type: none"> 1. Expensive to bid / could cause country to fall into debt / wasted money if bid unsuccessful 2. Money taken away from immediate issues within the country 3. People may protest / object to bidding / hosting 4. If bid unsuccessful could lead to negative media attention / decrease in national pride / morale / reputation 5. Increased employment may only be temporary leading to increased overall unemployment 	[2]	<p>One mark for each correct answer</p> <p>DNA – One-word responses</p> <p>Accept Pt 2 – Examples of issues e.g. housing</p>

Question	Answer	Mark	Guidance
12a	<p>Two marks from:</p> <ol style="list-style-type: none"> 1. Allows testing agencies to test athletes with no advance warning 2. The rule is for out of competition testing 3. Performers must inform (the authorities) of a one hour period in every 24 hours when they can be tested 4. Notification is via national organisation / NGB for the sport who inform WADA 5. Performers must inform (the authorities) of any changes to normal location / routine 6. Whereabouts failures can be sanctioned 	[2]	<p>One mark for each correct answer</p> <p>BOD Pt 1 – Random testing</p> <p>VG Pt 3 – Make location known</p> <p>Accept Pt 5 – Examples e.g. athletes informing authorities if undertaking warm weather training</p> <p>BOD Pt 6 – Bans / fines if athletes are not at correct location</p>
12b	<p>One mark for:</p> <p>Random testing / providing location for one hour every 24 hours causes uncertainty of when the performer will be tested / fear of getting caught</p>	[1]	<p>One mark for correct answer</p>

Question	Answer	Mark	Guidance
13a	<p>Two marks from:</p> <ol style="list-style-type: none"> 1. Income from media coverage 2. Increased employment 3. Increased investment 4. Commercial benefits / benefits to local businesses 	[2]	<p>One mark for each correct answer DNA – Increased tourism / boosts economy DNA – Sporting or social benefits</p> <p>VG Pt 3 – More money Accept – Pt 4 Merchandise / ticket / food sales DNA Pt 4 – Sponsorship</p>
13b	<p>Two marks from:</p> <ol style="list-style-type: none"> 1. Increased interest in sport / media coverage 2. causing participation to increase 3. Increased sporting facilities 4. causing more opportunities to take part in sport 5. Increased reputation of the sport 6. causing participation to increase 7. Increased positive role models 8. causing participation to increase 	[2]	<p>1 mark for sporting benefit (odd) 1 mark for explanation (even)</p> <p>DNA – Explanation without sporting benefit</p>

Question	Answer	Mark	Guidance
13c	<p>One mark from:</p> <ol style="list-style-type: none"> 1. Improved (social) infrastructure 2. Improved / new sporting facilities 3. Improved national morale / pride / social cohesion 4. Increase in city / nation's status / reputation 5. Greater national interest in sport / increased participation / raised profile / popularity of sport 6. Increased media coverage of the sport(s) 7. A potential increase in tourism 8. An increase in employment 9. An increase in (future) financial investment 	[1]	<p>One mark for each correct answer</p> <p>BOD Pt 1 – Examples of infrastructure e.g. improved transport</p>

Question	Answer	Mark	Guidance
13d	<p>Three marks from:</p> <p>Unused sporting facilities</p> <p>1. Become a financial burden adding to country's debt / expensive to maintain / become derelict and an eyesore</p> <p>Costs versus revenue generated</p> <p>2. Hosts can go into debt if the cost of the event is more than that is generated / have to raise taxes</p> <p>Decreased national reputation</p> <p>3. Reduced investment / tourism coming into the host city / country</p>	[3]	<p>One mark for each correct answer</p> <p>VG Pt 1 – Waste of money</p>
14a	<p>Three marks from:</p> <p>1. Damages the reputation of performer / sport</p> <p>2. Creates negative role model</p> <p>3. Performer could be sanctioned (if caught) bans / fines / stripped of medals</p> <p>4. Performer could lose their sponsorship</p> <p>5. Creates negative media coverage</p>	[3]	<p>One mark for each correct answer</p> <p>DNA – Damaging performers' health / addiction / unfair / cheating / unethical / immoral</p> <p>Accept the converse</p> <p>BOD Pt 3 – Fear of getting caught</p> <p>VG Pt 4 – Financial loss</p>

Question	Answer	Mark	Guidance
14b	<p>Three marks from:</p> <p>Impacts</p> <p>1. Damages sport's reputation / socially unacceptable causing participation / popularity / spectator levels to reduce</p> <p>2. Sport associated with cheating / mistrust of results causing participation / popularity / spectator levels to reduce</p> <p>3. Creation of negative role models causing participation / popularity / spectator / investment / media coverage levels to reduce</p> <p>4. Negative / reduced media coverage causing funding / participation / popularity / spectator levels to reduce</p> <p>5. Reduced sponsorship / funding causing investment in the sport to reduce</p>	[3]	<p>One mark for each correct answer</p> <p>DNA – Any impact on performer</p> <p>BOD Pt 1 – Not wanting to be associated with a sport that uses PEDs</p> <p>DNA Pt 3 – Reduced role models on its own</p>

Question	Answer	Mark	Guidance
14c	<p>One mark from:</p> <ol style="list-style-type: none"> 1. Blood 2. Urine 3. Hair 4. Nail 	[1]	One mark for correct answer
15a	<p>Two marks from:</p> <ol style="list-style-type: none"> 1. Develop coaching / officiating 2. Organise tournaments / competitions 3. Create / amend rules 4. Apply disciplinary procedures 5. Ensure safety within their sport 6. Provide support / insurance / technical guidance to members 7. Develop policies / initiatives 	[2]	<p>One mark for each correct answer</p> <p>DNA – Promote participation / lobby for funding</p> <p>VG Pt 1 – Provide officials</p>

Question	Answer	Mark	Guidance																				
15b	<p>Four marks from:</p> <table border="1" data-bbox="293 363 945 1358"> <thead> <tr> <th data-bbox="293 363 600 408">Role</th> <th data-bbox="600 363 945 408">Explanation</th> </tr> </thead> <tbody> <tr> <td data-bbox="293 408 600 488">1. Developing coaching</td> <td data-bbox="600 408 945 488">2. Increasing number of coaching sessions</td> </tr> <tr> <td data-bbox="293 488 600 603">3. Developing officials</td> <td data-bbox="600 488 945 603">4. Increasing the number of games that can be played</td> </tr> <tr> <td data-bbox="293 603 600 722">5. Organising tournaments / competitions</td> <td data-bbox="600 603 945 722">6. Increasing the opportunities to participate</td> </tr> <tr> <td data-bbox="293 722 600 842">7. Developing initiatives / example of initiative</td> <td data-bbox="600 722 945 842">8. Increasing sporting awareness / participation</td> </tr> <tr> <td data-bbox="293 842 600 922">9. Ensuring safety in the sport</td> <td data-bbox="600 842 945 922">10. Increasing people's desire to get involved</td> </tr> <tr> <td data-bbox="293 922 600 1042">11. (Increased number of) role models</td> <td data-bbox="600 922 945 1042">12. Inspiring more people to take part</td> </tr> <tr> <td data-bbox="293 1042 600 1161">13. Helping to fund provision</td> <td data-bbox="600 1042 945 1161">14. Increasing access / facilities allow more people to take part</td> </tr> <tr> <td data-bbox="293 1161 600 1281">15. Increased media coverage / advertising</td> <td data-bbox="600 1161 945 1281">16. Increasing awareness / participation</td> </tr> <tr> <td data-bbox="293 1281 600 1358">17. Adapting rules</td> <td data-bbox="600 1281 945 1358">18. Increasing participation</td> </tr> </tbody> </table>	Role	Explanation	1. Developing coaching	2. Increasing number of coaching sessions	3. Developing officials	4. Increasing the number of games that can be played	5. Organising tournaments / competitions	6. Increasing the opportunities to participate	7. Developing initiatives / example of initiative	8. Increasing sporting awareness / participation	9. Ensuring safety in the sport	10. Increasing people's desire to get involved	11. (Increased number of) role models	12. Inspiring more people to take part	13. Helping to fund provision	14. Increasing access / facilities allow more people to take part	15. Increased media coverage / advertising	16. Increasing awareness / participation	17. Adapting rules	18. Increasing participation	[4]	<p>Max 2 marks for role of NGB Max 2 marks for explanation linked to participation</p> <p>Explanation mark cannot be awarded if role incorrect but if role is VG explanation mark can be awarded</p> <p>BOD Pt 1 – Increased number of coaches</p> <p>BOD Pt 3 – Increased number of officials</p> <p>DNA Pt 7 – This Girl Can</p> <p>Accept Pt 15 – Social media</p>
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Question	Answer	Mark	Guidance						
17a	<p>One marks from:</p> <ol style="list-style-type: none"> 1. Lack of positive role models 2. Lack of awareness of activity / skiing provision 3. Lack of activity / skiing provision 4. Lack of media coverage 5. Family commitments 6. Lack of appropriate environment 	[1]	<p>One mark for correct answer</p> <p>VG Pt 3 – Lack of provision / facilities / sessions on its own</p>						
17b	<p>Two marks from:</p> <table border="1" data-bbox="293 762 949 1193"> <thead> <tr> <th data-bbox="293 762 622 807">Reason</th> <th data-bbox="622 762 949 807">Justification</th> </tr> </thead> <tbody> <tr> <td data-bbox="293 807 622 1023">1.Charlie is unemployed so lacks disposable income</td> <td data-bbox="622 807 949 1023">2.May not be able to afford sessions / lessons / equipment / transport</td> </tr> <tr> <td data-bbox="293 1023 622 1193">3.Yoshi is wealthy so has disposable income</td> <td data-bbox="622 1023 949 1193">4.So can afford sessions / lessons / equipment / transport</td> </tr> </tbody> </table>	Reason	Justification	1.Charlie is unemployed so lacks disposable income	2.May not be able to afford sessions / lessons / equipment / transport	3.Yoshi is wealthy so has disposable income	4.So can afford sessions / lessons / equipment / transport	[2]	<p>Max 1 mark for reason (odd)</p> <p>Max 1 mark for linked justification (even) (I.E. Pt 1 & Pt 2 or Pt 3 & Pt 4)</p> <p>Justification mark cannot be awarded if reason incorrect but if reason is VG justification mark can be awarded</p>
Reason	Justification								
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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 different barriers and solutions to participation for both user groups. A justified decision is made, using appropriate examples. 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 different barriers and solutions to participation. This may not be a balanced discussion focusing more on one user group. Knowledge points are developed and supported with examples.</p> <p>Level 1 (1-3 marks) A basic discussion which shows limited analysis of the different barriers and / or solutions to participation. Discussion may be unbalanced, focusing on one user group. Limited or no examples used</p> <p>0 = nil response or no response worthy of credit.</p>	[8]	<p>Level 3 (7-8 marks)</p> <p>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)</p> <p>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)</p> <p>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>

Possible barriers affecting participation in sport		
KU	DEV	EG
1. Employment	<ul style="list-style-type: none"> • Work commitments can reduce the time available to participate in sport • People who work require sessions at a certain time 	<ul style="list-style-type: none"> • A working parent may lack desire / energy after a hard day at work • A working parent would struggle to attend sessions during the working day
2. Family commitments	<ul style="list-style-type: none"> • Having to look after children can reduce the time available to participate in sport • Supporting family members with childcare can reduce the time available to participate in sport 	<ul style="list-style-type: none"> • Collecting children from school / taking them to an after-school club can limit the time available to participate in sport • Taking grandchildren to school can reduce opportunities to participate in early morning sporting sessions
3. Lack of disposable income	<ul style="list-style-type: none"> • Large percentage of income spent on essentials / bills • Low income means less money to spend on sport / exercise • Lack of disposable income limits access to sport / exercise 	<ul style="list-style-type: none"> • A single working parent might find it difficult to afford memberships/ session fees/equipment for a variety of sports • A retired person might find it difficult to afford memberships/session fees/equipment for a variety of sports due to no employment • Retired person may just be living on a pension so may not be able to afford to participate in skiing / golf • A single parent may have a low disposable income so may not be able to afford to participate in horse riding
4. Lack of transport	<ul style="list-style-type: none"> • Limited access to transport reduces access to places where sports take place • Without transport a person is limited to sports that are within walking distance of where they live • Limited public transport services 	<ul style="list-style-type: none"> • A single parent may not have time to use public transport due to limited childcare • Retired person may no longer drive limiting access to sport • Limited public transport in the evening could reduce sporting participation for people after work
5. Lack of positive role models	<ul style="list-style-type: none"> • Without positive role models, inspiration/motivation levels to participate in sport decrease • Can cause a lack of confidence 	<ul style="list-style-type: none"> • Limited number of positive parent role models participating in sport • Limited number of positive retired role models participating in sport
6. Lack of (appropriate) activity provision	<ul style="list-style-type: none"> • If the right activity provision is not available, then the chances of participation are reduced • Lack of age-appropriate sessions • Inappropriate session times 	<ul style="list-style-type: none"> • Limited sessions outside working hours can reduce participation for a working parent • If there are limited age-appropriate sporting sessions, then a retired person may not participate due to low confidence
7. Lack of awareness of appropriate activity provision	<ul style="list-style-type: none"> • If someone is not aware of sports around them the chances of them participating are reduced • Lack of advertisement reduces awareness of sport 	<ul style="list-style-type: none"> • If there is a lack of advertisement/media coverage focusing on single parents, the chances of participation will decrease • If there is a lack of advertisement/media coverage focusing on retired people, the chances of participation will decrease • A retired person may be unaware of sports advertising on social media

Possible solutions to the barriers affecting participation in sport		
KU	DEV	EG – accept other appropriate examples
8. Increased provision	<ul style="list-style-type: none"> • If the number of sessions / activities increase the chances of participating will also increase • If sessions / activities are at a variety of times more people will be able to participate • If the number of age-appropriate sessions are increased participation could also increase 	<ul style="list-style-type: none"> • If more evening sessions are created working people will have more chance of participating e.g. 24-hour gyms • If more parent and children's sessions are created the chances of working parents participating will increase • Leisure centres having creches / families helping with childcare to allow single parent to exercise in the evening • If more age-appropriate sessions such as walking netball/yoga are created the chances of retired people participating will increase
9. Promotional strategies	<ul style="list-style-type: none"> • Targeted promotion will increase awareness and participation • Using specific role models may help to increase participation for certain user groups • Introduction of specific initiatives will increase awareness and participation for specific user groups 	<ul style="list-style-type: none"> • Advertisement focusing on sporting sessions/activities for single working parents/retired people will increase awareness and participation • Leisure centres using single working parents/retired people on posters/leaflets • Promotion of specific age-appropriate sports such as walking football
10. Increased transport availability	<ul style="list-style-type: none"> • Increasing transport links will help to increase participation rates • Introducing transport pricing concessions 	<ul style="list-style-type: none"> • Increasing public transport near specific user groups • Single working parent/retired transport concessions will help to increase participation • Leisure centres providing free transport • Getting a lift from friends/family
11. Appropriate pricing	<ul style="list-style-type: none"> • Reduced priced sessions/concessions • Reduced priced equipment • Equipment that is free to use 	<ul style="list-style-type: none"> • Free taster sessions for specific user groups • Leisure centre providing loyalty schemes/discounts for specific user groups • Reduced priced equipment for single working parents/retired people will increase participation • Reduced priced family sessions

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