

Cambridge National

Sport Studies

R051/01: Contemporary issues in sport, written

Level 1/2 Cambridge National Certificate/Award

Mark Scheme for January 2022

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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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1. Annotations in RM3

The following annotations are available:

- ✓ = correct response
- ✗ = incorrect response
- BOD** = Benefit of doubt
- BP** = Blank Page
- IRRL** = Irrelevant
- REP** = Repetition
- VG** = Vague
- ? = Unclear
- K** = Knowledge and understanding
- DEV** = Development
- EG** = Example
- S** = Sub-max for question reached
- L1** = Level 1
- L2** = Level 2
- L3** = Level 3

Highlighting is also available to highlight any particular points on the script.

[The following questions should be annotated with ticks to show where marks have been awarded in the body of the text question 1-14]

10. Please send a brief report on the performance of candidates to your Team Leader (Supervisor) by the end of the marking period. The Assistant Examiner's Report Form (AERF) can be found on the RM Cambridge Assessment Support Portal.

Your report should contain notes on particular strength displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

Question	Answer	Marks	Guidance
1. (a)	<p>Three marks from:</p> <ol style="list-style-type: none"> 1. Lack of mobility/fitness/ health issues (due to age) 2. Lack of suitable activities (that meet his interests/needs) 3. Lack of income/expense of facilities/equipment 4. Lack of role models 5. Lack of awareness (of provision) 6. Lack of time (due to family commitment) 	[3]	<p>1 mark for each correct answer</p> <p>DNA – Income / role models/ time on their own – must have 'lack of'</p> <p>DNA – Transport/lack of transport/childcare/lack of childcare</p>
1. (b)	<p>Three marks from:</p> <ol style="list-style-type: none"> 1. Provide appropriate/adapted activities that meet physical/ or age-appropriate needs/ interests (e.g., walking football) 2. Reduce/subsidise cost of facilities/ equipment/ membership 3. Use (age specific/appropriate) role models 4. Promotion / advertising to increase awareness of provision/targeted advertising 	[3]	<p>1 mark for each correct answer</p> <p>DNA – Jack seeking out sporting opportunities for himself e.g. going for a walk, workouts at home, playing in the park with his grandchildren. Must relate to a club/sport.</p> <p>DNA – Advertising/promotion on own</p>
2.	<p>Three marks from:</p> <ol style="list-style-type: none"> 1. Provision of facilities / pitches 2. Provision of more competitions 3. Train (more) coaches 4. Increase number of clubs / sessions 5. Use role models to encourage participation 6. Media coverage/advertising / promotion to increase awareness of the sport 7. Provide free / subsidised / coaching sessions / taster sessions 	[3]	<p>1 mark for each correct answer</p>
3.	(c) Nail sample collection	[1]	

4.	<p>Five marks from:</p> <table border="1" data-bbox="300 188 1137 596"> <thead> <tr> <th data-bbox="300 188 712 261">Olympic and Paralympic Value</th> <th data-bbox="712 188 1137 261">Example</th> </tr> </thead> <tbody> <tr> <td data-bbox="300 261 712 319">Excellence</td> <td data-bbox="712 261 1137 319">Trying your best and setting a new PB in the high jump</td> </tr> <tr> <td data-bbox="300 319 712 405">Equality</td> <td data-bbox="712 319 1137 405">All nations having an opportunity to enter athletes into the Olympic and Paralympic Games</td> </tr> <tr> <td data-bbox="300 405 712 491">Respect / Friendship</td> <td data-bbox="712 405 1137 491">Watching other athletes on your rest day and applauding their performance</td> </tr> <tr> <td data-bbox="300 491 712 549">Determination / Courage</td> <td data-bbox="712 491 1137 549">Overcoming an injury in the final of the 1500 m to finish second</td> </tr> <tr> <td data-bbox="300 549 712 596">Inspiration</td> <td data-bbox="712 549 1137 596">Being a positive role model</td> </tr> </tbody> </table>	Olympic and Paralympic Value	Example	Excellence	Trying your best and setting a new PB in the high jump	Equality	All nations having an opportunity to enter athletes into the Olympic and Paralympic Games	Respect / Friendship	Watching other athletes on your rest day and applauding their performance	Determination / Courage	Overcoming an injury in the final of the 1500 m to finish second	Inspiration	Being a positive role model	[5]	1 mark for each correct answer
Olympic and Paralympic Value	Example														
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Determination / Courage	Overcoming an injury in the final of the 1500 m to finish second														
Inspiration	Being a positive role model														
5 (a)	<p>Four marks from:</p> <ol style="list-style-type: none"> 1. Lance Armstrong (cyclist) 2. Blood doping / EPO 3. David Millar (cyclist) 4. Amphetamine 5. Ben Johnson (sprinter) 6. Steroids 7. Dwain Chambers (athlete) 8. Steroids 9. Maria Sharapova (Tennis) 10. Meldonium / improves cardiovascular functions 11. Alexander Povetin (Boxer) 12. Steroids/ostarine 11. Diego Maradona (football) 12. Stimulants (Ephedrine) 13. Justin Gatlin (athlete) 14. Testosterone/steroids 	[2]	<p>One mark for each correct answer.</p> <p>Accept any other relevant examples</p> <p>Example must relate to the actual performer for second mark.</p> <p>Can award mark for performer only (sub max 2)</p> <p>Accept any drug offence where there has been a sanction against the performer but must be performance enhancing, not recreational.</p> <p>DNA – any reference to Tyson Gay taking steroids = REP of the question</p> <p>Must use full name of performer</p>												

<p>5 (b)</p>	<p>Two marks from:</p> <ol style="list-style-type: none"> 1. To prevent cheating or an unfair advantage in the sport/to keep the sport fair 2. Contradicts the spirit of sport / sporting values 3. To prevent/protect athletes from potential (long term) health problems 4. Creates negative role models / sets a bad example 5. Brings the sport into disrepute / gives the sport a bad reputation / reduces spectatorship / reduces participation 6. May reduce sport's sponsorship / funding /media coverage 	<p>[2]</p>	<p>One mark for each correct answer.</p> <p>Reference must be to the sport, not a player or a team. DNA – unfair advantage when referring to a player</p> <p>DNA - health problems on its own.</p> <p>BOD – Mistrust of results</p>
<p>6</p>	<p>One mark for each description and one mark for matching example:</p> <p>Good media coverage</p> <ol style="list-style-type: none"> 1. Football/ rugby/tennis/golf/boxing/cricket 2. Good media coverage will result in increased popularity of sports <p>Good provision</p> <ol style="list-style-type: none"> 3. Swimming/netball/football/rugby/hockey/basketball/cricket/ athletics/tennis 4. Good availability of facilities will help boost popularity of a sport <p>Poor acceptability</p> <ol style="list-style-type: none"> 5. Boxing/ horse racing (animal cruelty) / rugby (concussion)/UFC 6. Sports with poor socially acceptability will have reduced participation/ spectatorship 	<p>[6]</p>	<p>One mark for each correct answer.</p> <p>Must gain correct example to gain affect mark.</p> <p>Accept ref to spectators or participation re popularity.</p> <p>Examples must be related to good media coverage</p> <p>Examples must be related to good provision.</p> <p>Examples must be related to poor acceptability</p>

<p>7</p>	<p>Three marks from:</p> <p>Sportsmanship (sub max 2):</p> <ol style="list-style-type: none"> 1. Shaking hands with your opponent (before/after a match) 2. Congratulating your opponent if they win/play well 3. Kicking the ball out of play when a player is injured/giving the ball back to the opposition when it is kicked out due to an injury (to a member of your team). 4. Clapping (opposition) when a substitution is made <p>Gamesmanship (sub max 1):</p> <ol style="list-style-type: none"> 5. Time wasting (when taking a goal kick) 6. Feigning/simulating injury/ diving 7. Damaging the penalty spot 	<p>[3]</p>	<p>One mark for each correct answer.</p> <p>Accept any other relevant examples</p>
<p>8</p>	<p>One mark for each value and one mark for matching description</p> <ol style="list-style-type: none"> 1. Team spirit 2. Learning how to work together/ supporting others by being part of a team 3. Fair play 4. Players adhere to the rules/ play fairly/ good sportsmanship 5. Citizenship 6. Playing / volunteering for your local team within the community 7. National pride 8. Performers unite behind their country 9. Inclusion 10. Everyone has an equal opportunity to play sport 11. Excellence 12. Players strive to be the best they can/lower ranked players often play higher ranked players and need to perform to their best. 	<p>[6]</p>	<p>One mark for each correct answer.</p> <p>Must name value correctly</p> <p>Sporting value (odd numbers) must match description to gain a second mark (even numbers)</p> <p>Sub max 3 marks for identifying sporting values</p>

<p>9</p>	<p>Two marks from:</p> <ol style="list-style-type: none"> 1. Hosted by different cities/nations 2. International element/different nations compete / teams from around the world participate /spectators from around the world will come to watch 3. Requires (a large level of) investment 4. Attracts sponsorship/investment 5. Potential sporting/ social /economic legacy 	<p>[2]</p>	<p>One mark for each correct answer.</p> <p>DNA – once in a generation on its own = REP of question re frequency. BOD International event</p>
<p>10</p>	<p>Three marks from:</p> <p>Economic Benefits (sub max 2):</p> <ol style="list-style-type: none"> 1. (Increased) tourism 2. Commercial benefits/benefit to local businesses/increase trade 3. Investment in developing/improving transport 4. Investment in infrastructure/new buildings 5. Increase employment opportunities/jobs created <p>Sporting Benefits (sub max 1):</p> <ol style="list-style-type: none"> 6. Participation/popularity (of sport) may increase 7. Improved or new sports facilities 8. Sports facilities can be used by local people after event 	<p>[3]</p>	<p>One mark for each correct answer.</p> <p>BOD - Merchandise or ticket sales/ increased revenue</p> <p>DNA – more money on own</p>

11	<p>Three marks from:</p> <p>Before:</p> <ol style="list-style-type: none"> 1. Bidding to host can be expensive 2. Bidding process may be corrupt 3. Cost of building/developing facilities <p>During:</p> <ol style="list-style-type: none"> 4. Potential risk of terrorism/ crime / riots 5. Can cause divisions in the country if only a one city benefits 6. Disruption to local community/overcrowding/litter or pollution/traffic congestion <p>After:</p> <ol style="list-style-type: none"> 7. Facilities may end up not being used after the event 8. Event may cost more than it raises in revenue 9. Negative impact on the status of the country if event is poorly run 10. Tourism increase is short-lived 11. Employment is only short term 	[3]	<p>One mark for each correct answer.</p> <p>Description must match phase of time</p> <p>Ref to it being expensive/costs a lot of money on own = TV must have link to bidding or facilities</p> <p>BOD – may go into debt</p>
12	<p>Three marks from</p> <ol style="list-style-type: none"> 1. Ensuring opportunities for all/equal opportunities policies 2. Creating initiatives to increase participation/popularity/offer schemes in schools 3. Invests funding (into schemes for schools) 4. (Increases) media coverage /advertising it/ use of social media 5. Ensures the sport has a good public image 6. Use of role models 	[3]	<p>One mark for each correct answer.</p> <p>Accept relevant example (e.g. All Stars Cricket, Back to Netball)</p> <p>BOD – posters in school from NGB</p>
13	(d) 'This Girl Can' campaign	[1]	

14 (a)	True	[1]	
14 (b)	False	[1]	
14 (c)	True	[1]	
14 (d)	True	[1]	

<p>1.</p>	<p><u>Levels of response</u></p> <p>Level 3 (7-8 marks) A comprehensive response:</p> <ul style="list-style-type: none"> - shows detailed knowledge and understanding - makes many points, many of which are well developed. - is well structured and consistently uses appropriate terminology. - there are few if any errors in grammar, punctuation and spelling. <p>Level 2 (4-6 marks) A competent response:</p> <ul style="list-style-type: none"> - shows good knowledge and understanding. - makes some valid points a few of which may be developed. - is reasonably well structured and uses some appropriate terminology. - there are occasional errors in grammar, punctuation and spelling. <p>Level 1 (1-3 marks) A basic response:</p> <ul style="list-style-type: none"> - shows limited knowledge and understanding. - makes some basic points which are rarely developed. - has limited coherence and structure with little or no use of appropriate terminology. - errors in grammar, punctuation and spelling may be noticeable and intrusive. <p>0 = nil response or no response worthy of credit.</p>	<p>[8]</p>	<p>Differentiating between levels look for:</p> <p>Level 3(7-8 marks):</p> <ul style="list-style-type: none"> • At the top of this level three barriers and three solutions are identified and developed comprehensively, with a range of examples given throughout. • At the bottom of this level at least level three barriers and two solutions are identified, or the converse, with a minimum of three developed points. <ul style="list-style-type: none"> • Examples required to access this level <p>Level 2 (4-6 marks):</p> <ul style="list-style-type: none"> • At the top of this level at least two barriers and two solutions are identified, with at least two developed points and an example. • At the bottom of the level both barriers and solutions must be addressed with at least one developed point to access this level <p>Level 1 (1-3 marks):</p> <ul style="list-style-type: none"> • At the top of this level two barriers or solutions with limited developments • At the bottom of this level one barrier or solution is identified • Barriers or solutions may be listed rather than use prose <p>Always indicate the level at the end of the response.</p> <p>MAX 5 with no examples</p>
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Indicative content Candidate responses are likely to include:
 (relevant responses not listed should be acknowledged)
Numbered points = knowledge / understanding
Bullet points = likely to be development of knowledge

Barriers to participation

1. Lack of time
 - Sports/ activities may be organised when they are at work
 - e.g. due to working full time
2. Family commitments
 - Women still seen as being responsible for bringing up a family
 - May not have childcare/ may have to look after children
3. Lack of disposable income
 - May have a low income/ part time income.
 - Cost of activities/ memberships/ equipment is too high
 e.g. lack of money due to paying for family activities/ transport/ rent
 e.g. may not work as they have to look after family/ children/working part time because of childcare
4. Lack of role models
 - Fewer female role models may reduce the popularity of sports amongst women
 - E.g. very few female cricket players
 - Fewer role models due to lack of media coverage leading to a lack of participation in sport
 e.g. lack of female sporting presenters in the media

Accept participation rates/ number of spectators in reference to popularity

- | | | | |
|--|--|--|--|
| | <p>5. Lack of provision</p> <ul style="list-style-type: none">• Lack of suitable female only / family-based sessions• Lack of facilities/clubs
e.g. activity choices for women may be limited <p>6. Limited awareness of provision</p> <ul style="list-style-type: none">• Lack of targeted advertising for women's sport• Lack of media coverage of women's sport• E.g. women's football shown much less than men's football on TV/in newspapers• (resulting in) women not knowing what opportunities are available to them <p>7. Stereotypical view of women's sport/ acceptability of women's sport</p> <ul style="list-style-type: none">• Society/some religions may view that some sports are less suitable for girls/women
e.g. rugby / boxing <p>8. Lack of confidence</p> <ul style="list-style-type: none">• Poor body image/low self-esteem/fear of discrimination/feeling uncomfortable• E.g. not wanting to display body in a swimming costume | | |
|--|--|--|--|

Solutions to barriers

9. Creating time/managing time
 - Ensure activities are on at suitable points in the day for women
e.g. 24 hours gyms/ mid-morning sessions for parents who do not work
 - Do activities that can be done at anytime
e.g. walk to work instead of driving / do yoga at home / spin bikes at work
10. Childcare options
 - Leisure centres offering family-based activities/creche
e.g. Mums and toddler sessions
 - Could find alternative childcare arrangements
e.g. Partner/ grandparent / baby sitter could offer to look after children
e.g. breakfast clubs
11. Subsidised cost
 - Offer free/taster sessions to women
e.g. women get a 3 month gym membership fee for free / free swimming sessions
 - Do sports that are free
e.g. jogging/ workouts at home
12. Increase provision
 - Provide sessions that meet the specific needs of the user women / increase the number of sessions that women are interested in
e.g. yoga / Zumba/ netball / rounders / dance
 - Create female only sessions / teams
e.g. more women's football / rugby teams are being created

	<p>13. Increase media coverage</p> <ul style="list-style-type: none">• Show more female sport on TV/social media e.g. more netball is shown on television / BBC showed women's Six Nations• Increase the amount of advertising of women's sport/clubs/teams• Show more role models e.g. Serena Williams /Jessica Ennis/Steph Houghton• Have more female presenters e.g. Alex Scott, Maggie Alphonsi <p>14. Create initiatives</p> <ul style="list-style-type: none">• Create initiatives to increase the participation rates amongst women e.g. This Girl Can / Back to Netball• Use targeted promotion to increase participation rates for women e.g. Nike advert (Dream Crazier/ This is us/ What are girls made of)		
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