

## Sample Assessment Material (SAM)

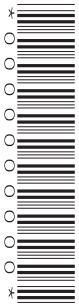
...day ... Month Year – Morning/Afternoon

Level 1/Level 2 Cambridge National in Sport Studies

R184: Contemporary issues in sport

Time allowed: 1 hour 15 minutes

No extra materials are needed



Write clearly in black ink. Do not write in the barcodes.

Centre number

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Candidate number

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First name(s) \_\_\_\_\_

Last name \_\_\_\_\_

### INSTRUCTIONS

- Use black ink.
- Write your answer to each question in the space provided. If students require additional answer space, lined paper may be available at the end of the answer booklet in a live question paper. Remember the question number(s) 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 Draw lines to match the **four** Paralympic Values to the correct definition.

| Paralympic Value | Definition  |
|------------------|---|
| Courage          | Paralympic athletes maximise their abilities, empowering and exciting others to be active and participate in sport.   |
| Determination    | Paralympic athletes celebrate diversity and show that difference is a strength. As pioneers for inclusion, they challenge stereotypes, transform attitudes and break down social barriers and discrimination towards persons with disabilities. |
|                  | Paralympic athletes support the development of tolerance and understanding between performers, spectators and citizens of all cultures.   |
| Equality         | Paralympic athletes perform sport in a manner that protects the health of the athlete and respects fair play and sports ethics.   |
|                  | Paralympic athletes, through their performances, showcase to the world what can be achieved when testing your body to its absolute limits.  |
| Inspiration      | Paralympic athletes have a unique strength of character that combines mental toughness, physical ability, and outstanding agility to produce sporting performances that regularly redefine the boundaries of possibility.                       |

[4]

2 Which **one** of the following is **not** a role of a National Governing Body?

Tick (✓) the correct answer.

- (a) Build facilities for grassroot clubs
- (b) Lobby for funding
- (c) Organise tournaments
- (d) Provide insurance guidance to members.

[1]

3 (a) Performance Enhancing Drugs (PEDs) are used by some athletes to increase their chances of winning.

Other than to increase their chances of winning, state **three** reasons why some athletes might use PEDs.

- 1.....
- 2.....
- 3.....

[3]

3 (b) Other than damaging the reputation of the sport, state **three** reasons why athletes should **not** take Performance Enhancing Drugs (PEDs).

- 1.....
- 2.....
- 3.....

[3]

4 (a) State the name of the international organisation responsible for eradicating drug use in sport by testing athletes.

.....  
.....

[1]

4 (b) Identify **one** way this organisation tests athletes for drug use?

.....  
.....

[1]

5 There are different types of major sporting events. Other than a 'one-off' event:

(a) identify a major sporting event

..... [1]

(b) identify the type of event this is

..... [1]

(c) state how the event is scheduled

..... [1]

6 Identify **one** example of sporting technology used by officials and describe **one** way it has helped the officials in a named sporting activity.

Example of sporting technology:

.....

How it has helped the officials to improve the accuracy of their decision making:

.....  
.....

[2]

7 Sports technology has both positive and negative effects on a sports performer.

(a) State **two** positive effects of technology on a sports performer.

1.....  
.....  
2.....  
.....

**[2]**

(b) State **two** negative effects of technology on a sports performer.

1.....  
.....  
2.....  
.....

**[2]**

8 Using sporting examples, explain how **four** different factors can increase participation.

Factor 1.....

Explanation.....

.....  
.....

Factor 2.....

Explanation.....

.....  
.....

Factor 3.....

Explanation.....

.....  
.....

Factor 4.....

Explanation.....

.....  
.....

**[8]**

**Section B**

**9 (a)** Kai is 15 years old and is a carer for his mother, who is a single parent.

Identify **three** barriers that might prevent Kai from regularly participating in sport.

- 1 .....  
.....
- 2 .....  
.....
- 3 .....  
.....

**[3]**

**9 (b)** Identify **three** solutions that could help Kai participate in sport more often.

- 1 .....  
.....
- 2 .....  
.....
- 3 .....  
.....

**[3]**

10 Describe **two different** ways that a performer can show sportsmanship whilst playing sport. For each way give a practical example.

Way 1.....

.....

Practical Example.....

.....

Way 2.....

.....

Practical Example.....

.....

**[4]**



11 Technology has changed the way that spectators interact with sport.

State **two** examples of sporting technology that have changed the way spectators interact with sport. For each example, provide a positive and a negative effect on spectators. You must use different positive and negative effects for each example.

Example 1.....

Positive.....

.....

Negative.....

.....

Example 2.....

Positive.....

.....

Negative.....

.....

[6]

12 'Chance to Shine' is a national sporting initiative that works with County Cricket organisations in schools to give all children the opportunity to play and learn through cricket.

(a) State **one** other national sporting initiative.

..... [1]

(b) Describe the aim and target group of the initiative you have named.

.....

.....

.....

.....

[2]

13 State **three** different examples, using named sports, of good spectator etiquette.

1.....

.....

2.....

.....

3.....

.....

**[3]**

14 Explain and give a practical example for each of the following sporting values.

National pride

Explanation.....  
.....

Practical Example.....  
.....

Inclusion

Explanation.....  
.....

Practical Example.....  
.....

Excellence

Explanation.....  
.....

Practical Example.....  
.....

**[6]**

**Section C**

- 15** Anika, who has two young children, is recovering from an injury and needs an exercise class which is low intensity. She works from Monday to Friday 9am – 3pm. She looks after her children in the evening, because her partner works nightshifts.

| <b>Classes (Intensity)</b> | Pilates (low)  | Zumba (medium) | Aqua aerobics (low) | Legs, Bums, Tums (medium) |
|----------------------------|----------------|----------------|---------------------|---------------------------|
| Monday                     | 10.15–11.15 am |                | 6.00-6.45 pm        | 6.45–7.45 pm              |
| Tuesday                    | 12.15–1.15 pm  | 10.45–11.45 am |                     | 6.45–7.45 pm              |
| Wednesday                  | 9.30–10.30 am  |                | 10.15-11.00 am      |                           |
| Thursday                   | No classes     |                |                     |                           |
| Friday                     | 10.00-11.00 am |                |                     |                           |
| Saturday                   | No classes     |                |                     |                           |
| Sunday                     | No classes     |                |                     |                           |

**Fig 1:** Leisure centre activity class timetable

Using the information in **Fig 1**:

- (a)** Explain **one** barrier to participation that could prevent Anika from taking part in a low intensity exercise class.

Barrier to participation.....

Explanation.....

.....

**[2]**

- (b)** Identify **one** solution to a barrier to participation for Anika. Explain the impact this solution would have on the leisure centre.

.....

.....

.....

.....

**[2]**

**16** Bidding for and hosting a major sporting event such as the Olympic Games may have a number of impacts on the host country.

Discuss reasons why countries might want to bid for and host the Olympic Games. You should include:

- Positive impacts on the host country
- Negative impacts on the host country
- Justification of your view as to whether the bidding for and hosting the Olympic Games brings an overall positive or negative effect for the host country.

.....

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**[8]**

**END OF QUESTION PAPER**

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Oxford Cambridge and RSA

Sample Assessment Material (SAM)

**Cambridge National in Sport Studies**  
R184/01: Contemporary issues in sport

MARK SCHEME

**Duration: 1 hour 15 minutes**

**MAXIMUM MARK 70**

Version: 2.0  
Last updated: 14/07/21  
(FOR OFFICE USE ONLY)

**This document consists of 17 pages**

**Crossed Out Responses**

If a student has crossed out a response and written a clear alternative response, then the crossed out response is not marked. If no alternative is given, examiners will give students the benefit of the doubt and mark the crossed out response if it is legible.

**Multiple Choice Question Responses**

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

**Contradictory Responses**

When a student provides contradictory responses, no mark will be awarded, even if one of the answers is correct.

**Short Answer Questions (usually worth only one mark per response)**

If a student needs to give a set number of short answer responses, but gives more, only the set number of responses will be marked. The response space will be marked from left to right on each line and then line by line until the required number of responses have been marked. The remaining responses will not be marked.

**Short Answer Questions (worth two or more marks)**

If a student is required to provide a description of, say, three items or factors and four items or factors are provided, then marking will be similar to the above example (but downwards).

**Longer Answer Questions**

If a student provides two (or more) responses to a medium or high tariff question which only needs a single (developed) response, and does not cross out the first response, the first response will be marked.

**Levels of response marking**

- a. **To determine the level** – examiners will start at the highest level and work down until they reach the level that matches the answer
- b. **To determine the mark within the level**, they will 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   |

**Section A**

| Question         | Answer   | Mark             | Guidance   |         |   |               |   |          |   |             |   |  |  |  |   |   |  |
|------------------|--|------------------|------------|---------|---|---------------|---|----------|---|-------------|---|--|--|--|---|---|--|
| 1                | <p><b>One mark sub-max for each from:</b></p> <table border="1" data-bbox="344 268 1061 932"> <thead> <tr> <th data-bbox="344 268 524 300">Paralympic Value</th> <th data-bbox="667 268 1061 300">Definition</th> </tr> </thead> <tbody> <tr> <td data-bbox="344 300 524 395">Courage</td> <td data-bbox="667 300 1061 395">Paralympic athletes maximise their abilities, empowering and exciting others to be active and participate in sport.</td> </tr> <tr> <td data-bbox="344 395 524 635">Determination</td> <td data-bbox="667 395 1061 635">Paralympic athletes celebrate diversity and show that difference is a strength. As pioneers for inclusion, they challenge stereotypes, transform attitudes and break down social barriers and discrimination towards persons with disabilities.</td> </tr> <tr> <td data-bbox="344 635 524 810">Equality</td> <td data-bbox="667 635 1061 810">Paralympic athletes support the development of tolerance and understanding between performers, spectators and citizens of all cultures.</td> </tr> <tr> <td data-bbox="344 810 524 932">Inspiration</td> <td data-bbox="667 810 1061 932">Paralympic athletes perform sport in a manner that protects the health of the athlete and respects fair play and sports ethics.</td> </tr> <tr> <td></td> <td data-bbox="667 715 1061 810">Paralympic athletes, through their performances, showcase to the world what can be achieved when testing your body to its absolute limits.</td> </tr> <tr> <td></td> <td data-bbox="667 810 1061 932">Paralympic athletes have a unique strength of character that combines mental toughness, physical ability, and outstanding agility to produce sporting performances that regularly redefine the boundaries of possibility.</td> </tr> </tbody> </table> | Paralympic Value | Definition | Courage | Paralympic athletes maximise their abilities, empowering and exciting others to be active and participate in sport. | Determination | Paralympic athletes celebrate diversity and show that difference is a strength. As pioneers for inclusion, they challenge stereotypes, transform attitudes and break down social barriers and discrimination towards persons with disabilities. | Equality | Paralympic athletes support the development of tolerance and understanding between performers, spectators and citizens of all cultures. | Inspiration | Paralympic athletes perform sport in a manner that protects the health of the athlete and respects fair play and sports ethics. |  | Paralympic athletes, through their performances, showcase to the world what can be achieved when testing your body to its absolute limits. |  | Paralympic athletes have a unique strength of character that combines mental toughness, physical ability, and outstanding agility to produce sporting performances that regularly redefine the boundaries of possibility. | 4 | Two incorrect answers are taken from the Olympic website, as ethos behind the Olympics, but are not definitions of values. |
| Paralympic Value | Definition   |                  |            |         |   |               |   |          |   |             |   |  |  |  |   |   |  |
| Courage          | Paralympic athletes maximise their abilities, empowering and exciting others to be active and participate in sport.  |                  |            |         |   |               |   |          |   |             |   |  |  |  |   |   |  |
| Determination    | Paralympic athletes celebrate diversity and show that difference is a strength. As pioneers for inclusion, they challenge stereotypes, transform attitudes and break down social barriers and discrimination towards persons with disabilities.  |                  |            |         |   |               |   |          |   |             |   |  |  |  |   |   |  |
| Equality         | Paralympic athletes support the development of tolerance and understanding between performers, spectators and citizens of all cultures.  |                  |            |         |   |               |   |          |   |             |   |  |  |  |   |   |  |
| Inspiration      | Paralympic athletes perform sport in a manner that protects the health of the athlete and respects fair play and sports ethics.  |                  |            |         |   |               |   |          |   |             |   |  |  |  |   |   |  |
|                  | Paralympic athletes, through their performances, showcase to the world what can be achieved when testing your body to its absolute limits.   |                  |            |         |   |               |   |          |   |             |   |  |  |  |   |   |  |
|                  | Paralympic athletes have a unique strength of character that combines mental toughness, physical ability, and outstanding agility to produce sporting performances that regularly redefine the boundaries of possibility.  |                  |            |         |   |               |   |          |   |             |   |  |  |  |   |   |  |

| Question |     | Answer   | Mark | Guidance  |
|----------|-----|--|------|---|
| 2        |     | <p><b>One mark for correct response:</b></p> <p>(a) Build facilities for grassroots clubs.</p>   | 1    | Only accept one response.   |
| 3        | (a) | <p><b>Three marks from (one mark for each):</b></p> <ol style="list-style-type: none"> <li>1. Improve personal performance – personal best time. Move to higher rankings</li> <li>2. Gain advantage over competitors</li> <li>3. Think everyone is doing it</li> <li>4. Pressure from – peers/family/coach to do well</li> <li>5. Financial gain – fame/money sponsorship</li> <li>6. Medals.</li> </ol> | 3    | Do not accept 'increase chance of winning' as it is in the question.<br>Other reasonable answers may be accepted.   |
| 3        | (b) | <p><b>Three marks from (one mark for each):</b></p> <ol style="list-style-type: none"> <li>1. Sanctions/bans</li> <li>2. Physical damage – masks minor injuries which may lead to more damage/greater injury to performer</li> <li>3. Mental damage/lower reputation of performer</li> <li>4. Against spirit of sport.</li> </ol>  | 3    | Do not accept 'damaging reputation of sport' as it is in the question.<br>Other reasonable answers may be accepted. |
| 4        | (a) | <p><b>One mark for correct response:</b></p> <p>World Anti-Doping Agency / WADA.</p>   | 1    |   |
| 4        | (b) | <p><b>One mark for one of:</b></p> <ol style="list-style-type: none"> <li>1. Whereabouts rule</li> <li>2. Blood sample</li> <li>3. Urine sample</li> <li>4. Hair sample.</li> </ol>  | 1    |   |

| Question |     | Answer  | Mark | Guidance  |
|----------|-----|---|------|---|
| 5        | (a) | <p><b>One mark max:</b></p> <p><b>Name event:</b> must use word 'final' in answer where appropriate</p> <ol style="list-style-type: none"> <li>(Regular) – UEFA champions league final (accept other correct responses)</li> <li>(Regular and Recurring) – Wimbledon (accept other correct responses).</li> </ol>   | 1    | Do not award a 'one-off' event as named in the spec (i.e. Olympics).  |
| 5        | (b) | <p><b>One mark for:</b></p> <p><b>Type of event:</b></p> <ol style="list-style-type: none"> <li>Regular,</li> <li>Regular and recurring.</li> </ol>   | 1    | Do not award for 'one off' as this is in the question.  |
| 5        | (c) | <p><b>One mark for:</b></p> <p><b>Schedule</b></p> <ol style="list-style-type: none"> <li>(Regular) – different city each year</li> <li>(Regular and recurring) – each year same city/venue.</li> </ol>   | 1    | Do not award marks for 'regular' or 'regular and recurring' – only for the correct explanation of each.   |
| 6        |     | <p><b>One mark sub-max for identifying an example of technology, for example:</b></p> <p><b>Video referee/VAR</b><br/> <b>Cricket 3<sup>rd</sup> umpire</b><br/> <b>Tennis Hawkeye</b><br/> <b>Cricket Hotspot</b></p> <p><b>One mark sub-max</b> for how the technology helps fair play/ accuracy of officiating specific to sport it is used in.</p> <ol style="list-style-type: none"> <li>Video referee – replaying part of sport, for example VAR offside/handball in football</li> <li>Cricket 3<sup>rd</sup> umpire – access to TV to replay disputed situations such as disputed catches</li> <li>Tennis Hawkeye – see if ball is outside line, helps accuracy of decision</li> <li>Cricket – hot spot – see if ball has hit bat or pad.</li> </ol> | 2    | <p>Accept other valid answers.</p> <p>Ways must relate to the piece of technology and sport identified to be awarded a mark.</p> <p>Answer must relate to how it has helped <b>officials</b>.</p> |

| Question |     | Answer   | Mark | Guidance  |
|----------|-----|--|------|---|
| 7        | (a) | <p><b>One mark sub-max for each positive effect. Two marks max.</b></p> <p>1. <b>Training methods</b><br/> movement analysis software, - see movements in performance – check correct technique / refine technique<br/> heart rate monitors – monitor training zones, recovery rate, instant feedback to performer.</p> <p>2. <b>Clothing</b><br/> reduced weight – supports performance – aerodynamics, no extra restriction placed on performer<br/> wicking – comfort in performance, assists regulation of body temperature.</p> <p>3. <b>Equipment</b><br/> materials used – reduced weight, aerodynamics, sweet spot<br/> Reduced risk of injury<br/> Reduced recovery time from injury.</p> | 2    | Accept other valid positive effects named. Both marks can be from any of the areas identified, or another effect if valid for a <b>sports performer</b> . |
| 7        | (b) | <p><b>One mark sub-max for each negative effect. Two marks max.</b></p> <p>1. <b>Cost of technology</b> - they may not be able to afford it / the technology is expensive</p> <p>2. <b>Availability</b> - they may not be able to use the technology / facility where the technology is, access to same level of technology</p> <p>3. <b>Can mask injuries</b> – pain, continue train may cause long term damage to injured area</p> <p>4. Unequal access to the same quality of technology – (e.g. shark suit, swimming hats, GPS tracking devices).</p>  | 2    | Accept other valid negative effects named. Both marks can be from any of the areas identified, or another effect if valid for a <b>sports performer</b> . |

| Question | Answer   | Mark | Guidance   |
|----------|--|------|--|
| 8        | <p><b>ONE mark submax for each factor. ONE mark sub max for a valid explanation of each factor:</b></p> <p><b>Factors:</b></p> <ol style="list-style-type: none"> <li>1. <b>Number of participants</b> (1) – Explanation: increase in participants impacts on the increased popularity of the sport or event, e.g. London Marathon (1)</li> <li>2. <b>Provision of facilities</b> (1) Explanation: increase in provision impacts on the increased popularity of the sport or event, e.g local football 4G pitches (1)</li> <li>3. <b>Environment / climate</b> (1) – Explanation: the more accessible the climate is such as UK has a lot of coast line, rivers, lakes for watersports_e.g. canoeing / sailing and this can increase the popularity of a sport (1)</li> <li>4. <b>High level of success</b> (1) – team and/or individual – Explanation: individual success, for example Nicola Adams for Boxing, or Team GB cycling in the Olympics can inspire participation and therefore increase the popularity of the sport (1)</li> <li>5. <b>Social Acceptability</b> (1) – Explanation: sports such as boxing or horse racing that are perceived as violent or cruel can reduce popularity / interest, whereas sports such as hockey, swimming are not perceived in the same way so it can increase popularity (1).</li> </ol> | 8    | <p>All factors and explanations must be different. Explanation must include a relevant sporting example, to be awarded the second mark.</p> <p>Factor must be related to popularity. E.g. ‘Participants’ would not be accepted, but ‘number of participants’ would. ‘Facilities’ would not be accepted, but ‘provision of facilities’ would.</p> |

| <b>Section B</b> |            |   |             |  |
|------------------|------------|---|-------------|--|
| <b>Question</b>  |            | <b>Answer</b>   | <b>Mark</b> | <b>Guidance</b>  |
| <b>9</b>         | <b>(a)</b> | <p><b>One mark sub-max for each barrier:</b></p> <p>Three barriers from:</p> <ol style="list-style-type: none"> <li>1. Family commitments</li> <li>2. Lack of positive sporting role models</li> <li>3. Lack of positive family role models / lack of family support</li> <li>4. Lack of time</li> <li>5. Lack of transport</li> <li>6. Possible lack of disposable income.</li> </ol>  | <b>3</b>    | Barriers must relate to Kai who is in the carer/ teenager user groups. |
| <b>9</b>         | <b>(b)</b> | <p><b>One mark sub-max for each solution:</b></p> <p>Three solutions, such as:</p> <ol style="list-style-type: none"> <li>1. Targeted promotion role models / initiatives to encourage him to participate</li> <li>2. Organisations to provide respite care</li> <li>3. Support groups for young carers for example Young Minds/The Children's Society</li> <li>4. Increase / appropriate transport availability – local buses</li> <li>5. Subsidised activities/sessions.</li> </ol> | <b>3</b>    | Accept other valid solutions.  |



| Question | Answer  | Mark | Guidance  |
|----------|---|------|---|
| 10       | <p><b>Two marks sub-max for each response. One mark for the sporting action and one mark for the applied example. Candidates must describe and use a sporting example.</b></p> <ol style="list-style-type: none"> <li>1. Passing ball to opposition in football when game is restarted after an injury</li> <li>2. Being honest in badminton / tennis by signalling a foot fault on service</li> <li>3. Conceding a putt in golf as it is close to the hole</li> <li>4. Checking opponent is ok after a knock out in boxing</li> <li>5. 'Walking' in Cricket before being given out by the umpire</li> <li>6. Tapping the table in snooker to acknowledge a good shot.</li> </ol> | 4    | <p>Accept any other correct examples. The ways must be different and use different practical examples (though sport can be the same).</p> <p>Must include sporting example.</p> <p><b>TV</b> (Too Vague) – Hitting ball out; 'being honest'; 'shaking hands'.</p> |

| Question |     | Answer   | Mark | Guidance  |
|----------|-----|--|------|---|
| 11       | (a) | <p><b>Three marks sub-max for each response.</b></p> <p>1. Screens in stadium<br/> <b>Positive</b> – easier to view participant activities, for example in athletics you can see the start and the finish at different positions in the stadium<br/> <b>Negative</b> – screens can cause unexpected spectator cheering/chanting, which could distract participants</p> <p>2. Broadcasting by the media<br/> <b>Positive</b> - shown worldwide - so fans can see live matches anywhere in the world to support their team. Broadcasters can change the timing of events so spectators can see events at prime time.<br/> <b>Negative</b> – media can portray negative behaviour during and away from sport, damages reputation of the sport so spectators switch off</p> <p>3. Pause / replay live TV<br/> <b>Positive</b> - instant replay to help see what has happened, helps spectators to understand the rules of the sport.<br/> <b>Negative</b> – spectators can see action and analyse each moment which can cause arguments / trouble between spectators / fans. Negative – Could lead spectators to question decisions of referee</p> <p>4. VAR<br/> <b>Positive</b> – spectators can also review play to understand decision<br/> <b>Negative</b> – interrupts flow of game</p> <p>5. Technology which provides statistics on sport<br/> <b>Positive</b> - tracking player movement / understanding increased on player and team performance – possession time / successful passes / shots on target<br/> <b>Negative</b> - information on players performance leads to criticism of player performance.</p> | 6    | <p>Sub max <b>three</b> marks for each:</p> <p><b>One</b> mark for naming the piece of technology.</p> <p><b>One</b> mark for the positive effect.</p> <p><b>One</b> mark for the negative effect.</p> <p>Any reasonable answer would be accepted.</p> <p>Technologies listed are indicative; other technologies may be considered as acceptable answers.</p> |

| Question |     | Answer  | Mark | Guidance   |
|----------|-----|---|------|--|
| 12       | (a) | <b>One mark for correctly naming sporting initiative</b><br>1. Rainbow laces LGBT<br>2. Kick it out<br>3. Sporting Equals<br>4. This Girl Can<br>5. The Great British Tennis weekend. | 1    | Accept other valid responses. Responses must be nationally recognised. |

| Question |     | Answer                                  |  |  | Mark | Guidance   |
|----------|-----|---|--|--|------|--|
| 12       | (b) |   |  |  | 2    | Do not accept Sports Aid, specific sporting club initiatives or local/regional initiatives where they visit schools. |
|          |     | <b>Initiative</b>                       | <b>Target Audience</b>   | <b>Aim</b>   |      |  |
|          |     | <b>Rainbow laces LGBT+</b>              | LGBT+ community (1)<br><br>including sporting fans/ supporters (1)   | promoting equality and diversity (1)<br><br>feel safe and welcome, irrespective of sexual orientation or gender identity (1)<br><br>acceptance in the sporting community of the LGBT+ community (1)                    |      |  |
|          |     | <b>Kick it out</b>                      | increase awareness of inclusion and diversity (1)  | Highlight consequences of inappropriate behaviour across all levels of football (1)<br><br>share good practice – greater equality and fairness (1)   |      |  |
|          |     | <b>Sporting Equals</b>                  | Sporting individuals and communities (1)<br>policymakers and delivery bodies to be inclusive of all under-represented groups (1) | promote ethnic diversity across sport and physical activity (1)<br><br>raise awareness and understanding of the needs of Ethnically Diverse Communities within the sports and health sector increase participation (1) |      |  |
|          |     | <b>This girl can</b>                    | Girls/women (1)  | raise awareness of where girls can participate and experience different activities (1) inspire females to take part in physical activity (1)   |      |  |
|          |     | <b>The great British Tennis weekend</b> | Tennis fans / Tennis clubs (1)   | provides free tennis sessions across the UK (1)<br><br>equipment - racquets and balls are provided by participating clubs (1)<br>nation-wide open day for tennis clubs and centres to get people playing tennis (1)    |      |  |

| Question | Answer   | Mark | Guidance   |
|----------|--|------|--|
| 13       | <p>One mark for each different, specific sporting example (Max 3)</p> <ol style="list-style-type: none"> <li>1. Quiet during service in tennis</li> <li>2. Applauding good play from the opposition team, for example a player scoring a century in cricket</li> <li>3. In youth football spectators staying behind the respect line</li> <li>4. Not booing during New Zealand's Haka in rugby.</li> </ol>   | 3    | <p>Each example of sporting etiquette must be different (e.g. quiet during serving in tennis; or during penalty kick in rugby, are examples of the same etiquette would not be permitted for two separate marks).</p> <p>No mark for example without naming sport<br/>No marks for naming the sport on its own.<br/>Only Spectator etiquette applied to specific sporting examples should be accepted.</p> <p>Do not credit generic sporting etiquette without a sporting example.</p> |
| 14       | <p><b>One mark sub-max for each relevant explanation</b></p> <p><b>One mark sub-max for each practical example</b></p> <ol style="list-style-type: none"> <li>1. <b>(National pride)</b> – supporting your national team (1), for example cheering for Team GB at the Olympics (1)</li> <li>2. <b>(Inclusion)</b> – Equal opportunities for all groups to play (1), for example all ethnic groups able to participate in football (1)</li> <li>3. <b>(Excellence)</b> – striving to beat your personal best (1), for example, within the 100m sprint (1).</li> </ol> | 6    |  |

| Section C |     |  |      |   |
|-----------|-----|--|------|---|
| Question  |     | Answer   | Mark | Guidance  |
| 15        | (a) | <p><b>One mark sub-max for naming a relevant barrier and one mark sub-max for a valid explanation</b></p> <ol style="list-style-type: none"> <li><b>Employment</b> (1), all of the current Pilates classes are whilst Anika is working, so she cannot attend (1)</li> <li><b>Family commitments</b> (1), must look after her children in the evenings, so as there is not childcare provision, she cannot take part in the Aqua aerobics class (1)</li> <li><b>Activity provision</b> (1); lack of appropriate low intensity activity provision at weekends (1).</li> </ol>  | 2    | <p>Barrier named should be from those listed in specification, and one which is relevant to Anika's situation.</p> <p>If explanation is clear, but barrier not explicitly named in answer (as in second example if family commitments were not mentioned), one mark can be awarded.</p> |
| 15        | (b) | <p><b>One mark for giving a solution to the barrier relevant to Annika</b></p> <ol style="list-style-type: none"> <li><b>Employment barrier</b> – to offer more classes outside 'normal' working hours</li> <li><b>Family commitment</b> – the leisure centre could set up a creche/childcare or have in place child friendly activities which coincide with the adult activities</li> <li><b>Activity provision</b> – increased provision of appropriate intensity programmes/sessions/ activities/ at different times of day or at the weekend.</li> </ol> <p><b>One mark for explaining the impact of this solution on the leisure centre:</b></p> <ol style="list-style-type: none"> <li><b>Extra costs for the centre</b> – due to increased staffing/ setting up new facilities / increased advertising</li> <li><b>Lack of demand for other activity provision</b> – if you increase the offerings then you could get a fall in potential client base per class / will there be enough participants for the activity provision</li> <li><b>Availability of facility</b> – impact on other classes; do they have enough room to accommodate all the proposed activity provision/ or the setup of a creche facility.</li> </ol> | 2    | <p>Solution should be to the barrier relevant to Annika. Impact mark cannot be awarded without this. (as would not be an applied answer).</p> <p>Impacts should be on the leisure centre and not on Anika.</p>  |

| <p><b>16. Discuss reasons why countries might want to bid for and host the Olympic Games, you should include:</b></p> <ul style="list-style-type: none"> <li>• Positive impacts on the host country</li> <li>• Negative impacts on the host country</li> <li>• Justification of your view as to whether the bidding for and hosting the Olympic Games brings an overall positive or negative effect for the host country.</li> </ul> |   |      |  |
|--|---|------|--|
| Question   | Answer  | Mark | Guidance   |
| 16   | <p><b><u>Levels of response</u></b></p> <p>All level descriptors describe the TOP of the level.</p> <p><b>Level 3 (7-8 marks)</b><br/>A strong balanced discussion which shows reasoned analysis of the positive and negative effects of both aspects of hosting. A justified decision is made, using appropriate context about bidding for and hosting the Olympic Games. Knowledge points are developed and supported with examples.</p> <p><b>Level 2 (4-6 marks)</b><br/>A discussion which shows some analysis of the positive and negative effects of both aspects of hosting. This may not be a balanced discussion. Limited use of appropriate context about bidding for and hosting the Olympic Games. Knowledge points are developed and supported with examples.</p> <p><b>Level 1 (1-3 marks)</b><br/>A basic discussion which shows limited analysis of positive or negative aspects of hosting. May use appropriate context, discussion will be unbalanced, focusing on either bidding for or hosting the Olympic event. Limited or no examples used.</p> | 8    | <p><b>Guidance:</b></p> <p><b>Level 3 (7-8 marks)</b><br/>A <b>thorough</b> discussion which:<br/>- shows <b>detailed</b> knowledge and understanding<br/>- analyses the points made, showing logical reasoning throughout<br/>- reaches a <b>justified</b> conclusion (where one is required)<br/>- <b>consistently</b> uses appropriate terminology.</p> <p><b>Level 2 (4-6 marks)</b><br/>An <b>adequate</b> discussion:<br/>- shows <b>sound</b> knowledge and understanding<br/>- analyses the points made, may show some logical reasoning<br/>- uses <b>some</b> appropriate terminology.</p> <p><b>Level 1 (1-3 marks)</b><br/>A basic discursive response:<br/>- shows <b>limited</b> knowledge and understanding.<br/>- identifies positive and negative aspects<br/>- limited or no use of appropriate terminology.</p> |
|  | <b>0 = nil response or no response worthy of credit.</b>  |      | <b>0 marks – no response or no response worthy of credit.</b>  |

|                 |  | <b>Indicative Response Content</b>   |  |
|-----------------|--|--|--|
| <b>Question</b> |  | <b>Knowledge Point, Development, Example</b>   |  |
| <b>16</b>       |  | <p><b>Pre-event considerations:</b></p> <ul style="list-style-type: none"> <li>• <b>Bidding for the event cost to the city</b> – Is the host city and its country able to afford the bidding process especially if they are then not successful in being awarded the games. e.g. Manchester in 1996 and 2000, Birmingham in 1992</li> <li>• <b>Cost of Infrastructure development</b> <ul style="list-style-type: none"> <li>○ Can the country afford to develop infrastructure prior to the games starting and revenue influx? (e.g. Montreal 1976)</li> <li>○ Financial/commercial investment/support</li> <li>○ Is there any commercial investment or interest to support the bidding process? E.g. private companies, government funding, impact on citizens – tax</li> </ul> </li> <li>• <b>The potential for increased employment</b> - Although employment may be temporary there is still a need for a workforce. E.g. building athletes village, transport system</li> <li>• <b>Local/national objections to the bidding process</b> - Do the locals in the area want the event, also will other areas of the country lose out on funding for other projects. E.g. Whilst London had majority of funding, other cities did also benefit such as Coventry, Birmingham, Manchester.</li> </ul>  |  |
|                 |  | <p><b>Hosting considerations:</b></p> <p><b>Positive:</b></p> <ul style="list-style-type: none"> <li>• <b>Improved social infrastructure</b> - accommodation and businesses developed to support tourism and athletes. E.g. London, Athens – hotels</li> <li>• <b>Improved transport systems</b> - Access for both spectators and athletes around host city and other venues across the host country. E.g. Athens tram system</li> <li>• <b>Commercial gains and increased local/ national investment</b> - Tourism boost for merchandise in and around venues, local businesses such as hotels and restaurants increase in trade. E.g. London merchandise</li> <li>• <b>Improved national morale/social cohesion</b> <ul style="list-style-type: none"> <li>○ Spectators and residents supporting their team and other countries</li> <li>○ As teams and individuals are successful, records broken supporters follow teams more. E.g. flags, crowds together in venues supporting, e.g. GB cycling team</li> </ul> </li> <li>• <b>Increase in national status</b> - Media coverage around country, E.g. places to visit during event, historical, cultural information</li> <li>• <b>Improved sporting facilities</b> - New stadiums and training facilities are built, E.g. London redevelopment of run-down area</li> <li>• <b>Greater national interest in sport</b> - More people participating in sport during games, inspired to take part, E.g. cycling in UK</li> <li>• <b>Increased media coverage in the sport(s)</b> - TV stations bid to cover different sports; E.g. BBC and Sky TV</li> <li>• <b>A potential increase in direct and indirect tourism</b> - Tourists visit during games and other tourists visit as reflection of games, E.g. tourists in host cities, other tourists visit country</li> <li>• <b>An increase in short term employment during the event</b> - Games makers to help run events, and look after tourists and staff facilities, E.g. Hosts for athletes, staff for restaurants, hotels.</li> </ul> |  |



**Negative:**

- **An increase in transport, litter, pollution and noise** - With an increased amount of people in host cities more potential for environmental damage. E.g. more traffic in cities increases pollution
- **The potential for an increase in terrorism and crime** - Many cities have become targets for terrorist attacks and also can see an increase in crime rates. E.g. Munich
- **Poor performance by home nation/team and the impact on national pride/morale** - If the home team do not progress through stages of competition host nation citizens can become disinterested and criticise other nations / performers / spectators, E.g. early exit from competition
- **Perceived relegation/lack of investment in regional areas not involved in hosting the event** - Other areas of the country feel that investment is targeted at host cities and they will lose funding. E.g. with London 2012, Northern cities not used, and funding reduced
- **Negative media coverage of perceived deficiencies in the organisation or infrastructure /facilities** - Media coverage can highlight negative aspects such as failures in transport system or sale of tickets. Facilities not being completed on time, E.g. Rio.