



Oxford Cambridge and RSA

Cambridge National

Sport Studies

R051/01: Contemporary issues in sport

Level 1/2 Cambridge National Certificate/Award

Mark Scheme for January 2023

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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MARKING INSTRUCTIONS

PREPARATION FOR MARKING

RM ASSESSOR

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

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

MARKING

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

Rubric Error Responses – Optional Questions

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

Multiple Choice Question Responses

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

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

Contradictory Responses

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

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

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

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

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

Longer Answer Questions (requiring a developed response)

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

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

Award Zero '0' if:

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

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

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

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

11. Annotations in scoris

The following annotations are available:

✓ = correct response

✗ = incorrect response

BOD = Benefit of doubt

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. Annotate where the mark has been awarded and not at the end of the line, but care should be taken to not annotate over candidates work]

Question	Answer	Marks	Guidance
1. (a)	<p>Three marks from:</p> <ol style="list-style-type: none"> 1. Lack of childcare 2. Lack of money/(disposable) income (as a single parent) 3. Lack of transport 4. Lack of time due to childcare/family or work commitments 5. Unsuitable timing of sessions 6. Lack of awareness of facility/activity provision 7. Lack of role models 8. Poor body image/lack of confidence/low self-esteem/lack of motivation 	[3]	<p>1 mark for each correct answer</p> <p>VG – if statements on their own Childcare/money/transport/lack of time/family commitments/lack of awareness/lack of provision/role models</p> <p>BOD – taking care of children</p> <p>REP – She is a single parent</p>
1. (b)	<p>Three marks from:</p> <ol style="list-style-type: none"> 1. Arrange childcare/crèche/child activity session at same time 2. Subsidise pricing / concessions of activities/sessions/equipment/membership 3. Provide transport / arrange transport with friend/ family 4. Providing appropriate activity options/family based activities 5. Programming/appropriate timing of sessions 6. Targeted advertising or promotion or initiatives 7. Use of (positive) role models 	[3]	<p>1 mark for each correct answer</p> <p>Accept answers relating to Beth or local facilities finding solutions</p> <p>VG – if statements on their own Childcare/advertisement/promotion/role model</p> <p>Pt 2 BOD Cheaper price/subsidise price</p> <p>Pt 4 BOD – more sessions for single parents</p> <p>Pt 5 BOD Adjust session times</p>

<p>2.</p>	<p>Two marks (1 mark from each area) from:</p> <p>Sportsmanship</p> <ol style="list-style-type: none"> 1. Fair play/playing by/within the spirit of the rules/game/ follow unwritten code of conduct OR putting the ball out of play when a player is injured/shaking hands with an opponent <p>Gamesmanship</p> <ol style="list-style-type: none"> 2. Bending/testing the spirit of the rules OR deliberate time wasting by kicking the ball away to prevent the opposition taking a throw in 	<p>[2]</p>	<p>One mark for each correct answer.</p> <p>Accept other relevant example</p> <p>VG – One word answers, description needed</p> <p>BOD – When athlete is fair</p> <p>DNA – not playing by the rules</p>
<p>3.</p>	<p>Two marks from:</p> <ol style="list-style-type: none"> 1. Taking part is more important than winning 2. The struggle is as important as the end result/more satisfaction is derived from preparing for sports/ making sacrifices to maximise performance than the end result 3. Striving for excellence/trying your hardest/enjoy the pursuit of excellence/important to be challenged/trying to be the best you can 	<p>[2]</p>	<p>One mark for each correct answer.</p> <p>VG - one word answers, description needed</p>

4.	<p>Three marks for Olympic/Paralympic Value and three marks for description from:</p> <ol style="list-style-type: none"> 1. Respect 2. respect for all different countries/cultures/individuals/play within the spirit of the rules shows respect for other competitors/participants 3. Excellence 4. achieve to the best of your ability/trying your hardest/best 5. Friendship 6. promotion of friendly competition/bringing the nations (of the world) together through sport/creating team spirit/developing friendship between participants 7. Courage 8. making personal sacrifice to achieve sporting goals/switching disciplines/working to overcome disabilities 9. Determination 10. perseverance to succeed despite obstacles/barriers/overcoming injury/training to succeed/don't give up 11. Inspiration 12. role models inspiring the next generation to participate 	[6]	<p>One mark for each correct answer.</p> <p>REP – Equality</p> <p>Description marks (even numbers) cannot be awarded without correct value (odd numbers)</p> <p>Value (odd numbers) can be awarded without description (even numbers)</p> <p>Accept other relevant examples</p> <p>Pt 1 DNA Tolerance and respect</p>
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5	One mark for: 1. World Anti-Doping Agency	[1]	WADA = BOD
6 (a)	Two marks from: 1. Random testing\Drug testers can then visit unannounced for testing to take place 2. Performers give (the authorities) their location to allow drug testing to take place 3. (The rule) is for out of competition testing 4. Performers must inform (the authorities) of a one hour period in every 24 hours so that they can be tested 5. Notification is via national organisation/NGB for the sport who inform WADA 6. Performers must inform (the authorities) of any change to normal location/routine	[2]	One mark for each correct answer. Pt 1 – BOD check on them at any time/no warning Pt 2 VG – athletes’ location constantly updated Accept example for pt 6 (e.g. Athletes undertaking warm weather training/altitude training must inform authorities that they will be overseas)
6(b)	Two marks from: 1. Nail (sample) 2. Hair (sample) 3. Blood (sample) 4. Urine (sample)	[2]	One mark for each correct answer.

<p>7 (a)</p>	<p>Three marks from:</p> <ol style="list-style-type: none"> 1. Lack of interest or other interests/distractions (e.g. computer games) /lack of motivation 2. Limited provision/access to activities/facilities 3. Lack of awareness of activities/facilities/opening times 4. Requires supervision by an adult or parent/guardian not available. 5. Lack of transport/can't get there 6. Lack of role models/parents do not participate in/value sport 7. Lack of money/ (disposable) income/cannot afford to participate 8. Embarrassment/body image/Lack of confidence/self esteem 9. Peer pressure/friends do not participate 10. Lack of time due to school work/family commitments 	<p>[3]</p>	<p>One mark for each correct answer.</p> <p>VG – if statements on their own Lack of awareness/lack of time/money/transport/motivation</p> <p>Pt 3 BOD - restricted times for children</p> <p>DNA any reference to Media coverage</p>
<p>7 (b)</p>	<p>Two marks from:</p> <ol style="list-style-type: none"> 1. Use of (positive) role models 2. Increased advertisement/promotion 3. Awareness of benefits of participation (e.g. health/fitness/make new friends) 4. Initiatives to increase participation (e.g. this girl can) 5. Provide alternate timings for sessions (after school/weekends) 6. Free/reduced/subsidised/taster sessions 7. Gender specific sessions 8. Arrange transport with friend/family member/subsidised transport 9. Increase provision/number of (extracurricular) sessions/local clubs 	<p>[2]</p>	<p>One mark for each correct answer.</p> <p>Accept answers relating to children/local facilities finding solutions</p> <p>Pt 2 VG - Media coverage</p> <p>Pt 4 Accept other examples of initiatives</p> <p>Pt 8 BOD – provide transport</p>

8 (a)	'One-off'	[1]	
8 (b)	Regular and recurring	[1]	
8 (c)	Regular and recurring	[1]	
8 (d)	Regular	[1]	
8 (e)	'One-off'	[1]	
8 (f)	Regular	[1]	
9	<p>Five marks:</p>	[5]	<p>Max of 5 marks, one mark for each correct match of sporting value and example.</p>

10 (a)	<p>Two marks from:</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/improving infrastructure/ new buildings 5. Employment opportunities/jobs created 	[2]	<p>One mark for each correct answer</p> <p>VG – Tourism</p> <p>Pt 2 BOD – Shop window effect/Merchandising or ticket sales/increased revenue/bring more money into the economy/country</p> <p>Pt 2 VG – increase money</p> <p>Pt 4 TV – facilities/provision</p> <p>VG – Status of country increased</p>
10 (b)	<p>Two marks from:</p> <ol style="list-style-type: none"> 1. Bidding to host can be expensive 2. Country may not be able to afford to host an event 3. Cost of (building) facilities/infrastructure may be (too) high/expensive 4. Other projects may be stopped/put on hold as funding is diverted to build infrastructure/facilities 	[2]	<p>One mark for each correct answer</p> <p>VG – responses that relate to during/after the sporting event e.g. Jobs only temporary/event can cost hosts more than it raises in revenue before event</p> <p>VG – any reference to debt/losing money unless related to before the event</p>

11	<p>Three marks from:</p> <ol style="list-style-type: none"> 1. Rulemaking/disciplinary procedures 2. Promote fair play/etiquette 3. Give advice and guidance of safety of facilities/equipment/activities 4. Research causes of injuries and how to prevent 5. Train officials 6. Train coaches in (safe practice) /providing coaching qualifications 7. Age/weight/gender categories 	[3]	<p>One mark for each correct answer.</p> <p>Pt 1 - Accept example of a rule (e.g. height of tackle in rugby) or disciplinary procedures (e.g. banning or fining athletes)</p> <p>VG – provide officials/coaches</p> <p>Pt 4/5 - Accept example of coaching/officiating award (e.g. Rugby Ready)</p>
12	<p>Three marks from:</p> <ol style="list-style-type: none"> 1. Developing competition structures/tournaments 2. Responsible for rulemaking and disciplinary procedures. 3. Providing a national directive and vision. 4. Providing guidelines/support/insurance to members. 5. Assist with facility developments 	[3]	<p>One mark for each correct answer.</p> <p>Pt1 – BOD organise matches VG – Organise events</p> <p>Pt 2 - Accept example of a rule (e.g. height of tackle in rugby) or disciplinary procedures (e.g. banning or fining athletes)</p> <p>Pt 5 – VG build facilities</p>
13	(b) Families with pets	[1]	

14 (a)	Kick it out	[1]	
14 (b)	An initiative to increase participation amongst girls	[1]	VG if response is sport specific
14 (c)	Chance to shine	[1]	
14 (d)	A charity event (using sports/physical activities) to raise money for children/people in need	[1]	VG - Initiative to raise money BOD – raise money for children in need /malnourished people

<p>15.</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><u>Indicative content</u> 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 EG = likely to be practical examples of how emerging sports popularity has been affected</p>	<p>When differentiating between levels look for:</p> <p>Level 3 (7-8 marks)</p> <p>At the top of the level candidates show a well-developed understanding of the factors affecting popularity of emerging sports</p> <p>At the top of this level candidates are able to give at least four knowledge points and three developments, with a variety of sporting examples, linked to a range of factors.</p> <p>Level 2 (4-6 marks)</p> <p>At the top of the level candidates will show a good understanding of the factors affecting popularity of emerging sports</p> <p>At the top of this level candidates are able to give at least three knowledge points, two developments with an example linked to the factors affecting popularity of emerging sports</p> <p>Maximum mark accessible without examples = 5</p> <p>Level 1 (1-3 marks)</p> <p>Basic understanding of the factors impacting on the popularity of emerging sports in the UK.</p> <p>At the top of this level candidates will be able to give at least three knowledge/development/example points from a variety of factors</p> <p>Candidates may just list the factors affecting popularity.</p> <p>Limited or no examples used</p> <p>Always indicate the level at the end of the response.</p> <p>One correct statement only, KU, DEV or EG = 1 mark</p> <p style="text-align: center;">[8]</p>
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Accept both positive and negative effects on popularity/participation of an emerging sport in the UK		
Accept any of the following emerging sports throughout the candidate's response: Ultimate Frisbee, American Football, Lacrosse, Parkour, Softball / baseball, Foot Golf, Handball, Futsal, Walking football/ netball, Quidditch, Korfball, Snowboarding/skiing, Skateboarding, BMX, Pickleball & Padel.		
Factors impacting upon the popularity of an emerging sport in the UK		
KU	DEV	EG
1.Participation	<ul style="list-style-type: none"> Limited number of participants in emerging sports can decrease popularity 	Not enough participants to play American Football competitively
	<ul style="list-style-type: none"> Limited infrastructure/ leagues can decrease popularity 	No competitive ultimate frisbee leagues in local area
	<ul style="list-style-type: none"> Participating in school curriculum can increase popularity 	Experiencing emerging sport in school may lead to participation later in life
2.Provision	<ul style="list-style-type: none"> Lack of facilities/equipment can decrease popularity 	American football requires lots of equipment limited number of softball pitches
	<ul style="list-style-type: none"> Increase in popularity if minimal equipment is needed 	Ultimate frisbee only requires a disc
	<ul style="list-style-type: none"> Limited number of coaches/sessions/teams decrease popularity 	Limited number of sessions in local area for lacrosse No quidditch team in the area
3.Environment/ climate	<ul style="list-style-type: none"> Poor climate in UK can limit popularity of certain emerging sports 	Not wanting to play footgolf in the rain
	<ul style="list-style-type: none"> Many emerging sports can be played indoors, so climate will have limited impact on popularity 	Korfball/handball played indoors
	<ul style="list-style-type: none"> The popularity of some sports require specific environments 	Snowboarding/skiing requires snow on mountains
4.Spectatorship	<ul style="list-style-type: none"> Some sports have larger spectator base which can make the sport more popular 	Futsal increases in popularity due to link with football
	<ul style="list-style-type: none"> Low level of spectatorship contributes to decrease popularity/participation 	Limited number of opportunities to watch Handball
5.Media coverage	<ul style="list-style-type: none"> Increase media exposure can lead to increase in participation/popularity 	NFL shown on Sky Sports
	<ul style="list-style-type: none"> Increase media coverage during major sporting event can increase popularity 	Baseball/softball added to Summer Olympics
	<ul style="list-style-type: none"> Free access to emerging sports via online streaming can increase popularity 	Ultimate Frisbee games streamed for free on YouTube
6.Success of teams/individuals	<ul style="list-style-type: none"> Success of athletes in an emerging sport can increase popularity 	Christian Wade playing in NFL
	<ul style="list-style-type: none"> Success of athletes at major sporting events can increase popularity 	Sky Brown/Bethany Shriever increased popularity of skateboarding/BMX

7.Role models	<ul style="list-style-type: none"> Lack of role models can reduce popularity 	Limited ultimate frisbee role models reduces participation
	<ul style="list-style-type: none"> Positive role models can increase participation/popularity 	Colin Kaepernick NFL (taking a knee)
	<ul style="list-style-type: none"> Negative actions from role models can decrease participation/ popularity 	Distrust of baseball results due to drug scandals
	<ul style="list-style-type: none"> If popular role models from other sports watch or play it 	David Beckham/Lewis Hamilton seen while snowboarding
8.Acceptability	<ul style="list-style-type: none"> Some emerging sports are seen as violent 	American football linked to aggression and concussion
	<ul style="list-style-type: none"> Effects of race/gender/disability stereotyping can decrease popularity 	Girls should not play American football
	<ul style="list-style-type: none"> Some emerging sports are not respected as actual sports causing popularity to decrease 	Quidditch/ footgolf/ parkour

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