

Cambridge National

Sport Studies

R184/01: Contemporary issues in Sport

Level 1/2 Cambridge National Certificate/Award/Diploma

Mark Scheme for June 2025

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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

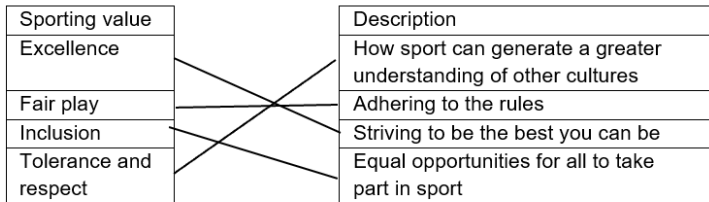
11. Annotations

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
Seen	Used for NR (no response)

	Answer	Mark	Guidance
1	(a) Courage	[1]	
2	(c) Sweat	[1]	
3	(b) The Championships, Wimbledon	[1]	
4	(b) Cricket for Fun	[1]	
5	Two marks from: 1. Gender 2. People who work 3. Retired people / people over 60 4. Families with children 5. Carers 6. People with family commitments 7. Young children 8. Teenagers 9. People with disabilities 10. Parents (single or couples) 11. People from different ethnic groups 12. Unemployed / economically disadvantaged people	[2]	One mark for each correct answer VG Pt 1 – Female / male VG Pt 3 – Elderly people VG Pt 7 – Children VG Pt 11 – Ethnicity / ethnic groups / ethnic minorities BOD Pt 11 – Different ethnicities

	Answer	Mark	Guidance
6	Three marks from: 1. Lack of disposable income 2. Lack of transport 3. Lack of (positive) sporting role models 4. Lack of family role models / family support 5. Lack of appropriate activity provision 6. Lack of awareness of appropriate activity provision 7. Lack of media coverage 8. Lack of / cost of specialist equipment 9. Lack of time (due to education) 10. Fear of discrimination 11. Low confidence / self esteem	[3]	One mark for each correct answer VG Pt 1 – Cost on its own DNA – Transport, money, media coverage etc on their own VG – Lack of provision / facilities / awareness DNA – Lack of motivation
7a	Three marks from: 1. The provision of facilities / clubs 2. Environment / climate 3. Live spectator opportunities 4. The amount of media <u>coverage</u> 5. The high level of success of individuals and teams 6. The number of positive role models available	[3]	One mark for each correct answer DNA – Social acceptability / number of people participating VG Pt 1 – Provision DNA Pt 2 - Weather VG Pt 4 Media / promotion / social media

	Answer	Mark	Guidance																		
7b	Two marks from: <table><tr><td>1. Increased facilities / clubs allows more people to participate increasing popularity</td></tr><tr><td>2. If the environment / climate is suitable for the sport, then more people will participate increasing popularity</td></tr><tr><td>3. Increased live spectator opportunities will allow more people to watch the sport helping to increase its popularity</td></tr><tr><td>4. The more media coverage allows more people to be aware of the sport increasing popularity</td></tr><tr><td>5. If an individual or team is successful it will inspire others to take part increasing popularity</td></tr><tr><td>6. If there are more positive role models then more people will be inspired to take part increasing its popularity</td></tr></table>	1. Increased facilities / clubs allows more people to participate increasing popularity	2. If the environment / climate is suitable for the sport, then more people will participate increasing popularity	3. Increased live spectator opportunities will allow more people to watch the sport helping to increase its popularity	4. The more media coverage allows more people to be aware of the sport increasing popularity	5. If an individual or team is successful it will inspire others to take part increasing popularity	6. If there are more positive role models then more people will be inspired to take part increasing its popularity	[2]	One mark for each correct answer DNA – Answers without reference to the positive impact on popularity Accept – Reference to increased participation / spectators for increased popularity If 7a is blank or incorrect no marks can be awarded for 7b Can gain credit for 7b if 7a is VG												
1. Increased facilities / clubs allows more people to participate increasing popularity																					
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8	Two marks from: <table><tr><td>American / Flag football</td><td>Parkour</td></tr><tr><td>BMX / skateboarding</td><td>Pickleball</td></tr><tr><td>CrossFit</td><td>Quidditch</td></tr><tr><td>Foot tennis</td><td>Softball</td></tr><tr><td>Futsal</td><td>(Ultimate) frisbee</td></tr><tr><td>Handball</td><td>Triathlon</td></tr><tr><td>Kabaddi</td><td>Walking football</td></tr><tr><td>Korfbal</td><td>Walking netball</td></tr><tr><td>Lacrosse</td><td></td></tr></table>	American / Flag football	Parkour	BMX / skateboarding	Pickleball	CrossFit	Quidditch	Foot tennis	Softball	Futsal	(Ultimate) frisbee	Handball	Triathlon	Kabaddi	Walking football	Korfbal	Walking netball	Lacrosse		[2]	One mark for each correct answer Accept any other relevant examples DNA – Footgolf and Padel DNA – Gender versions of sports i.e. women’s football
American / Flag football	Parkour																				
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	Answer	Mark	Guidance
9a	 The diagram consists of two boxes. The left box, titled 'Sporting value', contains four items: Excellence, Fair play, Inclusion, and Tolerance and respect. The right box, titled 'Description', contains four items: How sport can generate a greater understanding of other cultures, Adhering to the rules, Striving to be the best you can be, and Equal opportunities for all to take part in sport. Lines connect 'Excellence' to 'Adhering to the rules', 'Fair play' to 'Striving to be the best you can be', 'Inclusion' to 'Equal opportunities for all to take part in sport', and 'Tolerance and respect' to 'How sport can generate a greater understanding of other cultures'.	[4]	One mark for each correct line
9b	Two marks from: Fair play 1. Correct sporting example of following the rules e.g. ensuring you do not punch below the belt in boxing / no two footed tackles in football Excellence 2. Correct sporting example of performers striving to be their best e.g. beating your own personal best in the shot putt throw / scoring your highest number of goals in a netball match	[2]	DNA – Answers without a sporting example DNA Pt 1 – Any examples linked to sportsmanship or etiquette in reference to fair play BOD – trying your best to win a netball match
10a	Four marks from: 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.	[4]	One mark for each missing word / phrase

	Answer	Mark	Guidance
10b	One mark from: It's more important to become involved and try rather than to win	[1]	Accept any other appropriate responses
10c	One mark from: The closeness / union of the five continents	[1]	BOD – Union of continents without stating five DNA – countries VG – five continents
11	Two marks from: 1. Regular 2. Regular and recurring 3. One-off	[2]	One mark for each correct answer

	Answer	Mark	Guidance
12a	Three marks from: Economic benefit (sub max 2) 1. Increased tourism 2. Commercial benefit / benefits to local businesses 3. Investment to develop infrastructure 4. Investment to develop new facilities 5. Increased employment Sporting benefit (sub max 1) 6. Participation / popularity / reputation of sport may increase 7. Improved / new sporting facilities 8. Sports facilities can be used by locals after event 9. Increased publicity for lesser-known sports	[3]	2 marks for economic benefit and 1 for sporting benefit BOD Pt 2 – Merchandise or ticket sales / increased revenue linked to local businesses DNA – more money on its own

	Answer	Mark	Guidance
12b	Four marks from: Drawback 1. Potential risk of terrorism / crime / riots / hooliganism 2. Hosts perform poorly / event is badly organised 3. Disruption for local people / overcrowding / litter / pollution / congestion 4. Increased cost of security 5. Negative media coverage 6. Lack of investment into other areas not involved Explanation 12. causing locals to feel unsafe 13. causing a drop in national morale 14. causing a decrease in the standard of life for local people 15. causing the cost of the event to rise 16. causing the hosts reputation to be decreased 17. causing resentment / social unrest	[4]	Max 2 marks for drawbacks Max 2 marks for explanations Drawbacks must relate to during the event DNA - does not make a profit Explanation mark only awarded when relevant drawback is present

	Answer	Mark	Guidance
12c	Three marks from: 1. Improved (social) infrastructure 2. Improved / new sporting facilities 3. Improved national morale / social cohesion 4. Increase in city / nation's status / reputation 5. Greater national interest in sport / increased participation / raised profile 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	[3]	One mark for each correct answer DNA – one-word responses e.g. tourism VG Pt 6 – Media coverage VG Pt 9 – increased income / economy
13a	Three marks from: 1. Promote participation 2. Develop the sport's coaches and officials 3. Organise tournaments and competitions 4. Amend existing rules / disciplinary procedures for rule breakers 5. Provide support / advice / insurance / technical guidance to members 6. Develop policies and initiatives 7. Lobby for funding	[3]	One mark for each correct answer DNA Ensure safety within sport DNA Pt 2 – Provide officials VG Pt 7 – Funding on its own

	Answer	Mark	Guidance
13b	Three marks from: 1. Rulemaking / disciplinary procedures 2. Give advice and guidance of safety of facilities / equipment / activities 3. Promote fair play / etiquette 4. Train officials 5. Train coaches / provide coaching qualifications 6. Age / weight / gender categories 7. Use of technology e.g. smart mouth guards 8. Creation of safeguarding policies	[3]	One mark for each correct answer VG Pt 8 – Safeguarding on its own
14a	Two marks from: 1. To respect the sport and its participants 2. Reinforce the sport's traditions 3. Reinforce positive sporting values 4. Promote fair play 5. Increases the safety of themselves and other performers 6. To act as positive role models 7. Promotes athletes' reputation 8. Promotes sport's reputation / positive attention / promotes sport	[2]	One mark for each correct answer BOD Pt 3 – Reinforcing an example of a sporting value BOD Pt 8 – Increases participation / increases spectatorship

	Answer	Mark	Guidance
14b	Four marks from: 1. Sportsmanship is playing within the letter and spirit of the sport. 2. Examples • Shaking hands with your opponent • Congratulating opponent if they win/play well • Showing respect to an official • Kicking the ball out of play when an opponent is injured in football. • Helping an opponent up when injured 3. Gamesmanship is bending the rules to gain an advantage 4. Examples • Timewasting in between serves / Timewasting in football • Feigning an injury in rugby • Distracting an opponent e.g. sledging in cricket	[4]	Accept any other relevant examples BOD Pt 1 – Playing by the rules / respecting the rules / opposing team / showing honesty DNA Pt 1 – Respect on its own DNA Pt 3 – Not playing fairly / being dishonest
15a	Three marks from: 1. To enhance performance 2. To increase the safety of participants 3. To increase fair play 4. Increase the accuracy of officiating 5. To enhance spectatorship	[3]	One mark for each correct answer DNA – One-word answers BOD Pt 4 – examples e.g. VAR to correct a decision

	Answer	Mark	Guidance
15b	Four marks from: Positive 1. More accurate decisions made 2. increases trust in the sport by spectators 3. Enhanced performance of players 4. makes the game more exciting to spectators 5. Increased technical analysis 6. gives the spectators a better understanding of the sport 7. Reduced risk of injury / quicker recovery from injury 8. spectators get to see the best players 9. Enhanced spectator experience 10. spectators can view large screens / instant replays / hybrid pitches allowing the game to continue Negative 11. Potential reduction in the flow of the game 12. causes spectators to become frustrated / lose interest in the sport 13. Officials' decisions influenced by technology 14. reduces the spectators' trust in the sport	[4]	Sub max 2 marks for positive effects and Sub max 2 marks for negative effect Cannot access even mark without odd mark Accept any other relevant responses

	Answer	Mark	Guidance
16a	One mark for: Beta blockers	[1]	
16b	Two marks from: 1. To decrease recovery times / mask pain / injury 2. to miss less time from injury 3. To lose weight 4. to meet weight categories in certain sports 5. To improve an aspect of fitness / to perform better / to gain an advantage / increase the chance of winning 6. to enhance reputation / gain sponsorship / financial reward / win medals 7. Feel under pressure to win 8. to deal with the pressure and still perform well 9. To level the playing field 10. other performers are taking them 11. To train harder for longer 12. to enhance performance 13. Psychological benefits 14. to reduce anxiety 15. Due to addiction 16. to reduce side effects from not taking PEDs	[2]	Sub max 1 mark for reason and 1 mark for justification. Reasons (odd) justification (even) Justification cannot be awarded without correct reason. Accept Pt 5 – To lose weight Accept Pt 6 – other relevant examples of improved components of fitness

	Answer	Mark	Guidance
17	<u>Levels of response</u> All level descriptors describe the TOP of the level. Level 3 (7-8 marks) A strong balanced discussion which shows reasoned analysis of the impact of the use of PEDs on sport and the strategies being used to stop PED use. A justified decision is made, using appropriate examples. Knowledge points are developed and supported with a range of examples. Level 2 (4-6 marks) A discussion which shows some analysis of the impact of the use of PEDs on sport and the methods being used to stop PED use. This may not be a balanced discussion. Knowledge points are developed and supported with examples. Level 1 (1-3 marks) A basic discussion which shows limited analysis of the impact of the use of PEDs on sport and the methods being used to stop PED use. Discussion may be unbalanced, focusing on either the impact or the strategies. Limited or no examples used 0 = nil response or no response worthy of credit.	[8]	When differentiating between levels look for: 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. 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. Level 1 (1-3 marks) A basic discursive response: - shows limited knowledge and understanding. - identifies positive or negative aspects - limited or no use of appropriate terminology. 0 marks – no response or no response worthy of

KU	DEV	EG - Accept any other relevant examples
The impact of the use of PEDs on sport		
1. Reduced participation	• Sport gets reputation for cheating • People don't want to be associated with sport • Reducing the sport's popularity	• Parents don't want their children taking part
2. Reduced spectator levels	• Spectators get negative impression of sport and stop watching • Reducing the sport's popularity	• Reduced spectators for certain athletic events and cycling due to history of PED use
3. Negative impact on sports reputation	• Reducing the sport's popularity • Due to sport being associated with cheating • Creates negative role models • Creates a mistrust of results	• Damage to the reputation of the Olympics and Russian sport after numerous bans for Russians athletes in Rio 2016 • Spectators have a distrust in cycling / boxing / athletics due to positive drug tests
4. Creates negative media coverage / could lead to a loss of media coverage	• Media doesn't want to be associated with a sport that has lots of drug use • Reduced exposure leading to reduced participation and spectators • Reduced income from media coverage	• Amir Khan banned for two years giving boxing negative media coverage
5. Reduced amount of sponsorship	• Reduced income from sponsorship • Reduced exposure	• Cycling had a reduction in sponsorship due to Lance Armstrong and his drug use

KU	DEV	EG - Accept any other relevant examples
Methods being used to stop the use of PEDs in sport		
6. Use of the Whereabouts Rule	- Athletes must provide their location - One hour a day seven days a week - Random testing can take place - Performer never knows when they are going to be tested	- Example of athletes not being available for testing. - Rio Ferdinand 2003 - Christine Ohuruogu 2006
7. Testing	- Blood / urine / hair / nails - Most common methods are blood and urine - Research / detection of new testing technologies	Accept one relevant example of an athlete testing positive for a PED
8. Sanctions used / disciplinary procedures	- Bans / fines - Removal of medals, records or achievements - Sponsorship deals cancelled	- A named athlete who was banned / fined - A named athlete who has had their medals removed - A named athlete who has had their sponsorship cancelled
9. Educational strategies	- Used to educate athletes on the negative aspects of taking PEDs - Reduce the number of younger athletes taking PEDs - Supported by famous role models to increase effectiveness	- UK Anti-Doping (UKAD) campaign 100% Me - UKAD Get Set Spirit of Sport / Spirit of Sport in Competition / Think Real
10. Education from peers, friends or family members	Advice from the people closest to them could have the greatest impact	Discussion with older athletes within their club / organisation
11. WADA's Whistleblowing	- Campaigns now actively support reporting drug users from sport - Increases pressure on athletes to not take PEDs - Aim is for athletes to protect their own sport	- WADA's Speak Up campaign - UKAD's Clean Sport Week - UKAD's Protect Your Sport

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