



Oxford Cambridge and RSA

Cambridge National

Sport Studies

R184/01: Contemporary issues in sport

Level 1/2 Cambridge National Certificate/Award

Mark Scheme for January 2024

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

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

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

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

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This document has 21 pages

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 10 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:
 - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - b. **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
	Tick
	Cross
	Benefit of doubt
	Irrelevant
	Repetition
	Vague
	Knowledge and understanding
	Development
	Example
	Sub-max for question reached
	Level 1
	Level 2
	Level 3
	Unclear
	Blank Page
	Used for NR (no response)

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]

Question	Answer	Mark	Guidance
1a	(a) Ability	[1]	
1b	(c) Football World Cup Finals	[1]	
1c	(a) FA Cup Final	[1]	
1d	(d) Reduced participation levels	[1]	
2	<p>Three marks from:</p> <ol style="list-style-type: none"> 1. Gender 2. People from different ethnic groups 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 (singles or couples) 11. People who work / employed people 12. Unemployed / economically disadvantaged people 	[3]	<p>One mark for each correct answer</p> <p>VG Pt 1 – Female / male</p> <p>VG Pt 3 – Elderly people</p> <p>VG Pt 7 – Children</p>

Question	Answer	Mark	Guidance												
3	<p>Five marks from:</p> <table border="1" data-bbox="219 320 1189 584"> <thead> <tr> <th>Value</th> <th>Olympic or Paralympic value</th> </tr> </thead> <tbody> <tr> <td>Courage</td> <td>Paralympic</td> </tr> <tr> <td>Determination</td> <td>Paralympic</td> </tr> <tr> <td>Inspiration</td> <td>Paralympic</td> </tr> <tr> <td>Excellence</td> <td>Olympic</td> </tr> <tr> <td>Respect</td> <td>Olympic</td> </tr> </tbody> </table>	Value	Olympic or Paralympic value	Courage	Paralympic	Determination	Paralympic	Inspiration	Paralympic	Excellence	Olympic	Respect	Olympic	[5]	
Value	Olympic or Paralympic value														
Courage	Paralympic														
Determination	Paralympic														
Inspiration	Paralympic														
Excellence	Olympic														
Respect	Olympic														
4	<p>Three marks from:</p> <ol style="list-style-type: none"> 1. The number of people participating 2. The provision of facilities 3. Environment / climate activity influence 4. <u>Live</u> spectator opportunities 5. Media <u>coverage</u> 6. Success of individuals / teams 7. Role models 8. (Social) acceptability 	[3]	<p>One mark for each correct answer</p> <p>Accept positive or negative</p> <p>VG Pt 1 – Participation on its own</p> <p>VG Pt 2 – Provision on its own</p> <p>VG Pt 5 – Media / social media / promotion</p>												
5	<p>Four marks from:</p> <table border="1" data-bbox="309 1086 1173 1390"> <tr> <td rowspan="4" style="text-align: center; vertical-align: middle;">Pre event</td> <td style="text-align: center;">Increase in traffic and litter</td> <td rowspan="4" style="text-align: center; vertical-align: middle;">During the event</td> </tr> <tr> <td style="text-align: center;">Potential for increased crime</td> </tr> <tr> <td style="text-align: center;">Local objections to the bidding process</td> </tr> <tr> <td style="text-align: center;">High cost of building new facilities</td> </tr> </table>	Pre event	Increase in traffic and litter	During the event	Potential for increased crime	Local objections to the bidding process	High cost of building new facilities	[4]							
Pre event	Increase in traffic and litter		During the event												
	Potential for increased crime														
	Local objections to the bidding process														
	High cost of building new facilities														

	Question	Answer	Mark	Guidance
6a	One mark for:			No credit for just a sporting example
6b	Two marks from:	<p>The unwritten rules of player behaviour in sport</p> <ol style="list-style-type: none"> 1. Football Kicking the ball out of play when opponent is injured / Throwing the ball back to the opposing team if they kicked ball out of play for your team 2. Tennis Remaining quiet during an opponent's serve / Walking off court at Wimbledon together at the end of the match 3. Cricket Admitting if the ball touched your bat if caught out 4. Table tennis Edgeball – admitting if the ball touched your side 5. Badminton Admitting if the shuttlecock was out 6. Golf/rugby Being quiet / not distracting opposition while they are taking a Shot / kick 	[1]	<p>VG – Demonstrate respect / fairness</p> <p>Accept any other relevant sporting examples linked to the performer</p> <p>Only two marks awarded if two different sporting examples used</p> <p>DNA – Examples of sportsmanship</p> <p>DNA – Examples of spectator etiquette</p> <p>DNA – Remaining quiet during national anthem</p> <p>DNA – Helping up an injured opponent / shaking opponents' hands</p> <p>VG – For descriptions without sporting example</p>
			[2]	

Question	Answer	Mark	Guidance																		
6c	<p>Three marks from:</p> <ol style="list-style-type: none"> 1. Maintain the sport's traditions 2. Reinforce positive sporting values 3. Demonstrate fair play 4. Ensure the safety of themselves and other performers 5. Act as a positive role model for children and other participants / inspires younger children to copy behaviour 6. Increases sport's reputation / positive attention / promotes sport 	[3]	<p>One mark for each correct answer</p> <p>Accept converse</p> <p>DNA – Respect for the sport and its participants use X annotation</p> <p>BOD Pt 2 – Reinforcing an example of a sporting value</p> <p>BOD Pt 6 – Increases participation / increases spectatorship</p>																		
7a	<p>Three marks from:</p> <table border="1" data-bbox="219 890 1010 1286"> <tbody> <tr> <td>American / Flag football</td> <td>Padel</td> </tr> <tr> <td>BMX / skating</td> <td>Parkour</td> </tr> <tr> <td>CrossFit</td> <td>Pickleball</td> </tr> <tr> <td>Footgolf</td> <td>Quidditch</td> </tr> <tr> <td>Futsal</td> <td>Softball</td> </tr> <tr> <td>Handball</td> <td>(Ultimate) frisbee</td> </tr> <tr> <td>Kabaddi</td> <td>Triathlon</td> </tr> <tr> <td>Korfball</td> <td>Walking football</td> </tr> <tr> <td>Lacrosse</td> <td>Walking Netball</td> </tr> </tbody> </table>	American / Flag football	Padel	BMX / skating	Parkour	CrossFit	Pickleball	Footgolf	Quidditch	Futsal	Softball	Handball	(Ultimate) frisbee	Kabaddi	Triathlon	Korfball	Walking football	Lacrosse	Walking Netball	[3]	<p>One mark for each correct answer</p> <p>Accept any other relevant examples</p> <p>DNA – Gender versions of sports i.e. women's football</p>
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BMX / skating	Parkour																				
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Question	Answer	Mark	Guidance						
7b Two marks from: <table border="1" data-bbox="219 277 1167 624"> <thead> <tr> <th data-bbox="219 277 495 320">Factor</th> <th data-bbox="495 277 1167 320">Explanation</th> </tr> </thead> <tbody> <tr> <td data-bbox="219 320 495 448">Media coverage</td> <td data-bbox="495 320 1167 448">Media coverage makes people more aware increasing a sport's popularity / participation levels / number of spectators</td> </tr> <tr> <td data-bbox="219 448 495 624">Role models</td> <td data-bbox="495 448 1167 624">Role models can inspire people to take part / watch the sport increasing the sport's popularity / participation levels / number of spectators</td> </tr> </tbody> </table>	Factor	Explanation	Media coverage	Media coverage makes people more aware increasing a sport's popularity / participation levels / number of spectators	Role models	Role models can inspire people to take part / watch the sport increasing the sport's popularity / participation levels / number of spectators		[2]	Accept the converse for each factor e.g. Less media coverage decreases participation lowering a sport's popularity
Factor	Explanation								
Media coverage	Media coverage makes people more aware increasing a sport's popularity / participation levels / number of spectators								
Role models	Role models can inspire people to take part / watch the sport increasing the sport's popularity / participation levels / number of spectators								
8a Three marks from: <ol style="list-style-type: none"> 1. Lack of time (due to education) 2. Lack of disposable income (for equipment / participation charge) 3. No role models (in certain sports) to encourage participation 4. No suitable programmed sessions / suitable activities / limited disabled sessions 5. Poor body image / lack of confidence / anxiety / fear of discrimination 6. Lack of (specialised/adapted) transport 7. Peer pressure / friends don't play sport 8. Lack of specialised coaches 9. Lack of access to specialised / correct / adapted equipment 10. Lack of access into the building / lack of specialised facilities 11. Lack of awareness of opportunities to participate / lack of advertisement / promotion 		[3]	VG – Lack of provision / facilities / awareness VG Pt 6 – Transport on its own VG Pt 10 – Lack of accessibility not linked to building / transport / equipment						

Question	Answer	Mark	Guidance
8b	<p>Two Marks from:</p> <ol style="list-style-type: none"> 1. Provide suitable programmed activities / adapt sessions for disabled performers / provide sessions at appropriate time (after school) 2. Provide disabled performer only sessions 3. Provide specialised adapted facilities / ramps / access doors / lifts 4. Provide specialised / adapted equipment e.g. wheelchairs 5. Provide (specialised / adapted) transport 6. Provide assistance / specialised staff / coaches 7. Offer free / subsidised activities / discounted equipment / subsidised transport 8. Promotion / advertising to increases awareness 	[2]	<p>One mark for each correct answer</p> <p>BOD Pt 4 – Have suitable equipment for Hiro</p> <p>VG Pt 8 – Increasing role models</p>

Question	Answer	Mark	Guidance
9a	<p>Three marks from:</p> <ol style="list-style-type: none"> 1. Positive / increased media coverage / global attention on hosts / improve national status / reputation 2. Improved local transport (infrastructure) 3. Increased investment 4. Increased employment 5. Increased direct / indirect tourism 6. Improved national morale / pride 7. Improved / new facilities built 8. Increase in sports participation 9. Boost to the local economy 	[3]	<p>One mark for each correct response</p> <p>Pt 2 – Any examples of improved infrastructure accepted</p> <p>BOD Pt 3 – Income from sponsorship of venues</p> <p>DNA – Tourism on its own</p> <p>VG Pt 9 – More profit / money</p>
9b	<p>Two marks from:</p> <p>Poor sporting performance by the home nation/team</p> <ol style="list-style-type: none"> 1. Can lead to a negative impact on national pride / morale / reputation 2. Reduced participation / spectator levels <p>Poor organisation during the event</p> <ol style="list-style-type: none"> 3. Can lead to negative media coverage / negative reputation 4. Reduced spectator levels 	[2]	<p>One mark for each correct response</p> <p>BOD Pt 3 – Tourists not wanting to visit again</p>

Question	Answer	Mark	Guidance																						
9c	<p>Two marks from:</p> <ol style="list-style-type: none"> 1. The event might have cost more to host than the revenue generated / may cause hosts to go into debt 2. Sports facilities unused after / facilities too expensive to run 3. A loss in national reputation / status if event was badly organised or hosts performed badly 4. Tourism may decrease after event / drop in income for local business after event 5. Jobs are lost after the event/temporary 	[2]	<p>One mark for each correct response</p> <p>Responses must link to negative factors after the event</p> <p>VG Pt 1 – References to being expensive</p>																						
10a	<p>One mark from:</p> <table border="1" data-bbox="219 762 1167 1289"> <thead> <tr> <th data-bbox="219 762 432 807">Sport</th> <th data-bbox="432 762 1167 807">NGB</th> </tr> </thead> <tbody> <tr> <td data-bbox="219 807 432 895">Amateur boxing</td> <td data-bbox="432 807 1167 895">Welsh amateur boxing association, Amateur boxing association of England</td> </tr> <tr> <td data-bbox="219 895 432 940">Athletics</td> <td data-bbox="432 895 1167 940">Scottish Athletics, England Athletics</td> </tr> <tr> <td data-bbox="219 940 432 984">Badminton</td> <td data-bbox="432 940 1167 984">Badminton England, Badminton Ireland</td> </tr> <tr> <td data-bbox="219 984 432 1029">Boccia</td> <td data-bbox="432 984 1167 1029">Boccia England</td> </tr> <tr> <td data-bbox="219 1029 432 1074">Cycling</td> <td data-bbox="432 1029 1167 1074">British Cycling</td> </tr> <tr> <td data-bbox="219 1074 432 1118">Football</td> <td data-bbox="432 1074 1167 1118">FA, SFA, FAW, IFA</td> </tr> <tr> <td data-bbox="219 1118 432 1163">Handball</td> <td data-bbox="432 1118 1167 1163">England Handball</td> </tr> <tr> <td data-bbox="219 1163 432 1208">Netball</td> <td data-bbox="432 1163 1167 1208">England Netball</td> </tr> <tr> <td data-bbox="219 1208 432 1252">Rugby Union</td> <td data-bbox="432 1208 1167 1252">RFU, SRU</td> </tr> <tr> <td data-bbox="219 1252 432 1289">Water polo</td> <td data-bbox="432 1252 1167 1289">British Swimming</td> </tr> </tbody> </table>	Sport	NGB	Amateur boxing	Welsh amateur boxing association, Amateur boxing association of England	Athletics	Scottish Athletics, England Athletics	Badminton	Badminton England, Badminton Ireland	Boccia	Boccia England	Cycling	British Cycling	Football	FA, SFA, FAW, IFA	Handball	England Handball	Netball	England Netball	Rugby Union	RFU, SRU	Water polo	British Swimming	[1]	<p>Accept all other relevant examples</p> <p>DNA – NGB outside the UK</p>
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Question	Answer		Mark	Guidance		
10b	Six marks from:		[6]	3 marks for method of promoting participation odd numbers 3 marks for explanation even numbers Explanation mark cannot be awarded if method incorrect but if method is VG explanation mark can be awarded Accept Pt 1 Social media DNA – Ensuring equal opportunities use X annotation DNA – Pt 3 This Girl Can DNA Pt 5 & 7 – Coaches and official on its own		
	NGB’s method of promoting participation	Explanation				
	1	(Increasing) media coverage / advertising			2	More people will be aware of the sport helping to increase participation
	3	Promotions / campaigns / initiatives			4	Increase awareness and encourage participation
	5	Training coaches			6	Increasing the number of coaches allows more access to training increasing participation
	7	Training officials			8	Increasing the number of officials allows more competitive games to be played
	9	Organise tournaments and competitions			10	Increased opportunity to play competitive sport encouraging more participation
	11	(Increase number of) role models			12	More people will be inspired to take part
	13	Increase provision			14	More facilities allow more people to take part

Question	Answer	Mark	Guidance																												
11a	<p>Two marks from:</p> <table border="1" data-bbox="215 277 1229 925"> <thead> <tr> <th colspan="2">Initiative</th> <th colspan="2">Aim</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Join the Movement</td> <td>2</td> <td>National lottery funded campaign to get people active after Covid-19</td> </tr> <tr> <td>3</td> <td>We are Undefeatable</td> <td>4</td> <td>To inspire people in England with long term health conditions to become active</td> </tr> <tr> <td>5</td> <td>Rugby against Racism</td> <td>6</td> <td>Stop racism and promote inclusion</td> </tr> <tr> <td>7</td> <td>Tennis for Kids</td> <td>8</td> <td>To inspire children to play tennis</td> </tr> <tr> <td>9</td> <td>Rainbow Laces</td> <td>10</td> <td>Increase awareness and support for participation of LGBTQ+ performer</td> </tr> <tr> <td>11</td> <td>Kick it Out</td> <td>12</td> <td>To reduce / stop racism in football / make everyone feel welcomed</td> </tr> </tbody> </table>	Initiative		Aim		1	Join the Movement	2	National lottery funded campaign to get people active after Covid-19	3	We are Undefeatable	4	To inspire people in England with long term health conditions to become active	5	Rugby against Racism	6	Stop racism and promote inclusion	7	Tennis for Kids	8	To inspire children to play tennis	9	Rainbow Laces	10	Increase awareness and support for participation of LGBTQ+ performer	11	Kick it Out	12	To reduce / stop racism in football / make everyone feel welcomed	[2]	<p>1 mark for initiative 1 mark for describe of initiatives aim</p> <p>Accept other relevant examples</p> <p>DNA – ‘This Girl Can’ use X annotation</p> <p>VG – Taking a knee</p>
Initiative		Aim																													
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11b	<p>Two marks from:</p> <ol style="list-style-type: none"> 1. Government (grants) 2. Merchandising 3. Ticket sales 4. Fundraising 5. Lottery (funding) 6. TV rights 7. Sponsorship deals 8. (Private) donations 9. Membership fees / national affiliation fees 	[2]	<p>One mark for each correct response</p> <p>VG – Pt 1 Grants on its own</p> <p>DNA – Pt 4 Charity</p> <p>BOD – Pt 6 Advertising/adverts</p>																												

Question	Answer	Mark	Guidance																						
12	<p>One mark from:</p> <p>1. To develop / harmonize / coordinate anti-doping rules and policies across all sports and countries.</p> <p>2. To eliminate / reduce (PEDs) drug use in all sports</p>	[1]	<p>DNA – Testing procedures</p>																						
13 (a)	<p>Two marks from:</p> <table border="1" data-bbox="219 584 943 1075"> <thead> <tr> <th colspan="2" data-bbox="219 584 943 624">For</th> </tr> </thead> <tbody> <tr> <td data-bbox="219 624 300 663">1</td> <td data-bbox="300 624 943 663">Recover faster from training / injuries</td> </tr> <tr> <td data-bbox="219 663 300 703">2</td> <td data-bbox="300 663 943 703">Weight loss</td> </tr> <tr> <td data-bbox="219 703 300 743">3</td> <td data-bbox="300 703 943 743">Improvement in fitness</td> </tr> <tr> <td data-bbox="219 743 300 815">4</td> <td data-bbox="300 743 943 815">Increase chance of winning / perform better / gain advantage</td> </tr> <tr> <td data-bbox="219 815 300 855">5</td> <td data-bbox="300 815 943 855">Train harder for longer</td> </tr> <tr> <td data-bbox="219 855 300 895">6</td> <td data-bbox="300 855 943 895">Helps reduce pain / mask injury</td> </tr> <tr> <td data-bbox="219 895 300 935">7</td> <td data-bbox="300 895 943 935">Cope with pressure / pressure from others</td> </tr> <tr> <td data-bbox="219 935 300 975">8</td> <td data-bbox="300 935 943 975">Others are taking them</td> </tr> <tr> <td data-bbox="219 975 300 1015">9</td> <td data-bbox="300 975 943 1015">Financial reward / sponsorship</td> </tr> <tr> <td data-bbox="219 1015 300 1075">10</td> <td data-bbox="300 1015 943 1075">Fame / increase reputation</td> </tr> </tbody> </table>	For		1	Recover faster from training / injuries	2	Weight loss	3	Improvement in fitness	4	Increase chance of winning / perform better / gain advantage	5	Train harder for longer	6	Helps reduce pain / mask injury	7	Cope with pressure / pressure from others	8	Others are taking them	9	Financial reward / sponsorship	10	Fame / increase reputation	[2]	<p>One mark for each correct answer</p> <p>DNA – Answers relating to the sport</p>
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13 (b)	<p>Two marks from:</p> <table border="1" data-bbox="219 347 1245 616"> <thead> <tr> <th colspan="2" data-bbox="219 347 1245 384">Against</th> </tr> </thead> <tbody> <tr> <td data-bbox="219 384 286 421">1</td> <td data-bbox="286 384 1245 421">Damages performer's reputation</td> </tr> <tr> <td data-bbox="219 421 286 458">2</td> <td data-bbox="286 421 1245 458">Unfair / unethical / cheating</td> </tr> <tr> <td data-bbox="219 458 286 494">3</td> <td data-bbox="286 458 1245 494">Damage health / addiction</td> </tr> <tr> <td data-bbox="219 494 286 531">4</td> <td data-bbox="286 494 1245 531">Creates negative role models</td> </tr> <tr> <td data-bbox="219 531 286 568">5</td> <td data-bbox="286 531 1245 568">Performer can be sanctioned / bans / stripped of medals / fined</td> </tr> <tr> <td data-bbox="219 568 286 616">6</td> <td data-bbox="286 568 1245 616">Loss of sponsorship</td> </tr> </tbody> </table>	Against		1	Damages performer's reputation	2	Unfair / unethical / cheating	3	Damage health / addiction	4	Creates negative role models	5	Performer can be sanctioned / bans / stripped of medals / fined	6	Loss of sponsorship	[2]	<p>One mark for each correct answer</p> <p>DNA – Answers relating to the sport</p>
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Question	Answer		Mark	Guidance	
14	Four marks from:		[4]	<p>Accept the converse for any reasons / explanations e.g. Padel has less media coverage causing less people to be aware decreasing participation</p> <p>Maximum of 2 marks awarded for reasons and maximum of 2 marks awarded for explanation</p> <p>VG Pt 3 – Provision on its own</p> <p>Explanation must match the stated reason to gain credit</p> <p>If reason is VG can gain credit for explanation e.g. promotion through media VG more media coverage for netball increases participation</p> <p>DNA for reason – answers relating to the number of people participating as it is in the question stem</p> <p>DNA for explanation – answers relating to increased spectators / popularity</p>	
Reason		Explanation			
1	(Netball has an increased) media coverage	2			Allowing more people to be aware increasing participation
3	(Netball has more) facilities / clubs	4			Increased facilities / clubs for netball allows more people to play
5	(Netball has more) live spectator opportunities	6			Allowing more people to watch the sport increasing participation
7	(High level of) success of our national netball team	8			Inspiring more people to take part
9	(Netball has more well known positive) role models	10			Inspiring more people to take part
11	(Netball is more) socially acceptable within the UK	12			Having a history of netball participation within the UK helps to increase / maintain participation levels

	Question		Answer
15	<p><u>Levels of response</u></p> <p>All level descriptors describe the TOP of the level.</p> <p>Level 3 (7-8 marks)</p> <p>A strong and balanced discussion which shows detailed knowledge and understanding of the effect of technology in sport. The discussion considers both the positive and negative effects of technology on sport in an appropriate context. Knowledge points are well developed and supported with a range of examples.</p> <p>Level 2 (4-6 marks)</p> <p>A discussion which shows some sound knowledge and understanding of the effect of technology in sport. There is some use of appropriate context when discussing the positive and negative effects of technology on sport. The discussion may not be fully balanced and may focus more on positives or negatives. Some knowledge points are developed and supported with examples.</p> <p>Level 1 (1-3 marks)</p> <p>A basic discussion which shows limited knowledge and understanding of the effect of technology in sport. May use appropriate context when discussing the positive or negative effects of technology on sport. The discussion maybe unbalanced. Knowledge points are not developed and / or supported with limited examples or none at all.</p> <p>0 = nil response or no response worthy of credit.</p>	[8]	<p>Differentiating between levels look for:</p> <p>Level 3 (7-8 marks)</p> <p>A thorough discussion which:</p> <ul style="list-style-type: none"> - shows detailed knowledge and understanding for both the positive and negative effects - analyses the points made, showing logical reasoning throughout - reaches a justified conclusion (where one is required) - consistently uses appropriate terminology. <p>Level 2 (4-6 marks)</p> <p>An adequate discussion:</p> <ul style="list-style-type: none"> - shows sound knowledge and understanding including both positive and negative effects - analyses the points made, may show some logical reasoning - uses some appropriate terminology. <p>Level 1 (1-3 marks)</p> <p>A basic discursive response:</p> <ul style="list-style-type: none"> - shows limited knowledge and understanding. - identifies positive or negative effects - limited or no-use of appropriate terminology. <p>Always indicate the level at the end of the response.</p>

Positive effects of the use of technology in sport		
KU	EG	DEV
1. Enhance performance	Carbon fibre golf clubs Sports wheelchairs Prosthetic limbs/blades Lighter / aerodynamic bikes	General – making the sport more appealing increasing popularity / participation <ul style="list-style-type: none"> • Allowing golf balls to be hit further • Wheelchairs that can turn quicker make wheelchair basketball faster • Cyclists can travel faster and record better times
2. Increase safety of participants / Lower risk of injury	Temperature regulating clothes Shock absorbing footwear Headgear Shin pads	<ul style="list-style-type: none"> • Material can either let out or retain heat depending on the environment preventing dehydration or overheating • Footwear reduces pressure on legs, feet and ankles allowing performance to not be interrupted • Prevent impact on the head in sports such as rugby reducing chances of concussion / prevent impact on shins
3. Quicker recovery from injury	Hyperbaric chambers Cryotherapy Underwater/antigravity treadmills	<ul style="list-style-type: none"> • Oxygen chambers can provide increased oxygen supply speeding up recovery • Cold therapy causing blood vessels to constrict reducing swelling around injury • Allows performers to run without carrying all of their body weight, speeding up recovery
4. More accurate decisions / Increase fair play	Cameras used in ski jump Lasers used in athletics Video replays / VAR / TMO(Rugby) Goal line technology DRS in cricket Hawk eye tennis	<ul style="list-style-type: none"> • Camera/lasers to measure distance and whether a jump was successful or not. • Video replays to allow a closer look at vital parts of a game / overturning incorrect decisions • Goal line technology to determine whether the ball has crossed the line • DRS in cricket to determine whether the ball has touched the bat • Hawk eye in tennis to determine whether the ball was in or out • Performers being able to review decisions i.e. cricket / tennis
5. Technical analysis / analysis of performance	Motion tracking software Heart rate monitor blood pressure monitor Body fat monitor Fitness watches/apps	<ul style="list-style-type: none"> • Track movements of athlete or equipment allowing data to be analysed to highlight areas for improvement • Various items can collect lots of data, which can then be analysed and averages created to highlight areas that could be improved
6. Enhance spectatorship	Slow motion replays / highlights In game data / analysis Websites / apps / Large screens in stadiums	<ul style="list-style-type: none"> • Allowing spectators to be more actively involved • Easier to stay up to date / access via a number different devices

Negative effects of the use of technology in sport		
KU	EG	DEV
7. Unequal access to the same quality of technology / availability of technology	Lower ranking nation Lower placed team in a league Geographical reasons	<ul style="list-style-type: none"> Some performers, teams and countries will not have equal access to technology leaving them at a disadvantage Unequal access to the same quality of technology makes the use for some teams and individuals impossible. Some lower ranked countries / athletes will not be able to financially compete for technology against the higher ranked countries in cycling increasing the performance gap
8. Affordability of technology / increased cost of technology	Treadmill vs Anti-gravity treadmill Ice bath vs Cryotherapy Lower ranking nation Lower placed team in a league	<ul style="list-style-type: none"> Increased cost of technological advancements makes the use for some teams and individuals impossible. Some lower ranked countries / athletes will not be able to financially compete for technology against the higher ranked countries in cycling increasing the performance gap
9. Reducing the flow of the game	Use of hawk eye within tennis Video replays / VAR / TMO (Rugby) DRS in cricket	<ul style="list-style-type: none"> The use of technology can stop the game while the outcome is decided Causing performer frustrations
10. Officials' decisions influenced by technology	When an official is asked to watch a replay of an incident on the pitch/court.	<ul style="list-style-type: none"> Just by being asked to rewatch something they have already made a judgement on could make them think that they have made a mistake and they could change their minds. Added pressure while watching the replay from players, coaches and spectators could influence their decision.
11. Decrease spectator experience	Better camera angles / replays VAR highlighting incorrect umpire decisions	<ul style="list-style-type: none"> Leads to spectators staying at home Causing frustration for spectators Reducing spectator levels Goes against the traditions of the sport

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