



## **Cambridge National**

### **Sport Studies**

Unit **R051**: Contemporary issues in sport

Level 1/2 Cambridge National Award/Certificate in Sport Studies **J803/J813**

### **Mark Scheme for January 2019**

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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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**Annotations in scoris**

The following annotations are available:

- ✓ = correct response
- ✗ = incorrect response
- BOD** = Benefit of doubt
- IRRL** = Irrelevant
- REP** = Repetition
- VG** = Vague
- ? = Unclear
- 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 16-25]**

Question	Answer	Marks	Guidance
1. (a)	(b) Asking the referee to punish an opponent	[1]	
2. (a)	<p><b>Four marks from:</b></p> <ol style="list-style-type: none"> <li>1. Lack of childcare / no childcare</li> <li>2. Lack of transport / no transport</li> <li>3. Expense of equipment/participation charge</li> <li>4. No suitable programmed sessions/suitable activities</li> <li>5. Lack of awareness of facility/activity provision</li> <li>6. Lack of free time (due to family commitments)</li> <li>7. Work restrictions/unsuitable timing of activities (due to work commitments)</li> <li>8. Lack of role models</li> </ol>	[4]	<p>1 mark for each correct answer</p> <p>Do not accept - she is a single parent</p> <p>Do not accept Lack of Income or cannot afford it</p> <p>BOD Lack of time Do not accept the word time on own Do not accept - works full time</p>
(b)	<p><b>Two marks from:</b></p> <ol style="list-style-type: none"> <li>1. Providing appropriate activity options/family based activities</li> <li>2. Programming/appropriate timing of sessions</li> <li>3. Reduction in cost/subsidised sessions</li> <li>4. Providing childcare/crèche</li> </ol>	[2]	<p>1 mark for each correct answer</p> <p>BOD 'get someone to look after the children'</p>
3.	(d) Overcoming an injury to take part in an event	[1]	
4. (a)	True	[1]	
(b)	False	[1]	
(c)	False	[1]	

Question	Answer	Marks	Guidance
5. (a)	<p><b>Three marks from:</b></p> <ul style="list-style-type: none"> <li>1. Nail (sample)</li> <li>2. Hair (sample)</li> <li>3. Blood (sample)</li> <li>4. Urine (sample)</li> </ul>	[3]	
(b)	<p><b>Two marks from:</b></p> <ul style="list-style-type: none"> <li>1. To win/to gain an advantage/to improve performance</li> <li>2. They perceive everyone else is doing it and will not win without taking drugs</li> <li>3. Peer pressure</li> <li>4. Pressure from coaches</li> <li>5. Pressure to succeed from media/spectators</li> <li>6. Financial rewards of winning</li> <li>7. To overcome / mask injury / recover from injury</li> </ul>	[2]	Do not accept - pressure to win on its own

Question	Answer	Marks	Guidance
6.	<p><b>One mark for each factor and one mark for matching description</b></p> <ol style="list-style-type: none"> <li>1. Sufficient role models</li> <li>2. Increase popularity as people want to emulate role models</li> <li>3. Media coverage</li> <li>4. Good media coverage will result in increased popularity (e.g. FA cup shown by the BBC)</li> <li>5. Provision.</li> <li>6. Good availability of facilities will help boost popularity</li> <li>7. Climate and environment</li> <li>8. A suitable climate with ensure increase popularity (e.g. Snow/Skiing) / Appropriate terrain/ geography increase popularity (e.g. Surfing/Coastal areas)</li> <li>9. Success of individuals or teams</li> <li>10. Can inspire participation</li> <li>11. Schemes in schools/clubs in school</li> <li>12. More people will participate in schools, resulting in increased popularity</li> <li>13. Spectatorship</li> <li>14. Readily available live matches</li> </ol>	<b>[6]</b>	<p>1 mark awarded for identifying a correct factor (sub-max 3) Points 1,3,5,7,9,11</p> <p>1 mark awarded for identifying a matching description (sub-max 3) Points 2, 4, 6, 8, 10</p> <p>Factor (odd numbers) must match description (even numbers) to receive 2 marks.</p> <p>Do not accept ref to weather (pt 7) and being cold (pt 8)</p> <p>Accept converse comments with all points (see next page for point 14)</p>

Question	Answer	Marks	Guidance
7.	<p><b>Two marks from:</b></p> <ol style="list-style-type: none"> <li>1. Provision of <b>more</b> facilities / more (Lacrosse) pitches</li> <li>2. Provision of <b>more</b> competitions</li> <li>3. Train <b>more</b> coaches and officials</li> <li>4. <b>Increase</b> number of clubs / sessions</li> <li>5. Use role models to encourage participation</li> <li>6. <b>Increased</b> Advertising / increased promotion /increased publicity</li> <li>7. <b>Increased</b> media coverage</li> <li>8. Provide free / subsidised / coaching sessions / taster sessions</li> <li>9. Provide (specialist) equipment</li> <li>12. Adapt sport for different user groups (e.g. non-contact version for schoolchildren)</li> <li>13. Encourage schools to add to curriculum / extra-curricular activity programme</li> </ol>	[2]	BOD – Media coverage





Question	Answer	Marks	Guidance
9. (a)	<p><b>Three marks from:</b></p> <ol style="list-style-type: none"> <li>1. Lack of access to get into facility/lack of appropriate facilities</li> <li>2. Lack of (suitable) provision/lack of over 50 sessions</li> <li>3. Lack of transport</li> <li>4. Lack of awareness of activity provision</li> <li>5. Health issues/lack of mobility which can negatively affect ability to participate.</li> <li>6. Lack of disposable income\cost of equipment/cost of sessions</li> <li>7. Lack of time</li> </ol>	<b>[3]</b>	One mark for each correct answer.
(b)	<p><b>Three marks from:</b></p> <ol style="list-style-type: none"> <li>1. Subsidise pricing / concessions / free introductory session</li> <li>2. Provide subsidised / free transport</li> <li>3. Promotion or advertising to increase awareness / (increase) media coverage</li> <li>4. Use sporting role models or celebrities to promote the session</li> <li>5. Providing appropriate activity options/provide age appropriate sessions</li> </ol>	<b>[3]</b>	<p>One mark for each correct answer.</p> <p>Provide transport without ref to subsidised/free = vg</p>

Question	Answer	Marks	Guidance																		
<p>10.</p>	<p><b>Three marks from:</b></p> <ol style="list-style-type: none"> <li>1. Country may not be able to afford to host an event</li> <li>2. Country may not participate in the sport / is not good at the sport</li> <li>3. Cost of hosting may be more than income generated / fear of debt</li> <li>4. Economic benefits / jobs created may only be temporary</li> <li>5. Facilities may not be used after the event</li> <li>6. Negative impact on reputation if event is poorly organised.</li> <li>7. Negative impact if national team do not succeed</li> <li>8. Legacy may be limited / increased participation does not always result from hosting events</li> <li>9. Benefits (such as tourism) are mainly local and do not extend to other areas of the country</li> <li>10. Overcrowding / increase in traffic / litter during the event</li> <li>11. Security risk / terrorism / crime / riots</li> <li>13. Bidding process may be seen as corrupt</li> </ol>	<p>[3]</p>	<p>Cost or cost a lot = vg</p>																		
<p>11.</p>	<p><b>One mark for each correct response:</b></p> <table border="1" data-bbox="344 975 1153 1353"> <thead> <tr> <th data-bbox="344 975 730 1038">Benefit</th> <th data-bbox="730 975 949 1038">Economic</th> <th data-bbox="949 975 1153 1038">Sporting</th> </tr> </thead> <tbody> <tr> <td data-bbox="344 1038 730 1102">Increase in tourism</td> <td data-bbox="730 1038 949 1102" style="text-align: center;">✓</td> <td data-bbox="949 1038 1153 1102"></td> </tr> <tr> <td data-bbox="344 1102 730 1166">Development of new sports facilities</td> <td data-bbox="730 1102 949 1166"></td> <td data-bbox="949 1102 1153 1166" style="text-align: center;">✓</td> </tr> <tr> <td data-bbox="344 1166 730 1230">Participation levels increase</td> <td data-bbox="730 1166 949 1230"></td> <td data-bbox="949 1166 1153 1230" style="text-align: center;">✓</td> </tr> <tr> <td data-bbox="344 1230 730 1294">Development of local infrastructure</td> <td data-bbox="730 1230 949 1294" style="text-align: center;">✓</td> <td data-bbox="949 1230 1153 1294"></td> </tr> <tr> <td data-bbox="344 1294 730 1353">Increased investment in local businesses</td> <td data-bbox="730 1294 949 1353" style="text-align: center;">✓</td> <td data-bbox="949 1294 1153 1353"></td> </tr> </tbody> </table>	Benefit	Economic	Sporting	Increase in tourism	✓		Development of new sports facilities		✓	Participation levels increase		✓	Development of local infrastructure	✓		Increased investment in local businesses	✓		<p>[5]</p>	
Benefit	Economic	Sporting																			
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Question	Answer	Marks	Guidance
12.	<p><b>Two marks for correct identification and Two mark for description from:</b></p> <p><b>‘one-off’</b></p> <ol style="list-style-type: none"> <li>1. Olympics</li> <li>2. Paralympics</li> <li>3. Commonwealth Games</li> <li>4. FIFA / Football World Cup</li> <li>5. Asian Games</li> <li>6. Rugby World Cup</li> <li>7. Cricket World Cup</li> <li>8. African Cup of Nations</li> </ol> <p>Description</p> <ol style="list-style-type: none"> <li>9. Takes place once every 4 years</li> <li>10. Only hosted once in a generation</li> </ol> <p><b>Regular:</b></p> <ol style="list-style-type: none"> <li>11. (UEFA) Champions League <b>Final</b></li> <li>12. European Rugby Champions Cup/Heineken Cup Final</li> <li>13. Diamond League Athletics</li> <li>14. British Open Golf</li> <li>15. Davis Cup Tennis</li> </ol> <p>Description</p> <ol style="list-style-type: none"> <li>16. Annual sporting event hosted in <b>different places each year or shared around different places</b></li> </ol>	<b>[4]</b>	<p>Credit other suitable examples.</p> <p>One mark can be awarded for correct example without a correct description.</p> <p>Do not accept World Cup on its own, must refer to a sport</p> <p>Description <b>must</b> match example to gain two marks</p> <p>Do not accept Champions League – must include final</p> <p>BOD – Tour de France</p>

Question	Answer	Marks	Guidance
13. (a)	<p><b>Two marks from:</b></p> <ol style="list-style-type: none"> <li>1. To promote a fair game/fair competition/fair play/play within the rules</li> <li>2. To make the sport better to watch/give the sports good name/improve reputation of the sport</li> <li>3. To avoid disputes/conflict/aggression between participants</li> <li>4. To promote positive values/respect for team mates/opposition competitors/officials</li> <li>5. To prevent injury/ensure safety of participants</li> <li>6. To be a (positive) role model for others</li> <li>7. To encourage participation</li> <li>8. To win or retain funding/sponsorship/endorsement</li> <li>9. To avoid crowd unrest/violence</li> </ol>	[2]	<p><b>Do not accept the converse</b></p> <p>Ref must be to the sport, not a player or a team</p>
13. (b)	<p><b>One mark from:</b></p> <ol style="list-style-type: none"> <li>1. Booing the opposition / shouting at opposition</li> <li>2. Abusing the officials</li> <li>3. Using abusive language</li> <li>4. Throwing objects on to the pitch</li> <li>5. Distracting the participants</li> <li>6. Quiet during the playing of national anthems</li> </ol>	[1]	<p>Credit other relevant examples.</p> <p>BOD being quiet during play but must relate to relevant sport e.g. tennis</p>
14. (a)	Fair Play	[1]	
(b)	<ol style="list-style-type: none"> <li>1. Learning how to work together</li> <li>2. Supporting others by being part of a team</li> </ol>	[1]	
(c)	<p><b>One mark from:</b></p> <ol style="list-style-type: none"> <li>1. Striving to be the best you can be/trying your hardest</li> <li>2. Trying to achieve a personal best</li> </ol>	[1]	

Question	Answer	Marks	Guidance
(d)	Citizenship	[1]	
(e)	Tolerance and respect	[1]	BOD for either 'tolerance' or 'respect'?

Question	Answer	Marks	Guidance
15.	<p><b><u>Levels of response</u></b></p> <p><b>Level 3 (7-8 marks)</b> A comprehensive response: - 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> <p><b>Level 2 (4-6 marks)</b> A competent response: - 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> <p><b>Level 1 (1-3 marks)</b> A basic response: - 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> <p><b>0 = nil response or no response worthy of credit.</b></p>	[8]	<p>Differentiating between levels look for:</p> <p><b>Level 3 (7-8 marks)</b> - At the top of the level all three elements of the question are addressed with at least four developed points At the bottom of this level all three areas of the question are addressed, with three developed points - Examples are evident at the top and the bottom of the level</p> <p><b>Level 2 (4-6 marks)</b> - At the top of this level at least two elements of the question are addressed, with at least two developed points, with an example - At the bottom of the level two areas must be addressed with at least one developed point to access this level</p> <p><b>Level (1-3 marks)</b> -At the top of this level one element of the question must be addressed, with two developments - Some responses be a list rather than prose.</p> <p><b>Always indicate the level at the end of the response.</b></p>

Question	Answer	Marks	Guidance
	<p><b>Indicative content</b> Candidate responses are likely to include:</p> <p>(relevant responses not listed should be acknowledged)</p> <p><b>Numbered points</b> = knowledge / understanding  <b>Bullet points</b> = likely to be development of knowledge</p> <p><b>Development</b></p> <ol style="list-style-type: none"> <li>1. Elite training and development <ul style="list-style-type: none"> <li>• Such as elite training squads and national teams</li> <li>• e.g. England football teams train at St Georges Park</li> </ul> </li> <li>2. Creating coaching awards <ul style="list-style-type: none"> <li>• Development of various levels of coaching awards that allow people to coach all levels of sport</li> <li>• e.g. The FA Level 1 in Coaching Football/ UKCC Level 1: Assistant Coach Qualification (England Netball) / UKCC Level 1: Introducing Children to Rugby Union</li> </ul> </li> <li>3. Training of officials <ul style="list-style-type: none"> <li>• Organising officiating course for all levels of the sport</li> <li>• e.g. Level 1 Table Official (England Basketball)/ Intermediate Umpire (Rounders England)</li> <li>• Selecting officials to officiate at different levels of sport</li> </ul> </li> </ol> <p><b>Infrastructure</b></p> <ol style="list-style-type: none"> <li>4. Organising competitions and tournaments <ul style="list-style-type: none"> <li>• e.g. creation of national league structure in football/ organising regional tournaments in Badminton.</li> </ul> </li> </ol>		

Question	Answer	Marks	Guidance
	<p>5. Rule-making and disciplinary procedures</p> <ul style="list-style-type: none"> <li>• e.g. rules on size of the playing area/standard equipment/regulation clothing/penalties and sanctions for performer misconduct</li> </ul> <p>6. Provide a national directive and vision</p> <ul style="list-style-type: none"> <li>• implementation of a strategy to increase grass roots participation</li> <li>• e.g. The FA Youth Programme/ CBRE All Schools (RFU)/ High 5 (England Netball)</li> </ul> <p>7. Provide guidelines/support/insurance to members</p> <ul style="list-style-type: none"> <li>• provides advice on where to play a sport at different levels</li> <li>• e.g. England Netball has a netball sessions finder</li> <li>• Provides insurance and legal advice for its affiliated members</li> <li>• e.g. public liability insurance for coaches</li> </ul> <p>8. Assist with the development of facilities</p> <ul style="list-style-type: none"> <li>• e.g. UKA Trackmark quality assurance scheme</li> </ul> <p>9. Safeguarding</p> <ul style="list-style-type: none"> <li>• Supporting a safe environment</li> <li>• E.g. FA safeguarding courses</li> </ul> <p><b>Funding</b></p> <p>10. Lobby for (apply for) and receive funding</p> <ul style="list-style-type: none"> <li>• Seek sponsorship from corporate partners</li> <li>• e.g. Vauxhall (The FA)/ First Utility (RFL)</li> <li>• Apply for funding from Sport England</li> </ul>		<p>Do not accept building facilities</p>



Question	Answer	Marks	Guidance
	<p><b>11.</b> Distribute funds received from different funding sources:</p> <ul style="list-style-type: none"> <li>• Grants/ government/ membership/ match fees/ lottery funding/ income from media/ sponsorship/ donations, admission fees/ fund raising events/ merchandising/ Sport England</li> <li>• e.g. England Boxing giving an amateur boxing club money to add an additional ring</li> </ul> <p><b>12.</b> Distribute funds <b>evenly</b> throughout a sport received</p> <ul style="list-style-type: none"> <li>• Ensure all levels of a sport have access to funding</li> <li>• e.g. grass roots, national leagues and elite player pathways</li> <li>• Provide members with funding opportunity for their sport</li> <li>• e.g. Kick Start Scheme (The FA)</li> </ul> <p><b>13.</b> Provide members with advice about funding</p> <ul style="list-style-type: none"> <li>• How to access funding schemes</li> <li>• e.g. Sport England's Small Grants or Community Asset Funds</li> <li>• Provide members with advice on how to organise fund raising events / funding raising initiatives</li> <li>• e.g. Easyfundraising</li> </ul>		

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