



## **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 June 2018**

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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)	False	[1]											
1. (b)	True	[1]											
1. (c)	True	[1]											
2.	(c) It is an example of inspiration	[1]											
3. (a)	<p><b>3 marks for 3 from:</b></p> <ol style="list-style-type: none"> <li>1. Lack of childcare/lack of sports activities where she can also take the children to participate</li> <li>2. Lack of time</li> <li>3. Lack of disposable income/money/can't afford transport</li> <li>4. Lack of role models</li> <li>5. Lack of awareness</li> <li>6. Activities not at a suitable time</li> <li>7. Family commitments/taking children to their leisure activities</li> </ol>	[3]	<p>She is a single parent or she is unemployed = REP of the question BOD Taking care of children</p> <p>DNA lack of transport, must relate to cost.</p>										
3.(b)	<p><b>1 marks for 1 from:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. Ultimate Frisbee</td> <td style="width: 50%;">6. Korfball</td> </tr> <tr> <td>2. Footgolf</td> <td>7. Handball</td> </tr> <tr> <td>3. Triathlon</td> <td></td> </tr> <tr> <td>4. American football</td> <td></td> </tr> <tr> <td>5. Lacrosse</td> <td></td> </tr> </table>	1. Ultimate Frisbee	6. Korfball	2. Footgolf	7. Handball	3. Triathlon		4. American football		5. Lacrosse		[1]	<p>Credit other suitable examples.</p> <p>DNA Netball</p>
1. Ultimate Frisbee	6. Korfball												
2. Footgolf	7. Handball												
3. Triathlon													
4. American football													
5. Lacrosse													

Question	Answer	Marks	Guidance
4.	<p><b>1 mark for each of 1 from:</b></p> <ol style="list-style-type: none"> <li>1. Provide specialist equipment</li> <li>2. E.g. hoists in swimming pools</li> <li>3. Provide disabled changing facilities</li> <li>4. E.g. disabled showers/wider cubicles</li> <li>5. Improve access to the building</li> <li>6. E.g. ramps for participants in wheelchairs</li> <li>7. Adapting sports activities</li> <li>8. E.g. such as size of playing area, time and/or rules to meet the needs of people with physical disabilities</li> <li>9. Provide transport</li> <li>10. E.g. run a minibus service using adapted transport</li> <li>11. Providing assistance</li> <li>12. E.g. specialist coaches/ support workers</li> <li>13. User specific sessions/times/areas</li> <li>14. Disabled participant only swimming session/areas</li> </ol>	<b>[4]</b>	<p>Sub-max 2 for description points (1, 3, 5 etc...)</p> <p>Sub-max 2 for examples (2, 4, 6, 8, etc...)</p> <p>Can gain examples without descriptions</p> <p>Must have descriptions <b>and</b> examples to gain max marks</p> <p>Examples must relate to <b>swimming</b></p>
5.	(b) Taking a skin sample	<b>[1]</b>	

Question	Answer	Marks	Guidance
6. (a)	<p><b>4 marks for 4 from:</b></p> <p><b>Economic Benefits [sub max 2]</b></p> <ol style="list-style-type: none"> <li>1. (Increased) tourism</li> <li>2. Commercial benefits/benefit to local businesses/ increase trade</li> <li>3. Investment in developing/improving transport</li> <li>4. Investment in infrastructure/new buildings</li> <li>5. Shop window effect</li> <li>6. Employment opportunities/jobs created</li> </ol> <p><b>Sporting Benefits [sub max 2]</b></p> <ol style="list-style-type: none"> <li>7. Participation/popularity may increase</li> <li>8. Sports facilities can be used by local population after event</li> </ol>	<b>[4]</b>	<p>Award maximum of 2 marks for economic benefits and maximum of 2 marks for social benefits.</p> <p>BOD Merchandise sales/more money</p> <p>DNA better/more sports facilities as the question refers to using an existing stadium</p>
6. (b)	<p><b>2 marks for 2 from:</b></p> <ol style="list-style-type: none"> <li>1. Building might not be used after the event</li> <li>2. High cost (of building the stadium)/might still be in debt for building it</li> <li>3. Finding suitable size events to keep it running/generate income might be difficult</li> <li>4. Expensive to maintain/adapt for community use/expensive to run</li> <li>5. Negative impact on status of the country/city if not used</li> </ol>	<b>[4]</b>	

Question	Answer	Marks	Guidance
6. (c)	<p><b>2 marks for 2 from;</b></p> <ol style="list-style-type: none"> <li>1. Overcrowding</li> <li>2. Disruption due to building (prior to the event)</li> <li>3. Litter/environmental damage/pollution</li> <li>4. Noise</li> <li>5. Crime/(fear of) terrorism</li> <li>6. Reduced spending on local services (as money diverted to pay for the event)</li> <li>7. Increased traffic congestion/difficulty with transport</li> </ol>	<b>[2]</b>	<p>Responses must relate to impact on local population</p> <p>BOD Fighting/violence</p>
7.	<p><b>6 marks for 6 from:</b></p> <ol style="list-style-type: none"> <li>1. Team spirit</li> <li>2. (The Davis cup builds teams spirit as) players support each other/work for each other</li> <li>3. Fair play</li> <li>4. Players adhere to the rules and play fairly/ sportsmanship</li> <li>5. Tolerance and respect</li> <li>6. Players develop an understanding of different countries through sport</li> <li>7. National pride</li> <li>8. <b>Performers</b> unite behind their country</li> <li>9. Excellence</li> <li>10. Players strive to be the best they can/lower ranks players often play higher ranks players and need to perform to their best.</li> </ol>	<b>[6]</b>	<p><b>One</b> mark for value and <b>one</b> mark for description.</p> <p>Description mark can <b>only</b> be awarded if linked to the correct named value.</p> <p>BOD Tolerance or respect on own however description must relate to tolerance and respect.</p> <p>Must relate to the performer and not the nation.</p>

Question	Answer	Marks	Guidance
8.(a)	<p><b>2 marks for 2 from:</b></p> <ol style="list-style-type: none"> <li>1. Technical advice (of building design/playing surfaces)</li> <li>2. Advice on funding</li> <li>3. Advice on coaching/officiating awards</li> <li>4. Advice on leagues and competitions</li> <li>5. Advice on disciplinary matters</li> <li>6. Advice on policies (e.g. safeguarding)</li> <li>7. Advice on promotion</li> </ol>	<b>[2]</b>	BOD Advice on how to get more people involved/how to increase participation
8 (b)	<p><b>3 marks for 3 from:</b></p> <ol style="list-style-type: none"> <li>1. Grants</li> <li>2. Lottery funding</li> <li>3. (National governing body) affiliation fees/subscriptions</li> <li>4. Income from media</li> <li>5. Income from sponsorship/advertising</li> <li>6. Income from private investors/donations</li> <li>7. Money from (national) fund-raising events</li> </ol>	<b>[3]</b>	<p>BOD Government funding. DNA government = VG</p> <p>Advertising must link to income/not increasing advertising for amateur sports organisations</p> <p>DNA Fund raising on its own</p>



Question	Answer	Marks	Guidance
9.	<p><b>4 marks for 4 from:</b></p> <ol style="list-style-type: none"> <li>1. Alternative leisure activities/playing on computer/going out with friends/ lack of motivation/ friends don't play sport/ sport is not considered to be cool/peer pressure</li> <li>2. Increase awareness/advertising to encourage teenagers to choose physical activities/use role models/ promote health benefits</li> <li>3. Media portrayal of suitable sport for male and females/stereotyping</li> <li>4. Challenge stereotypes through campaigns/promote sports with high number of male participant to females and vice versa</li> <li>5. Lack of transport</li> <li>6. Provide transport/free transport/subsidised transport</li> <li>7. Body image issues/ low self esteem</li> <li>8. Build confidence through education initiatives/media campaigns/ the use of <b>confident</b> role models</li> <li>9. Lack of time (due to homework)</li> <li>10. More clubs during school/ appropriately timed sessions</li> <li>11. Lack of role models</li> <li>12. Use <b>active</b>/healthy role models</li> </ol>	<b>[4]</b>	<p>Award one mark for each correct identification of a barrier Award one mark for each matching solution</p> <p>BOD Transport</p>

Question	Answer	Marks	Guidance
10(a)	<p><b>2 marks for 2 from:</b></p> <ol style="list-style-type: none"> <li>1. Damage to (physical/ mental) health of the performer/addiction</li> <li>2. Be banned from performing/dropped from the team</li> <li>3. Mistrust of results</li> <li>4. Performers gain an unfair advantage</li> <li>5. Damage to reputation of the sport</li> <li>6. Damage to reputation of the performer</li> <li>7. Team could be punished/banned/fined/teammates penalised</li> <li>8. Financial penalties/loss of sponsorship/loss of winnings/loss medals or trophies</li> </ol>	[2]	Sanction must relate to a <b>team</b> not an individual
10. (b)	<p><b>2 marks for 2 from:</b></p> <ol style="list-style-type: none"> <li>1. (Random) drug testing/ Whereabouts rule</li> <li>2. Bans/suspensions</li> <li>3. Educating performers on risks to health</li> <li>4. Withdrawal of funding/sponsorship/educating performers on financial impact</li> </ol>	[2]	
11.	<p><b>3 marks for 3 from:</b></p> <ol style="list-style-type: none"> <li>1. Respect</li> <li>2. Friendship</li> <li>3. Courage</li> <li>4. Excellence</li> <li>5. Determination</li> <li>6. Inspiration</li> <li>7. Equality</li> </ol>	[3]	

Question	Answer	Marks	Guidance
12.	<p><b>4 marks for 4 from:</b></p> <ol style="list-style-type: none"> <li>1. Develop an ability based pathway to develop young children through to national elite level. <b>This is an example of the governing body developing sports performers</b></li> <li>2. Create a new 5 or 6-a-side version of the game with different rules <b>This is an example of the governing body growing infrastructure</b></li> <li>3. Increase popularity through training teaching ambassadors to encourage children to participate. <b>This is an example of the governing promoting the sport</b></li> <li>4. Invest in coaching, officiating, sports science and medicine <b>This is an example of the governing body funding the sport</b></li> </ol>	<b>[4]</b>	
13. (a)	<p><b>2 marks for 2 from:</b></p> <ol style="list-style-type: none"> <li>1. Applaud good play</li> <li>2. Applaud the opposition/be respectful to the opposition</li> <li>3. Encourage the players</li> <li>4. Encourage positive play/don't encourage negative play</li> <li>5. Respect officials/coaches decisions</li> <li>6. Don't shout at opposition/own child</li> <li>7. Don't swear/use bad language</li> <li>8. Don't be aggressive in behaviour (e.g. towards officials or opposition)</li> <li>9. Don't go on the pitch/playing surface</li> </ol>	<b>[2]</b>	BOD clapping/cheering

Question	Answer	Marks	Guidance
13. (b)	<p><b>2 marks for 2 from:</b></p> <ol style="list-style-type: none"> <li>1. Kicking the ball out of play when a player is injured/giving the ball back to the opposition when it is kicked out due to an injury (to a member of your team).</li> <li>2. Shaking hands before the games starts/shaking hands after the match</li> <li>3. Congratulating the opposition on good play (during or after the match)</li> <li>4. Positive play e.g. no timewasting</li> <li>5. Showing respect for the referee/officials</li> <li>6. Clapping (opposition) when a substitution is made</li> </ol>	<b>[2]</b>	<p>BOD Helping the opposition up when they are injured</p> <p>DNA helping someone up when you have tackled them</p>
14.	(b) an international sports event which occurs once in a generation	<b>[1]</b>	

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>Responses <b>are likely</b> to include;</p> <p><b>Level 3 (7-8 marks)</b> At the top of the level candidates show a well-developed understanding of the relationship between media coverage and participation/ popularity/spectatorship.</p> <p>At the top of the level candidates will discuss <b>both</b> the positive and negative impact media can have on the popularity/spectatorship/participation</p> <p>To access this level candidates are able to give at least <b>three knowledge</b> points and <b>three examples</b> from sport that show that media coverage can affect popularity/participation/ spectatorship.</p> <p><b>Level 2 (4-6 marks)</b></p> <p>Candidates show an understanding of the relationship between media coverage and increased popularity/participation/spectatorship.</p> <p>At the top of the level candidates will discuss <b>both</b> the positive and negative impact media can have on the popularity/ participation/ spectatorship.</p> <p>To access this level candidates are able to give at least <b>two knowledge</b> points and <b>two examples</b> from sport that show that media coverage can affect popularity/participation/ spectatorship.</p> <p><b>Level 1 (1-3 marks)</b></p> <p>Basic understanding that more media coverage results in increased participation or spectatorship.</p> <p>At the top of this level candidates will be able to give at least one knowledge point and development.</p> <p>Limited or no examples used</p>

Question	Answer	Marks	Guidance
	<p><b><u>Indicative content</u></b> Candidate responses are likely to include: (relevant responses not listed should be acknowledged)</p> <p><b>Numbered points</b> = knowledge / understanding</p> <p><b>Bullet points</b> = likely to be development of knowledge</p> <p><b><u>Positive</u></b></p> <ol style="list-style-type: none"> <li><b>1. (More) media coverage raises the profile of the sport</b> <ul style="list-style-type: none"> <li>• Raises awareness among potential participants</li> <li>• Makes sport more popular/increases participation</li> <li>• E.g. Cycling post-Olympic coverage</li> </ul> </li> <li><b>2. Increased funding from sponsorship/ media rights</b> <ul style="list-style-type: none"> <li>• Many current sports initiatives are funded through the sale of media rights</li> <li>• More money to sport can help increase popularity</li> <li>• E.g. Media rights for football generate huge revenues some of which are invested in 'grass roots' initiatives.</li> </ul> </li> <li><b>3. (Increased media coverage) can increase opportunities for watching sport/spectatorship making it more popular.</b> <ul style="list-style-type: none"> <li>• Increased media coverage enables more people to watch sport</li> <li>• Increases awareness of opportunities to spectate at live sports events.</li> <li>• Increased awareness of the rules of the sport</li> </ul> </li> <li><b>4. Media raises awareness of where to play sport</b> <ul style="list-style-type: none"> <li>• Promotion of sports facilities in the media raises awareness of where people can play sport</li> <li>• E.g. where national standard facilities are located</li> </ul> </li> </ol>		<p><b>Always indicate the level at the end of the response.</b></p>

Question	Answer	Marks	Guidance
	<p><b>5. Promotes role models/high profile sports performers</b></p> <ul style="list-style-type: none"> <li>• Role models promoted through extensive media coverage can inspire more people to take part in sport</li> <li>• E.g. Usain Bolt</li> </ul> <p><b>6. Can be used to advertise sports initiatives</b></p> <ul style="list-style-type: none"> <li>• Media campaigns are used to promote/advertise opportunities to play sport</li> <li>• E.g. Sport England's 'This Girl Can' campaign</li> <li>• E.g. Sky Sports and the Women's Sports Trust teaming up for the 'time to show up' campaign</li> </ul> <p><b><u>Negative</u></b></p> <p><b>7. Sports not covered as well in the media can suffer</b></p> <ul style="list-style-type: none"> <li>• Limited/no media coverage can adversely affect participation</li> <li>• E.g. volleyball rarely seen in the media, so less people play it</li> </ul> <p><b>8. Media can reinforce stereotypes about sports</b></p> <ul style="list-style-type: none"> <li>• Limited women's sport coverage can reinforce views and reduce popularity/spectatorship</li> <li>• E.g. Low coverage of women's sport reinforces view that men are better at sport than women</li> <li>• So women's sport is not watched as much as men's sport</li> </ul> <p><b>10. Negative portrayal of a sport in the media</b></p> <ul style="list-style-type: none"> <li>• Sport can be portrayed as aggressive/violent</li> <li>• So less people participate or watch, popularity decreased</li> <li>• E.g. boxing, horse racing</li> </ul>		

Question	<u>Answer</u>	Marks	Guidance
	<ul style="list-style-type: none"><li>• E.g. Cycling and athletics linked to systemic doping</li></ul> <p><b>11. Increased spectatorship via media can negatively affect participation</b></p> <ul style="list-style-type: none"><li>• Could also have negative impact as people watch sport instead of taking part or watching sport becomes so frequent</li><li>• E.g. variation of kick off times due to media coverage can mean people able to watch all the time</li></ul>		



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