

## **Cambridge National**

### **Sport Studies**

Level 1/2 Cambridge Nationals in Sport Studies

R051/01 Contemporary issues in sport

### **Mark Scheme for Jan 2020**

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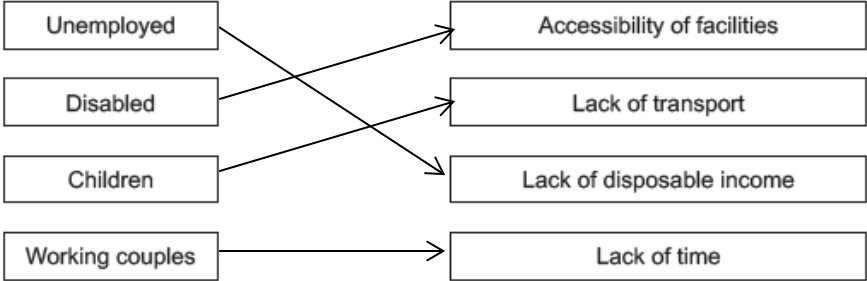
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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at 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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Question	Answer	Marks	Guidance
1.	<p><b>Four marks from:</b></p> 	<b>[4]</b>	1 mark for each correct answer
2 (a)	<p><b>Three marks from:</b></p> <p>Working hours:</p> <ol style="list-style-type: none"> <li>1. Unsuitable timings of activity</li> <li>2. Lack of free time (due to work commitments)</li> </ol> <p>Transport:</p> <ol style="list-style-type: none"> <li>3. Lack of transport</li> <li>4. Distance to club requires transport</li> </ol> <p>Role models:</p> <ol style="list-style-type: none"> <li>5. Lack of (female) role models</li> <li>6. Lack of media coverage of female role models</li> <li>7. Lack of motivation <b>as not inspired by role models</b></li> </ol>	<b>[3]</b>	<p>1 mark for each correct answer Sub max 1 for each barrier</p> <p>DNA – works full time (note for AEs - some candidates are starting with, ‘she works full time’ as their lead in, use REP over this statement but also read on as the explanation may follow)</p> <p>DNA – cost of transport REP – she cannot drive/she does not have a licence</p>
2 (b)	<p><b>Two marks from:</b></p> <ol style="list-style-type: none"> <li>1. Club offer sessions at weekends/or later for working people</li> <li>2. Find a nearer club</li> <li>3. Provide transport /she could use public transport/share a lift</li> <li>4. Increased media coverage/social media presence/ direct promotion/ advertising</li> <li>5. Increase the use of female role models</li> <li>6. Learn to drive/get a licence</li> </ol>	<b>[2]</b>	1 mark for each correct answer  DNA change working hours (not realistic)

3.	<p><b>Four marks from:</b></p> <p><b>Success:</b></p> <ol style="list-style-type: none"> <li>1. Successful boxers will inspire people to participate/ be a good role model/ create role models</li> <li>2. This will <b>increase</b> popularity/ gain <b>more</b> spectators/ participants</li> </ol> <p><b>Provision:</b></p> <ol style="list-style-type: none"> <li>3. Lack of (readily accessible) facilities/ lack of clubs / not taught in schools</li> <li>4. This will <b>decrease</b> popularity/ <b>less</b> participants</li> </ol>	[4]	<p>1 mark for each correct answer</p> <p>Candidates must state the impact on the popularity of boxing to gain second mark (even)</p> <p>Accept the converse for both success and provision</p>
4.	<p><b>two marks from:</b></p> <ol style="list-style-type: none"> <li>1. Participation</li> <li>2. Teamwork</li> </ol>	[2]	
5.	(b) Swimming	[1]	
6.	<p><b>One mark for each example and one mark for matching description:</b></p> <ol style="list-style-type: none"> <li>1. Testing methods</li> <li>2. Blood sample collection/ urine sample collection/ hair sample collection/ nail sample collection</li> <li>3. Whereabouts rule</li> <li>4. Athletes need to inform (governing bodies) of where they will be every day /for one hour of each day</li> <li>5. Sanction/ penalties / bans</li> <li>6. Bans for those found guilty of taking PEDs/ missing tests/ life time bans for repeat offenders/ stripped of medals/wins</li> <li>7. Education initiatives</li> <li>8. Programmes that teach athletes about the health implications of taking PEDs/drugs</li> </ol>	[4]	<p>One mark for each correct answer.</p> <p>BOD - Blood tests etc.</p> <p><b>Must identify a type of test</b></p> <p>Description (even numbers) must match method (odd numbers) to gain the second mark.</p>

7.	<p><b>Three marks from:</b></p> <ol style="list-style-type: none"> <li>1. Creates <b>negative</b> role models</li> <li>2. Mistrust of results/sport known for cheating</li> <li>3. <b>Creates</b> negative media coverage</li> <li>4. May reduce <b>sport's</b> sponsorship / funding</li> <li>5. Reduction in spectatorship/ participation</li> </ol>	<b>[3]</b>	<p>One mark for each correct answer.</p> <p><b>Do not accept the converse</b></p> <p>Reference must be to the <b>sport</b>, not a player or a team</p>
8 (a)	<p><b>Two marks from:</b></p> <ol style="list-style-type: none"> <li>1. (Lack of coverage) can lead to low <b>awareness</b> of the sport which can lead to limited participation/popularity</li> <li>2. (Lack of coverage) can lead to limited provision which leads to limited participation</li> <li>3. <b>Lack</b> of role models (in the media) could affect participation/popularity/spectatorship</li> <li>4. (lack of media) could lead to lack of funding or sponsorship which affects the growth of the sport</li> <li>5. Poor <b>spectatorship</b> (as result of limited media coverage) which leads to a decrease in popularity</li> </ol>	<b>[2]</b>	<p>One mark for each correct answer.</p> <p>REP – lack of media coverage on its own</p> <p><b>Do not accept the converse</b></p> <p>Response must have reference to impact on the sport to gain the mark</p>
8 (b)	<p><b>Two marks from:</b></p> <ol style="list-style-type: none"> <li>1. Ultimate Frisbee</li> <li>2. Footgolf</li> <li>3. American football</li> <li>4. Lacrosse</li> <li>5. Softball</li> <li>6. CrossFit</li> <li>7. Parkour</li> <li>8. Handball</li> <li>9. Korfball</li> </ol>	<b>[2]</b>	<p>One mark for each correct answer.</p> <p>Accept any other relevant examples</p>

<p><b>9</b></p>	<p><b>Five marks from:</b></p> <table border="1" data-bbox="271 256 1171 667"> <thead> <tr> <th data-bbox="271 256 629 312">Sporting Value</th> <th data-bbox="629 256 1171 312">Example</th> </tr> </thead> <tbody> <tr> <td data-bbox="271 312 629 384"><b>Excellence</b></td> <td data-bbox="629 312 1171 384">Trying your hardest to achieve a personal best</td> </tr> <tr> <td data-bbox="271 384 629 456"><b>Inclusion</b></td> <td data-bbox="629 384 1171 456">Making sure all user groups have an opportunity to participate in sport</td> </tr> <tr> <td data-bbox="271 456 629 528"><b>Fair Play</b></td> <td data-bbox="629 456 1171 528">Learning the importance of playing by the rules</td> </tr> <tr> <td data-bbox="271 528 629 600"><b>National Pride</b></td> <td data-bbox="629 528 1171 600">Supporters uniting behind team England during the netball world cup</td> </tr> <tr> <td data-bbox="271 600 629 667"><b>Citizenship</b></td> <td data-bbox="629 600 1171 667">Volunteering to referee for your local U11 football team</td> </tr> </tbody> </table>	Sporting Value	Example	<b>Excellence</b>	Trying your hardest to achieve a personal best	<b>Inclusion</b>	Making sure all user groups have an opportunity to participate in sport	<b>Fair Play</b>	Learning the importance of playing by the rules	<b>National Pride</b>	Supporters uniting behind team England during the netball world cup	<b>Citizenship</b>	Volunteering to referee for your local U11 football team	<p>[5]</p>	<p>One mark for each correct answer.</p>			
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<b>10 (b)</b>	<b>Two marks from:</b>  <ol style="list-style-type: none"><li>1. Potential risk of terrorism/ crime / riots /hooliganism</li><li>2. Increased cost of security</li><li>3. Revenue may fall below expectation (leading to debt)</li><li>4. Can cause divisions in the country if only one city/part of the country benefits</li><li>5. Drop in national morale/status if the country under performs/or the event is badly organised</li><li>6. Disruption to local community/overcrowding/litter or pollution/traffic congestion</li></ol>	<b>[2]</b>	One mark for each correct answer.  Drawbacks <b>must</b> relate to <b>during</b> the event  DNA does not make a profit
<b>11</b>	<b>One mark from:</b>  <ol style="list-style-type: none"><li>1. Increase in new/improved sports facilities</li><li>2. Increase in participation</li></ol>	<b>[1]</b>	

12 (a)	<b>One mark from:</b> 1. One-off		One mark for each correct answer.
12 (b)	<b>One mark from:</b> 1. Takes place once every 4 years 2. Only hosted once in a generation	<b>[1]</b>	One mark for each correct answer.
12 (c)	<b>One mark from:</b> 1. An annual sporting event that is held in the same place/venue each year 2. Annual sporting event that is contracted to the same city (for a number of years)	<b>[1]</b>	One mark for each correct answer.  Must infer frequency and venue
12 (d)	<b>One mark from:</b> 1. Wimbledon 2. F1 Grand Prix (Silverstone) 3. FA Cup <b>Final</b> 4. Carabao Cup <b>Final</b> 5. Betfred Grand <b>Final</b> 6. Gallagher Premiership <b>Final</b>	<b>[1]</b>	One mark for each correct answer.  Credit other suitable examples.
12 (e)	<b>One mark from:</b> 1. (UEFA) Champions League <b>Final</b> 2. European Rugby Champions Cup <b>Final</b> 3. Diamond League Athletics 4. British Open Golf 5. Davis Cup Tennis	<b>[1]</b>	One mark for each correct answer.  Credit other suitable examples.



<p><b>13</b></p>	<p><b>Four marks from:</b></p> <p><b>Unemployed</b></p> <p>Session they may <b>not</b> be able to access</p> <ol style="list-style-type: none"> <li>1. Hydro aerobics/Spinning/Pilates</li> </ol> <p>Reasons</p> <ol style="list-style-type: none"> <li>2. Lack of disposable income (as they does not work)</li> </ol> <p><b>Full time work</b></p> <p>Session they may <b>not</b> be able to access</p> <ol style="list-style-type: none"> <li>3. Hydro aerobics / HIIT Circuits</li> </ol> <p>Reasons</p> <ol style="list-style-type: none"> <li>4. Lack of time/ unsuitable timing of sessions/ work restrictions</li> </ol>	<p>[4]</p>	<p>One mark for each correct answer.</p> <p>Must have session (pts 1 &amp; 3) to gain reason (pts 2 &amp; 4)</p> <p>Too expensive = BOD No money = TV DNA lack of transport</p>
<p><b>14 (a)</b></p>	<p><b>Two marks from:</b></p> <ol style="list-style-type: none"> <li>1. <b>Time wasting</b> when taking a goal kick/ between serves in badminton.</li> <li>2. Feigning/simulating injury/ diving in football/ faking a head injury in rugby to get a rest/ to gain a tactical advantage</li> <li>3. Damaging/ manipulating the playing surface/ equipment such as seam on cricket ball/ damaging a penalty sport</li> <li>4. <b>Distracting an opponent</b> by moving in their backswing in golf/ grunting in tennis/ slating in cricket</li> <li>5. Over use of injury breaks/toilet breaks in tennis/ badminton/squash to break up/change the flow of play</li> </ol>	<p>[2]</p>	<p>One mark for each correct answer.</p> <p>Credit other relevant examples</p> <p>BOD - feigning an injury but with no sport</p>

<b>14 (b)</b>	<b>Two marks from:</b>  <ol style="list-style-type: none"><li>1. Contradicts the spirit of sport</li><li>2. Creates negative role models / sets a bad example</li><li>3. Damages the reputation of the performer or sport /negative media coverage</li><li>4. May reduce <b>performers'</b> sponsorship/funding</li></ol>	<b>[2]</b>	One mark for each correct answer.  Accept - Should set a good example/be a good role model Accept – should uphold reputation of the sport/performer
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<p>1.</p>	<p><b><u>Levels of response</u></b></p> <p><b>Level 3 (7-8 marks)</b> A comprehensive response:</p> <ul style="list-style-type: none"> <li>- shows detailed knowledge and understanding</li> <li>- makes many points, many of which are well developed.</li> <li>- is well structured and consistently uses appropriate terminology.</li> <li>- there are few if any errors in grammar, punctuation and spelling.</li> </ul> <p><b>Level 2 (4-6 marks)</b> A competent response:</p> <ul style="list-style-type: none"> <li>- shows good knowledge and understanding.</li> <li>- makes some valid points a few of which may be developed.</li> <li>- is reasonably well structured and uses some appropriate terminology.</li> <li>- there are occasional errors in grammar, punctuation and spelling.</li> </ul> <p><b>Level 1 (1-3 marks)</b> A basic response:</p> <ul style="list-style-type: none"> <li>- shows limited knowledge and understanding.</li> <li>- makes some basic points which are rarely developed.</li> <li>- has limited coherence and structure with little or no use of appropriate terminology.</li> <li>- errors in grammar, punctuation and spelling may be noticeable and intrusive.</li> </ul> <p><b>0 = nil response or no response worthy of credit.</b></p>	<p>[8]</p>	<p>Differentiating between levels look for:</p> <p><b>Level 3 (7-8 marks)</b></p> <ul style="list-style-type: none"> <li>- At the top of the level all three elements of the question are addressed with a balanced response across promote, fund and support.</li> <li>- At the bottom of this level all three areas of the question are addressed, with a minimum of three developed points.</li> <li>- Examples are evident at the top and the bottom of the level</li> </ul> <p><b>Level 2 (4-6 marks)</b></p> <ul style="list-style-type: none"> <li>- At the top of this level at least two elements of the question are addressed, with at least two developed points, with an example</li> <li>- At the middle of this level candidates may not give any examples</li> <li>- To access this level, two areas must be addressed with at least one developed point</li> </ul> <p><b>Level (1-3 marks)</b></p> <ul style="list-style-type: none"> <li>-At the top of this level one element of the question must be addressed, with some development or example.</li> <li>-In the middle of this level there must be one development and one example or two developments/examples</li> <li>- Some responses be a list rather than prose.</li> </ul> <p><b>Always indicate the level at the end of the response.</b></p>
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	<p>4. Media exposure raises awareness of where to play sport</p> <ul style="list-style-type: none"> <li>Promotion of sports facilities in the media raises awareness of where people can play sport E.g. where national standard facilities are located</li> </ul> <p>5. Media can be used to advertise sports initiatives</p> <ul style="list-style-type: none"> <li>Media campaigns are used to promote/advertise opportunities to play sports E.g. UKA's media campaign on social media</li> </ul> <p><b>Funding</b></p> <p>6. Lobby for (apply for) funding</p> <ul style="list-style-type: none"> <li>Seek sponsorship from corporate partners E.g. Vauxhall (The FA)/ First Utility (RFL)</li> <li>Apply for funding from Sport England E.g. local junior rugby club applies for funding for changing rooms</li> </ul> <p>7. Receives funding (from different 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> </ul> <p>8. Distribute funds throughout a sport</p> <ul style="list-style-type: none"> <li>Ensure any levels of a sport have access to funding E.g. grass roots (schools/local clubs), national leagues and elite player pathways</li> <li>Provide members with funding opportunity for their sport E.g. Kick Start Scheme (The FA)</li> </ul>		<p>Accept examples of NGB funding initiatives Do not accept build facilities/ fund facilities</p>
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	<p>9. Provide members with advice about <b>funding</b></p> <ul style="list-style-type: none"><li>• How to access funding schemes / provide links to alternative funding source E.g. Sport England's Small Grants / Community Asset Funds / Grantfinder website</li><li>• Provide members with advice on how to organise fund raising events / funding raising initiatives E.g. Easyfundraising / crowdfunding</li></ul> <p><b>Support</b></p> <p>10. Provide technical advice</p> <ul style="list-style-type: none"><li>• Provide support for on how to run/organise a club E.g. how to set up a committee for a new football club</li><li>• Provide support on club developments E.g. technical support on playing surfaces/ pitch specs/ equipment</li></ul> <p>11. Provide contact information</p> <ul style="list-style-type: none"><li>• NGB holds information on location/information on local clubs E.g. so clubs can contact each other to arrange fixtures</li><li>• Provide information to people who want to get started in sport E.g. Netball finder website, England Basketball's Find a court website, RFU handbook</li></ul>		
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