



Oxford Cambridge and RSA

## **Cambridge National**

### **Sport Studies**

#### **R051/01: Contemporary issues in sport**

Level 1/2 Cambridge National Certificate/Award

### **Mark Scheme for January 2024**

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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 consists of 18 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 5 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:
- 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**

Annotations in RM Assessor

The following annotations are available:

✓ = correct response

✗ = incorrect response

**BOD** = Benefit of doubt

**IRRL** = Irrelevant

**REP** = Repetition

**VG** = Vague

? = Unclear

**K** = Knowledge and understanding

**DEV** = Development

**EG** = Example

**S** = Sub-max for question reached

**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 1-14. Annotate where the mark has been awarded and not at the end of the line, but care should be taken to not annotate over candidates work]**


Question		Answer	Mark	Guidance
1	(a)	<p><b>Three marks from:</b></p> <p><b>Time</b></p> <ol style="list-style-type: none"> <li>Needs to spend time revising for exams / school work / homework.</li> <li>Does not want to waste time traveling by public transport/time to get there may take too long</li> <li>Alternative interests take up time</li> <li>Unsuitable timing of activity</li> </ol> <p><b>Role models</b></p> <ol style="list-style-type: none"> <li>Less / lack of (female) rugby players / role models</li> <li>Not seen as a female sport / mainly played by men</li> <li>Family / Friends / Peers / role models followed do not play rugby</li> </ol> <p><b>Transport</b></p> <ol style="list-style-type: none"> <li>Too young to drive / too far to walk</li> <li>Would need to rely on parents / others to take them</li> <li>No public transport links to facility</li> <li>Public transport too expensive</li> </ol>	[3]	<p>One mark for each correct answer</p> <p><b>DNA</b> – money <b>VG</b> – Lack of time</p> <p><b>VG</b> – Not being able to get transport</p>
1	(b)	<p><b>Three marks from:</b></p> <ol style="list-style-type: none"> <li>Run sessions at facilities closer / more nearby (to cut time spent traveling)</li> <li>Run study session after training / support homework</li> <li>Provide/use alternative timings for sessions for young people</li> <li>Promotion / advertising targeted to increase awareness</li> <li>Use roles models to advertise sessions / go into schools / increased number of women role models</li> <li>Provide (more) women / girl only sessions</li> <li>Provide family sessions / things for families to do to encourage them to attend</li> <li>Provide / use alternative transport</li> <li>Provide / use public transport discount / purchase bus pass</li> <li>Arrange lifts with family / friends / other players</li> </ol>	[3]	<p>One mark for each correct answer</p> <p>Accept - Use the bus/get a taxi/share transport with a friend</p> <p><b>BOD</b> – increased media coverage</p> <p><b>VG</b> - See if school does sessions</p>

Question		Answer	Mark	Guidance												
2	(a)	<p>Three marks from:</p> <table border="0" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; border: none;">Factor</th> <th style="border: none;"></th> <th style="text-align: center; border: none;">Example</th> </tr> </thead> <tbody> <tr> <td style="border: 1px solid black; padding: 5px; text-align: center;">Acceptability</td> <td style="border: none; text-align: center; vertical-align: middle;">/</td> <td style="border: 1px solid black; padding: 5px; text-align: center;">A lack of British Asian rugby players</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px; text-align: center;">Role models</td> <td style="border: none; text-align: center; vertical-align: middle;">\</td> <td style="border: 1px solid black; padding: 5px; text-align: center;">Mixed martial arts seen as a sport where people only hurt each other</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px; text-align: center;">Participation</td> <td style="border: none; text-align: center; vertical-align: middle;">—</td> <td style="border: 1px solid black; padding: 5px; text-align: center;">Lack of leagues in Ultimate Frisbee</td> </tr> </tbody> </table>	Factor		Example	Acceptability	/	A lack of British Asian rugby players	Role models	\	Mixed martial arts seen as a sport where people only hurt each other	Participation	—	Lack of leagues in Ultimate Frisbee	[3]	One mark for each correct answer
Factor		Example														
Acceptability	/	A lack of British Asian rugby players														
Role models	\	Mixed martial arts seen as a sport where people only hurt each other														
Participation	—	Lack of leagues in Ultimate Frisbee														



Question		Answer	Mark	Guidance
2	(b)	<p><b>Two marks from:</b></p> <p><b>Media coverage</b></p> <ol style="list-style-type: none"> <li>1. Increase (media) coverage of badminton / free online streaming of badminton / means <b>more</b> people can watch increasing popularity</li> <li>2. Increase coverage of handball leads to <b>more</b> role models</li> <li>3. Terrestrial TV / free TV channels showing Padel means <b>more</b> people can watch increasing popularity</li> </ol> <p><b>Provision</b></p> <ol style="list-style-type: none"> <li>4. (more) local facilities for tennis means <b>more</b> people can participate</li> <li>5. Increased competitions / leagues for netball means <b>more</b> people can participate</li> <li>6. Increase in (local) clubs for basketball means <b>more</b> people can participate</li> </ol>	[2]	<p>One mark for each correct answer</p> <p><b>DNA</b> - Negative impacts on the sport</p> <p>One mark from each factor with explained impact and practical example. i.e. increase in number of local tennis courts means more people can play so more popular</p>
2	(c)	<p><b>Environment/climate</b></p> <ol style="list-style-type: none"> <li>1. Some sports need specific environments (i.e. skiing needs snow and surfing needs wind)</li> <li>2. If weather is too cold then <b>less</b> people will want to play / UK climate / rain / wind can limit popularity <b>if</b> sport played outside i.e. cricket</li> <li>3. If specific terrains not available, <b>less</b> people will take part i.e. Rock climbing needs cliffs / Sailing needs lake/sea</li> </ol> <p><b>Spectatorship</b></p> <ol style="list-style-type: none"> <li>4. If events for athletics are not accessible / difficult to travel to then <b>less</b> people will attend</li> <li>5. If rules complicated / spectators do not understand rules then <b>less</b> interest / popularity</li> <li>6. Cost of football tickets / travel too expensive then <b>less</b> people can afford to watch</li> </ol>	[2]	<p>One mark for each correct answer</p> <p><b>DNA</b> Positive impacts on the sport</p> <p>One mark from each factor with explained impact and practical example. i.e. If person does not understand the rules of rugby then they will lose interest and not watch the game.</p>

Question		Answer	Mark	Guidance
3		<p><b>Four marks from:</b></p> <p><b>(Impact on reputation)</b></p> <ol style="list-style-type: none"> <li>1. Sport is associated with cheating <b>which</b> damages the reputation of the sport</li> <li>2. Sport will lose funding / sponsors / Lack of <b>revenue</b> for sport / clubs due to damaged reputation</li> <li>3. Creates a mistrust of results / winners <b>which</b> causes damage to the sports reputation</li> <li>4. Poor role models are created <b>which</b> leads to a damaged reputation for the sport.</li> </ol> <p><b>(Impact of popularity)</b></p> <ol style="list-style-type: none"> <li>5. Decrease in participation / popularity <b>because</b> it is viewed as an unclean sport</li> <li>6. People stop following the sport / decrease in spectatorship <b>because</b> it is seen as an unclean sport</li> </ol>	[4]	<p>Must have impact on reputation / popularity to gain credit</p> <p><b>DNA</b> – effects on athletes</p>
4		<p><b>One mark for:</b></p> <p>(a) WADA stands for World Anti-Doping Association</p>	[1]	
5	<p>(a)</p> <p>(b)</p> <p>(c)</p>	<p><b>Three marks from:</b></p> <p>False</p> <p>True</p> <p>False</p>	<p>[1]</p> <p>[1]</p> <p>[1]</p>	<p>One mark for each correct answer</p>

Question	Answer	Mark	Guidance
6	<p><b>Two marks from:</b></p> <p><b>Team Spirit</b></p> <p>1. Learning to work together / support others as part of a team</p> <p><b>Excellence</b></p> <p>2. Striving to be the best that you can / trying your hardest / achieving a personal best</p> <p><b>Inclusion</b></p> <p>3. Making sure all user groups have an opportunity to participate in sport</p>	[3]	<p>One mark for each correct description</p> <p>Accept practical examples of descriptions</p> <p><b>VG</b> Pt 1 – Encouraging team mate</p> <p>Accept an e.g. in Pt 3 ethnic / gender / disability group has equal opportunities to play sport</p> <p><b>BOD</b> – involving everyone</p>
7	<p><b>One mark for:</b></p> <p>(b) Provision</p>	[1]	
8	<p><b>Three marks from:</b></p> <p>1) Excellence</p> <p>2) Friendship</p> <p>3) Courage</p> <p>4) Determination</p> <p>5) Inspiration</p> <p>6) Equality</p> <p>7) Respect</p>	[3]	<p>One mark for each correct answer</p> <p><b>DNA</b> - derivations of words i.e. To inspire people</p>
9	<p><b>One mark for:</b></p> <p>Five (different coloured) <b>interlocking</b> rings</p>	[1]	<p>Accept drawings of the 5 ring symbol</p> 

Question		Answer	Mark	Guidance
10	(a)	<p><b>Three marks from:</b></p> <p><b>(Disposable income)</b></p> <ol style="list-style-type: none"> <li>1. Cannot afford equipment / membership fees / kit</li> <li>2. Cannot afford travel costs</li> </ol> <p><b>(Provision of sessions)</b></p> <ol style="list-style-type: none"> <li>3. Activities only timetabled during the working day/unsuitable timings</li> <li>4. No suitable programmed sessions/suitable activities/provision for wheelchair users.</li> <li>5. Fear of discrimination if attend general session</li> </ol> <p><b>(Access of facilities)</b></p> <ol style="list-style-type: none"> <li>6. No creche facilities / childcare available</li> <li>7. Lack of appropriate facilities in area / no disabled access / not wheelchair friendly</li> <li>8. Lack of appropriate adapted equipment</li> </ol>	[3]	<p>One mark for each correct answer</p> <p><b>DNA</b> - money / transport on their own</p> <p><b>VG</b> – Lack of accessibility</p> <p><b>DNA</b> - Lack of awareness must be qualified</p> <p>Accept practical examples of lack of facilities i.e. inappropriate changing rooms/ no ramps</p>
10	(b)	<p><b>Three marks from:</b></p> <ol style="list-style-type: none"> <li>1. Provide public transport discount / arrange a lift with family or friend</li> <li>2. Provide / subsidise equipment / kit</li> <li>3. Initiatives/ subsidised / cheaper sessions / discounts on multiple sessions to reduce costs</li> <li>4. User specific sessions / times / Disabled participant only sessions</li> <li>5. Promotion / advertising targeted to increase awareness</li> <li>6. Use (disabled) roles models to advertise sessions</li> <li>7. Provide specialist equipment / hoists in swimming pools</li> <li>8. Provide disabled changing facilities / disabled showers / wider cubicles</li> <li>9. Improve access to the building / ramps for participants in wheelchairs</li> <li>10. Adapting sports activities / size of playing area, time and / or rules (to meet the needs of people with physical disabilities)</li> <li>11. Providing assistance / specialist coaches / support workers</li> <li>12. Provide creche / childcare at facility</li> </ol>	[3]	<p>One mark for each correct answer</p>

Question	Answer	Mark	Guidance
11	<p><b>Four marks from:</b></p> <p><b>Sportsmanship (sub max 1 mark)</b>  1. Playing within the rules / using sports etiquette / playing fairly / in the spirit of the game / showing respect or fair play to opponents</p> <p><b>Sporting example of sportsmanship (sub max 1 mark)</b>  2. Kicking ball out of play for an injury  3. Giving ball back to opposition  4. Shaking hands with <b>opposition</b> before / after games  5. Admitting to referee they have committed a foul / offence  6. Congratulating the <b>opposition</b> on good play (during or after the match)  7. Positive play e.g. no timewasting  8. Showing respect for the referee/officials  9. Clapping (opposition) when a substitution is made</p> <p><b>Gamesmanship (sub max 1 mark)</b>  10. Bend the rules to gain an advantage.</p> <p><b>Gamesmanship sporting example (sub max 1 mark)</b>  11. Time wasting when taking a goal kick / between serves in badminton.  12. Feigning / simulating injury / diving in football/ faking a head injury in rugby to get a rest / to gain a tactical advantage  13. Damaging / manipulating the playing surface/ equipment such as seam on cricket ball / damaging a penalty spot  14. Distracting an opponent by moving in their backswing in golf/ grunting in tennis/ slating in cricket  15. Overuse of injury breaks / toilet breaks in tennis / badminton / squash to break up</p>	<b>[4]</b>	<p>One mark for each correct answer.</p> <p><b>DNA</b> – Breaking the rules for Gamesmanship</p>

Question	Answer	Mark	Guidance
12	<p><b>Six marks from:</b></p> <p><b>'one-off'</b></p> <p><b>Description</b></p> <ol style="list-style-type: none"> <li>1. Happens in any given country / city once in a generation</li> <li>2. Happens every four years</li> </ol> <p><b>Named example</b></p> <ol style="list-style-type: none"> <li>3. Olympic / Paralympic Games / Commonwealth Games / Football World Cup</li> </ol> <p><b>Regular Description</b></p> <ol style="list-style-type: none"> <li>4. An (annual/biennial) event held in a different city each year (but could return after a few years)</li> </ol> <p><b>Named example</b></p> <ol style="list-style-type: none"> <li>5. UEFA Champions League final / Rugby European Cup Final</li> </ol> <p><b>Regular and recurring Description</b></p> <ol style="list-style-type: none"> <li>6. Events that are periodically repeated every year in the same venue / contracted to the same venue / city / country for a period of years</li> </ol> <p><b>Named example</b></p> <ol style="list-style-type: none"> <li>7. Hosting a Formula 1 Grand Prix / Wimbledon / FA Cup final</li> </ol>	<b>[6]</b>	One mark for each correct answer.

Question		Answer	Mark	Guidance
13		<p><b>Three marks from:</b></p> <ol style="list-style-type: none"> <li>1. Fairness to all performers</li> <li>2. Promoting values of the sport</li> <li>3. Safety of players</li> <li>4. Encourages respect from team / opposition</li> <li>5. Act as a positive role model</li> <li>6. Spectators do not distract / put off performers</li> <li>7. Spectators show respect for performers</li> <li>8. Increase reputation of sport / performer</li> <li>9. To avoid crowd unrest / violence</li> </ol>	[3]	One mark for each correct answer
14	(a)	<p><b>Two marks from:</b></p> <ol style="list-style-type: none"> <li>1. Increased (direct/indirect) tourism</li> <li>2. Increased income / more money from sponsors / external investors</li> <li>3. Increase in participation rates</li> <li>4. Infrastructure / social facilities built can be used by (local) people after event</li> <li>5. Sports facilities will be improved / new facilities built</li> <li>6. Status of the country increased / 'shop window effect'</li> <li>7. Morale of the country is raised</li> <li>8. Increased number of role models</li> <li>9. Creation of jobs</li> </ol>	[2]	<p>One mark for each correct answer</p> <p><b>DNA</b> – reference to improved transport</p>

Question		Answer	Mark	Guidance
14	(b)	<p><b>Two marks from:</b></p> <ol style="list-style-type: none"> <li>1. Bidding to host can be expensive/wasted money if not awarded the event</li> <li>2. High cost of building facilities / infrastructure</li> <li>3. Any jobs created are temporary / short term economic boost</li> <li>4. Facilities can end up not being used after the event</li> <li>5. Negative impact on country's status if event is poorly organised</li> <li>6. Other sports may suffer due to promotion of event</li> <li>7. Can cause division in the country if only one area benefits / Other cities may suffer due to host city receiving all benefits/money/investment</li> <li>8. Negative impact if national team do not succeed</li> <li>9. Increase risk of terrorism / crime</li> <li>10. Disruption to local community / houses being bought / increase in traffic / overcrowding / litter / pollution</li> </ol>	[2]	<p>One mark for each correct answer</p> <p><b>REP</b> – reference to debt</p>



Question	Answer	Mark	Guidance
15	<p><b>Levels of response</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>0 = nil response or no response worthy of credit.</p>	<b>[8]</b>	<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 this level promotion, infrastructure and development are explained comprehensively for both aspects of the question.</li> <li>• At the bottom of this level promotion, infrastructure and development are all covered but there is some imbalance between them.</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 of promotion, infrastructure and development are addressed with at least two developed points.</li> <li>• At the bottom of the level at least two of promotion, infrastructure and development must be addressed with at least one developed point to access this level</li> <li>• Some examples are included</li> </ul> <p><b>Level 1 (1-3 marks):</b></p> <ul style="list-style-type: none"> <li>• At the top of this level at least one of promotion, infrastructure and development are addressed and developed</li> <li>• At the bottom of this level one of promotion, infrastructure and development are addressed</li> <li>• Factors may be listed rather than use prose</li> </ul>

<b>How the FA, or a National Governing Body of your choice, can help with the promotion, infrastructure and development of a sport.</b>		
<b>Promotion</b>		
<b>KU</b> – numbered points	<b>DEV</b> – bullet points	<b>EG</b> – accept any other relevant examples
1. Increase popularity of the sport	<ul style="list-style-type: none"> <li>School schemes/educational programmes</li> </ul>	Tag Rugby initiative/community coaches into schools
	<ul style="list-style-type: none"> <li>Increase media exposure</li> <li>press releases about events/ good news stories promote role models</li> </ul>	Promotion of women's football games during televised men's matches
	<ul style="list-style-type: none"> <li>Public relations events</li> <li>Develop community links/opportunities</li> </ul>	Supplies location/contact details of local clubs
2. Promote participation	<ul style="list-style-type: none"> <li>Grass roots schemes</li> </ul>	Weetabix Wild Cats / Let girls play by FA
	<ul style="list-style-type: none"> <li>Nurturing (young) elite sporting talent.</li> </ul>	GB Rowing 'Start' Programme RFUs Player development programme
	<ul style="list-style-type: none"> <li>Equal opportunity policies</li> </ul>	Named sport with an equal opportunity policy
<b>Infrastructure</b>		
3. Organise/run competitions/tournament/leagues	<ul style="list-style-type: none"> <li>Creates (high profile) opportunities to play</li> </ul>	England Basketball organise national competitions for over 500 teams from senior to under-13 level County Rugby system
4. Makes/enforce rules	<ul style="list-style-type: none"> <li>Disciplinary procedures</li> </ul>	Football Association has rule book Sanctions/bans given by NGB
5. Provide a national/strategic directive/direction/vision	<ul style="list-style-type: none"> <li>Providing guidelines/guidance materials, support and insurance to members</li> </ul>	Guidance relating to pitch size Guidance relating to equipment
	<ul style="list-style-type: none"> <li>Fund / assist with facility developments</li> </ul>	RFU provide funding for development of 4g pitches

**Development**

6. Elite training/performer development	<ul style="list-style-type: none"> <li>Focus on National Team squads' performance.</li> </ul>	England Netball performance squads and national team
7. Coaching developments / Professional development of coaches	<ul style="list-style-type: none"> <li>NGB's all run awards for aspiring coaches from Level 1 to professional licenses.</li> </ul>	Rugby level 1 coach Football level 1 Level 1 swimming assistant
8. Training of officials	<ul style="list-style-type: none"> <li>Run courses for all (aspiring) officials/umpires</li> </ul>	Young leaders awards are often the beginning of a career as a referee/ line judge in tennis

## Need to get in touch?

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### Call us on

**01223 553998**

### Alternatively, you can email us on

**support@ocr.org.uk**

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