



# Cambridge National

## Sport Studies

Level 1/Level 2

Unit **R051**: Contemporary issues in sport

## Mark Scheme for June 2013

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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

1		281	?	Unclear
2		31	BOD	Benefit of doubt
3		21	Cross	Cross
4		741	DEV	Development
5		661	EG	Example/Reference
6		611	K	Knowledge
7		311	L1	Level 1
8		321	L2	Level 2
9		331	L3	Level 3
10		271	REP	Repeat
11		361	S	S (to be used to indicate 'sub max reached' in these units)
12		811	SEEN	Noted but no credit given
13		11	Tick	Tick
14		731	VG	Vague

## Subject-specific Marking Instructions

Question	Answer	Marks	Guidance
1	<p><b>Three marks from:</b></p> <ol style="list-style-type: none"> <li>1. Cannot afford the cost of participation (if all the family want to take part)</li> <li>2. Family commitments mean lack of time</li> <li>3. There is no one to look after the young children if parents participate</li> <li>4. No suitable activities for the young children to participate in whilst parents are participating</li> <li>5. Have transport problems.</li> <li>6. Unsuitable timings of activities</li> <li>7. Lack of time (due to work commitments)</li> <li>8. Appeal of alternative leisure activities</li> </ol>	3	<p>1 mark for each correct answer</p> <p>Mark first 3 responses only BOD Lack of time</p>
2	<p><b>Four marks from:</b></p> <ol style="list-style-type: none"> <li>1. Activities at a subsidised rate (e.g. family deals/family discounts)</li> <li>2. Offer free or subsidised equipment</li> <li>3. Organise activity sessions at the weekend/after school/suitable times</li> <li>4. Facility provides a crèche</li> <li>5. Provide a soft play area</li> <li>6. Provide activities/clubs suitable for young children/parents</li> <li>7. Provide (cheap) transport.</li> <li>8. Organise parent and child sessions</li> <li>9. Market, using positive role models/increased advertising/media coverage(e.g. family groups)</li> </ol>	4	<p>1 mark for each correct answer</p> <p>Mark first four responses only</p>

Question	Answer	Marks	Guidance
3	<p><b>Three marks from:</b></p> <ol style="list-style-type: none"> <li>1. participation (eg football has wide-spread mass participation due to strong infrastructure being in place)</li> <li>2. provision (eg tennis lacks easily accessible courts impacting on base level participation)</li> <li>3. environment/climate (eg regular involvement in snow sports as participant or spectator either requires frequent trips abroad or the use of artificial slopes as most parts of UK do not have appropriate terrain/weather)</li> <li>4. spectatorship (eg live professional rugby matches readily accessible)</li> <li>5. success for both teams and individuals (eg Chris Hoy's success at the Olympics has increased participation in cycling)</li> <li>6. role models (eg lack of role models for particular groups in particular sports, such as British Asian footballers)</li> <li>7. acceptability (eg boxing still has vocal opposition who feel that the aim of the sport is to hurt opponent and that it is therefore not appropriate, especially for younger people; opposition to horse racing due to perceived animal cruelty by use of whip).</li> <li>8. Cultural preferences for selected sports (eg certain ethnic groups have preferred sports)</li> <li>9. Social/cultural/racist/attitudes (eg perception that a sport is very racist will influence popularity)</li> <li>10. Nature of the sport (eg cage fighting seen as very violent and may influence popularity)</li> </ol>	3	<p>1 mark for each correct answer</p> <p>Mark first three responses only</p> <p>Must have factor and description to gain mark</p>

Question	Answer	Marks	Guidance
4	<p><b>Four marks from:</b></p> <ol style="list-style-type: none"> <li>1. Spectators have a wider choice of sports to watch on the television</li> <li>2. There are dedicated sports channels therefore fans can watch sport at any time</li> <li>3. (Extensive) media coverage of any sport/sports' event will increase its popularity</li> <li>4. Lesser known sports are televised – bringing their attention to people will increase participation eg basketball</li> <li>5. Large coverage of football in the press means fans can keep up to date with sport – mainly football as this is the sport that has most coverage</li> <li>6. Access to sport on the internet means that fans can access features/results 24 hours</li> <li>7. Television, internet access etc allows people who work whilst live sport is taking place the opportunity to catch up when they have free time.</li> <li>8. Raises profile of performers who then become role models for increasing participation</li> <li>9. Sale of media rights allows sports organisations to improve spectator facilities and increase spectatorism</li> <li>10. Advertise /promote different sports</li> <li>11. Educate the public on the benefits of participation in sport (e. health/social well-being)</li> </ol>	4	1 mark for each correct answer
5	<p><b>Two marks from:</b></p> <ol style="list-style-type: none"> <li>1. Provision – have retired only activity sessions</li> <li>2. Provision – have suitable activities offered to the retired (eg carpet bowls; keep fit for the over 50's; walking for health)</li> <li>3. Provision – link with GP referral scheme</li> <li>4. Provision – programme some activities to take place during the day/suitable times</li> </ol>	2	<p>1 mark for each correct answer</p> <p>Mark first two responses only</p>

Question	Answer	Marks	Guidance
	<ol style="list-style-type: none"><li>5. Promotion – use role models from this age group in promotional material</li><li>6. Promotion – advertise in appropriate places (eg doctors' surgeries; health websites, libraries)</li><li>7. Access – arrange suitable transport/subsidised transport</li><li>8. Access – reduction of charges for the retired.</li></ol>		

Question	Answer	Marks	Guidance
6	c) football	1	
7	<p><b>Four marks from</b></p> <p><b>Etiquette examples</b></p> <ol style="list-style-type: none"> <li>1. When a famous sportsperson or a member of the local community who is connected with a sports club has died then there is often a minutes silence and all spectators are expected to observe the minutes silence out of respect</li> <li>2. It is usual for the audience to be silent when shots are taken at a snooker match /during serve in a tennis match this is to allow the players to concentrate</li> <li>3. At sporting events spectators are expected to remain silent during the playing of national anthems this shows respect</li> </ol> <p><b>Reasons for observing etiquette and sporting behaviour</b></p> <ol style="list-style-type: none"> <li>4. Fairness for everyone involved in the activity</li> <li>5. Allow other performers to perform to the best of their ability</li> <li>6. Ensure that events take place in a safe and secure environment both in terms of spectators and participants.</li> <li>7. Shows respect for other performers/sport/values</li> <li>8. Broadens appeal of the sport/enhances sport's reputation leading to increased spectatorism/participation</li> </ol>	4	<p>Max 2 marks for examples of etiquette</p> <p>Max 2 marks for why etiquette is important</p> <p>Credit other suitable examples</p>



Question	Answer	Marks	Guidance
8	<p><b>Six marks from:</b></p> <ol style="list-style-type: none"> <li>1. Competitions and tournament</li> <li>2. E.g. the FA organise the leagues and the cup competitions for football</li> <li>3. Rule making</li> <li>4. E.g. the ECB implement the rules for the sport</li> <li>5. Disciplinary procedures</li> <li>6. E.g. the RFU has a disciplinary procedure for any individual or team connected with the sport</li> <li>7. NGB's provide a national directive and vision</li> <li>8. E.G. 10 year strategic development plan</li> <li>9. NGB's provide guidance, support and insurance to their members</li> <li>10. E.g. Technical facility build/guidance/advice on applying for sources of funding</li> <li>11. NGB's assist with facility development.</li> <li>12. E.g. provide financial support/grants/advice</li> <li>13. Creating a performance development pathway for participation and progression</li> <li>14. E.g. ASA provide awards scheme to enable progression to higher levels of performance</li> </ol>	6	<p>1 mark for each correct answer</p> <p>Sub max 3 for aspects of infrastructure</p> <p>Sub max 3 for relevant examples</p>
9	<p><b>Four marks from</b></p> <ol style="list-style-type: none"> <li>1. It is cheating/against the rules</li> <li>2. Against the spirit of sports performance</li> <li>3. Means that the athlete has an unfair advantage when competing against athletes who have not taken drugs</li> <li>4. Can cause long term health problems</li> <li>5. Sports performers will be banned from competing if they are found guilty</li> <li>6. Sets a bad example for young people</li> <li>7. Brings the sport into disrepute/gives the sport a bad name</li> <li>8. Reflects badly on the nation they represent.</li> </ol>	4	1 mark for each correct answer

Question	Answer	Marks	Guidance
	9. Some drugs can cause performers to be violent/over aggressive 10. Loss of income/job/sponsorship		
10	<b>One mark from</b> 1. Represent the union of the five continents 2. The five continents.	1	1 mark for a correct answer

Question	Answer	Marks	Guidance
11	<p><b>Eight marks from:</b></p> <ol style="list-style-type: none"> <li>1. Positive effects on the economy</li> <li>2. Commercial benefits – money from sponsors</li> <li>3. Commercial benefits – external investment which would not otherwise have been attracted</li> <li>4. Commercial benefits – investment in buildings</li> <li>5. Commercial benefits – increase in jobs for the period of the event/long term legacy jobs</li> <li>6. Infrastructure – improved transport system in the country/venue of the event</li> <li>7. Infrastructure – ‘Olympic village’ can be used for housing</li> <li>8. Sports facilities – new facilities will be built</li> <li>9. Sports facilities – can be used for the local community/future events</li> <li>10. Sports facilities – capacity can be reduced then used as a local facility</li> <li>11. Sporting facilities – some facilities will be upgraded/improved</li> <li>12. Sports facilities – some facilities can be re-sited in a part of the country which does not currently have the facility</li> <li>13. Status – increase in tourism for the duration of the event/post event/indirect tourism spend (e.g. multiplier effect)</li> <li>14. Status – ‘shop window’ effect for the host country.</li> <li>15. Builds a feeling of national pride/nation building</li> <li>16. Possibility of successful bidding for future sports events is improved</li> <li>17. Legacy of increased participation</li> </ol>	8	1 mark for each correct answer

Question		Answer	Marks	Guidance
12	(a)	<p><b>Two marks from:</b> <b>National pride;</b></p> <ol style="list-style-type: none"> <li>1. Supporters unite behind the country in international events</li> <li>2. Supporters wear country's strip and have flags on their house/cars/standing for the national anthem/singing national anthem</li> <li>3. Singing national anthem when watching a sports event/participating in a sports event</li> <li>4. Performers support each other/celebrate each other's success. (e.g. being selected for a national squad/team)</li> <li>5. Representing your country gives the performer a sense of pride</li> </ol>	2	1 mark for each correct answer
	(b)	<p><b>Two marks from:</b> <b>Excellence</b></p> <ol style="list-style-type: none"> <li>1. Striving to be the best that you can in your favourite sport</li> <li>2. Striving to represent your country</li> <li>3. Becoming a positive role model</li> <li>4. Developing a good work ethic through training.</li> <li>5. High level performers/teams inspiring others to achieve excellence</li> <li>6. Creating high level performance centres (e.g. FA St Georges Park)</li> </ol>	2	1 mark for each correct answer  Mark first two answers only
13		<p><b>Two marks from:</b></p> <ol style="list-style-type: none"> <li>1. Coaching awards (e.g. promoting schemes that aim coaching awards at young people)</li> <li>2. Training of officials (e.g. schemes that promote training of young people as officials)</li> <li>3. Initiatives to develop administrative/organisational skills</li> <li>4. Free or concessionary entry to sports events</li> </ol>	2	1 mark for each correct answer

Question		Answer	Marks	Guidance
14	(a)	<p><b>Three marks from:</b>  <b>Lack of role models:</b></p> <ol style="list-style-type: none"> <li>1. Means that there are no role models inspire people to get involved in sport and the sports industry</li> <li>2. Where there are very few role models then this can give the impression that particular people or groups cannot be successful in that part of sport and the sports industry (e.g. women in motor racing)</li> <li>3. This does not just affect those people or groups themselves; it can reinforce prejudice in others (e.g. lack of Asian professional footballers perpetuates myth that not suited to sport)</li> </ol>	3	
	(b)	<p><b>Three marks from:</b>  <b>Media:</b></p> <ol style="list-style-type: none"> <li>1. Show more female sport (e.g. women's football)</li> <li>2. Use more female performers as positive role models/being successful</li> <li>3. Give female sport more prominence in scheduling</li> <li>4. Have more female presenters on sports programming</li> <li>5. Have more female commentators on sport</li> <li>6. Promote positive body image for women/fitness &amp; health benefits</li> <li>7. Advertise female sport/sports events</li> <li>8. Promote gender equality</li> </ol>	3	Mark first three responses only

Question	Answer	Marks	Guidance
15	<p><b>Levels of response:</b></p> <p>0 = nil response or response not worthy of credit</p> <p><b>MB1 (1–3 marks)</b>  The response shows a limited understanding of the reasons why some sports performers might use performance-enhancing drugs and the ethical issues that the use of performance-enhancing drugs raises. Candidates provide simple descriptions of a few points from the indicative content. No attempt is made at evaluation and there may be some irrelevant material in the answer.  There is little or no use of technical vocabulary and sentences have limited coherence and structure. Errors in grammar, punctuation and spelling may be noticeable and intrusive.</p> <p><b>MB2 (4–6 marks)</b>  The response shows an understanding of the reasons why some sports performers might use performance-enhancing drugs and the ethical issues that the use of performance-enhancing drugs raises. Candidates make some valid points from the indicative content with good knowledge and understanding. Some attempt at evaluation is made, which may include the use of one or more of the developed points in order to gauge the value of the benefit(s).  There is some use of technical vocabulary and sentences for the most part are relevant and are coherent. There are occasional errors in grammar, punctuation and spelling.</p>	8	<p><i>Differentiating between levels look for:</i></p> <p><i>MB1:</i></p> <ul style="list-style-type: none"> <li>• <i>Where valid indicative points are made they may mainly be from points 1, 3, 5, 7, 9 and 11</i></li> <li>• <i>Simple description rather than explanation.</i></li> </ul> <p><i>MB2:</i></p> <ul style="list-style-type: none"> <li>• <i>May be one or more developed points</i></li> <li>• <i>Some explanation.</i></li> </ul> <p><i>MB3:</i></p> <ul style="list-style-type: none"> <li>• <i>Points are developed/expanded in more than one area of the answer</i></li> <li>• <i>Clear explanations</i></li> <li>• <i>Very few QWC errors.</i></li> </ul> <p><b><i>Always indicate the level at the end of the response</i></b></p>

Question	Answer	Marks	Guidance
	<p><b>MB3 (7–8 marks)</b></p> <p>The response shows a detailed understanding of the reasons why some sports performers might use performance-enhancing drugs and the ethical issues that the use of performance-enhancing drugs raises. Candidates make many points from the indicative content, several of which may be developed, leading to an evaluation being clearly made.</p> <p>The answer is well structured and uses appropriate terminology and technical vocabulary.</p> <p>There are few if any errors in grammar, punctuation and spelling.</p> <p>Indicative content:</p> <p><u>Reasons for use:</u></p> <ol style="list-style-type: none"> <li>1. To gain an unfair advantage/sustain level of performance...</li> <li>2. <b>To be able to train harder/longer</b></li> <li>3. ...the athlete can build strength to facilitate additional training</li> <li>4. ....<b>the athlete knowingly takes a performance enhancing drug</b></li> <li>5. Desire to win/Pressure to succeed.....</li> <li>6. ....<b>the athlete wants to be successful both as an individual and for the nation they represent</b></li> <li>7. Pressure from coaches/other performers/parents</li> <li>8. ....<b>the athlete receives pressure from team mates to take performance enhancing drugs</b></li> <li>9. Success brings money/extrinsic reward.....</li> <li>10. ....<b>if an athlete is successful they will be able to earn more money through participation and sponsorship</b></li> <li>11. Success brings fame.....</li> </ol>		<p><i>Emboldened points 2, 4, 6, 8, 10, 12, 14, 18, 19, 21 and 22 are <b>developed</b> points which show further understanding. It would be expected that where these are used in the response, it would be a MB2 or MB3 response in most cases.</i></p> <p><i>Not using the developed points <b>must not</b> prohibit candidates from achieving the top band or full marks, but is a potential indicator of the level at which they are responding.</i></p>

Question	Answer	Marks	Guidance
	<p>12. ....becoming successful can lead to increased coverage by the media and the athlete will become famous</p> <p>13. Return from injury....</p> <p>14. .... will be quicker if drugs are used – it is important for teams to have the best players available and with competition for places athletes want to return from injury as soon as possible</p> <p>15. To aid weight control.....</p> <p>16. ....jockeys and boxers are examples of athletes who have weight controls in sport. Use of certain drugs can help reduce weight quickly</p> <p>17. To improve body image/size/shape</p> <p>18. ....weight lifters using steroids to develop musculature</p> <p>19. To control arousal</p> <p>20. ....snooker players taking beta blockers to control anxiety</p> <p>21. Performer perceives that fellow competitors are taking drugs</p> <p>22. ....fear of falling behind other competitors</p> <p><u>Ethical issues:</u></p> <p>23. The use of performance-enhancing drugs damages the reputation of sport</p> <p>24. Where drug use is evident there is not a level playing field</p> <p>25. <b>Some sports are tainted by the ongoing use of drugs, eg cycling</b></p> <p>26. Sports performers are often role models to young people; it is therefore important that they set a good example</p> <p>27. <b>The use of performance-enhancing drugs will only spread wider if the next generation of elite</b></p>		



Question	Answer	Marks	Guidance
	<p><b>performers grow up seeing it all around them</b></p> <p>28. Should there be a distinction between recreational drugs and performance-enhancing drugs?</p> <p>29. Should someone be banned because they have taken recreational drugs which have not enhanced their performance?</p> <p>30. Should all sports performers be allowed to take performance enhancing drugs?</p> <p>31. <b>...so that everyone participates on a level playing field?</b></p> <p>32. <b>Is the battle to regulate against the use performance enhancing drugs being lost?</b></p> <p>33. Are current regulations fair?</p> <p>34. <b>...different rules in different sports (eg football not fully signed up to WADA code)</b></p> <p>35. <b>...is the 'whereabouts rule' an infringement of people's civil liberties?</b></p>		

## APPENDIX 1

	LO1	LO2	LO3	LO4	
Question number					
1	3				
2	4				
3	3				
4	4				
5	2				
6	1				
7		4			
8				6	
9		4			
10		1			
11			8		
12		4			
13				2	
14	6				
15		8			
Total marks	23	21	8	8	60

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