



## **Cambridge National**

### **Sport Studies**

Unit **R051**: Contemporary issues in sport

Level 1/Level 2

## **Mark Scheme for January 2015**

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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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Annotation	Meaning of annotation
	Blank Page – this annotation <b>must</b> be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.

Question	Answer	Marks	Guidance
1.	<p><b>Two marks from:</b></p> <ul style="list-style-type: none"> <li>1. Lack of disposable income \money</li> <li>2. Lack of childcare</li> <li>3. Lack of transport</li> <li>4. Expense of equipment/participation charge</li> <li>5. No suitable programmed sessions/suitable activities</li> <li>6. Awareness of facility/activity provision</li> <li>7. Lack of free time due to family commitments</li> <li>8. Work restrictions/unsuitable timing of activities due to work commitments</li> <li>9. Lack of role models</li> </ul>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>[2]</p>	<p>1 mark for each correct answer</p> <p>BOD Lack of Time</p>

Question	Answer	Marks	Guidance
2.	<p>Barriers may include:</p> <ol style="list-style-type: none"> <li>1. Lack of awareness of provision or information</li> <li>2. Lack of role models</li> <li>3. No suitable activities that meet their needs</li> <li>4. Lack of mobility (e.g. physical mobility)</li> <li>5. Fear of discrimination\discrimination</li> <li>6. Accessibility of facilities (e.g. no ramps into the building)</li> <li>7. Lack of specialist equipment\facilities (e.g. adapted wheelchairs for basketball)</li> <li>8. Transport issues\Lack of transport</li> <li>9. Lack of confidence/self esteem</li> <li>10. Lack of income due to inability to work</li> </ol> <p>Strategies may include:</p> <ol style="list-style-type: none"> <li>11. Targeted promotion /funding (e.g. by advertising in appropriate places to increase visibility)</li> <li>12. Use role models to encourage participation (e.g. through advertising)</li> <li>13/14. Providing appropriate activity options (e.g. programme suitable sports activities such as wheelchair basketball)\adapt sessions</li> <li>15. Active promotion/education of opportunity/outreach programmes (to help overcome fear of discrimination through, for example)</li> <li>16. Providing ramps/access doors</li> <li>17. Provide adapted equipment\facilities</li> <li>18. Provide free/subsidised/specially adapted transport</li> <li>19. Use of role models to build self esteem</li> <li>20. Discounted activities/free activities</li> </ol>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>[4]</p>	<p>1 mark for each correct barrier</p> <p>Each strategy must relate to the barrier it is addressing for a mark</p> <p>Accept examples as strategies where appropriate.</p> <p>Lack of income must be related to inability to work to give credit</p> <p>BOD Transport.</p> <p>BOD Access/Accessibility</p>

Question	Answer	Marks	Guidance
3. (a)	<p>Three marks from:</p> <ol style="list-style-type: none"> <li>1. Lack of interest/other interests (e.g. computer games)/<b>lack of motivation</b></li> <li>2. Lack of or limited provision or awareness of activities/facilities/opening times/restricted times for children</li> <li>3. Requires supervision by an adult or parent/guardian not available.</li> <li>4. <b>Lack of transport/can't get there</b></li> <li>5. Fear of water/swimming/<b>drowning/lack of confidence</b></li> <li>6. Parents/role models/<b>peers</b> unable to/do not swim or do not encourage</li> <li>7. Cost of swimming lessons/cost of going swimming/<b>cannot afford the lessons/cost of transport to venue</b></li> <li>8. Embarrassment/body image</li> <li>9. Lack of or limited provision through school</li> <li>10. Limited provision of beginners swimming sessions/limited availability of coaches</li> <li>11. <b>Religious beliefs may constrain participation.</b></li> </ol>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>[3]</p>	<p>Do not accept lack of time.</p> <p>BOD Can be a dangerous activity.</p> <p>BOD Cost</p> <p>BOD Awareness</p> <p>BOD opening times/session times</p>

Question	Answer	Marks	Guidance
3. (b)	<p>Three marks from:</p> <ol style="list-style-type: none"> <li>1. Positive role models (e.g. Rebecca Adlington)</li> <li>2. Media coverage (following Olympic success in swimming)</li> <li>3. London 2012 legacy/Olympic success</li> <li>4. <u>Awareness</u> of benefits of participation (e.g. health/fitness/make new friends)</li> <li>5. Initiatives to increase participation (e.g. British Gas/ASA 'Pools 4 Schools') /Free swimming initiatives</li> <li>6. Part of the PE national curriculum</li> <li>7. Importance of water safety/coverage of accidents relating to water/swimming</li> </ol>	<p>1 1 1 1 1 1 1</p> <p>[3]</p>	<p>1 mark for each correct answer</p> <p>Do not accept reference to family and friends.</p>
4.	<p>One mark</p> <p>(d) Cycling</p>	<p>[1]</p>	

Question	Answer	Marks	Guidance
5.	<p><b>Negative impacts of factors on the popularity of sport</b>  <b>2 marks per section</b>  <b>Media coverage</b></p> <ol style="list-style-type: none"> <li>1. Lack of media coverage results in fewer people being exposed to the sport/spectatorship/ gender bias in media coverage/awareness</li> <li>2. Which affects popularity</li> <li>3. Lack of coverage results in less revenue from advertising/sponsorship to invest in suitable infrastructure</li> <li>4. Which limits opportunities to play the sport.</li> <li>5. Media coverage of inappropriate behaviour in sport\Negative media coverage of a sport</li> <li>6. May result in declining popularity</li> </ol> <p><b>Acceptability</b></p> <ol style="list-style-type: none"> <li>7. Some sports perceived as violent (and therefore not socially acceptable) e.g. boxing/martial arts</li> <li>8. Which may reduce popularity</li> <li>9. Some sports seen as cruel (and therefore not socially acceptable to some people) e.g. horse racing because of injury to horses</li> <li>10. Which will impact on popularity</li> <li>11. Some sports seen as only for certain (socio-economic) groups e.g. tennis seen as a middle class sport</li> <li>12. Which will impact on popularity</li> <li>13. Parents/guardians may not want their children to take part in some sports</li> <li>14. Which may reduce popularity</li> <li>15. May be cultural/religious/gender / age/ social (actual and perceptual) barriers to participation in some sports</li> <li>16. Which will reduce popularity</li> </ol>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>	<p>Two marks per section.</p> <p>One mark for each correct point.</p> <p>Credit can be given for relevant practical examples. Candidates are not expected to reiterate the negative or declining impact on the popularity of sport.</p> <p><b>However</b> where impact on the popularity is described award second mark.</p>



Question	Answer	Marks	Guidance
	<p><b>Role models</b></p> <p>17. Lack of role models for (particular groups) e.g. British Asian footballers</p> <p>18. Which reduces popularity</p> <p>19. Poor role models/<b>inappropriate behaviour</b> may make sport less attractive e.g. violent behaviour of rugby players in matches</p> <p>20. Which reduces popularity</p> <p>21. Off-field behaviour of some sports performers may affect the image of the sport</p> <p>22. Which impacts on popularity</p> <p>23. Friends/peers may not participate or be negative influence on interest in sport</p> <p>24. Which reduces popularity</p> <p>25. Parents/guardians may not take part or be interested in sport</p> <p>26. Which reduces popularity</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>[6]</p>	<p>Credit known named drug cheats or violent sports performers that may have negatively impacted on the popularity of sport.</p>

Question	Answer	Marks	Guidance
6.	<p><b>Four marks from:</b></p> <ol style="list-style-type: none"> <li>1. Climate not suitable/lack of snow</li> <li>2. Lack of (suitable) facilities in UK</li> <li>3. Geography – lack of mountainous areas in UK</li> <li>4. Expense – have to go abroad for best conditions</li> <li>5. Expense of equipment/clothing/facilities/ participation</li> <li>6. Lack of opportunity to take part regularly/not normally taught or offered at school</li> <li>7. (Perceived to be) dangerous/increased risk of injury</li> <li>8. Difficult activities/need high skill level</li> <li>9. Less likely that friends/parents take part/fewer role models/friends/parents play football and netball and therefore less likely to participate in outdoor sports.</li> <li>10. Widespread provision of facilities for netball &amp; football makes them 'obvious' choices to take part in.</li> <li>11. Lack of awareness</li> <li>12. Lack of media coverage</li> <li>13. Tradition of playing certain sports e.g. football</li> </ol>	<p>1 1 1 1 1 1 1 1 1 1 1 1 1 1</p> <p>[4]</p>	<p>Credit candidate where indication is given that outdoor and adventurous activities are more expensive to participate in than football or netball.</p> <p>Do not accept there are more injuries for outdoor activities as not correct statement.</p>
7.	<p><b>Three marks from:</b></p> <ol style="list-style-type: none"> <li>1. Working (effectively) together/aids communication</li> <li>2. Leadership/role models in situations</li> <li>3. Team/group identity – representing something together</li> <li>4. Tolerance and respect for teammates</li> <li>5. Valuing and encouraging others/supporting others</li> <li>6. Inclusion of all individuals in the team/group</li> <li>7. Sharing decision making</li> </ol>	<p>1 1 1 1 1 1 1</p>	<p>Do not credit teamwork</p> <p>Accept practical examples where applied.</p>

Question	Answer	Marks	Guidance
	8. Resolve conflict/don't tolerate negative actions within group/team 9. Sharing the same goals/achieving the same goals 10. Not wanting to let teammates down	1 1 1 [3]	
8.	(c) Finishing a race after falling badly	1	
9.	<b>Three marks from:</b>  1. To enable a fair game/fair competition/fair play/play within the rules 2. To make the sport better to watch\give the sports good name/improve reputation of the sport or performer 3. To avoid disputes/conflict/aggression between participants 4. To promote positive values/respect for team mates/opposition competitors 5. To prevent injury/ensure safety of participants 6. To be a (positive) role model for others 7. To encourage participation 8. To represent the sport/your team/your country 9. To win or retain funding/sponsorship/endorsement 10. To avoid crowd unrest/violence	1 1 1 1 1 1 1 1 1 1 [3]	

Question	Answer	Marks	Guidance
10.(a)	<p>2 x two marks from:</p> <ol style="list-style-type: none"> <li>1. Ben Johnson (sprinter) - anabolic steroids</li> <li>2. Lance Armstrong (cyclist) – blood doping</li> <li>3. Ricky Hatton (boxer) – cocaine</li> <li>4. Dwain Chambers (athlete) – steroids</li> <li>5. David Millar (cyclist) – amphetamine</li> <li>6. Rio Ferdinand (footballer) – missed testing</li> <li>7. Tyson Gay (athlete) - steroids</li> </ol>	<p>1 + 1 1 + 1 1 + 1 1 + 1 1 + 1 1 + 1 1 + 1</p> <p>[4]</p>	<p>1 mark for each performer</p> <p>Credit other known examples</p> <p>Example must relate to the actual performer to award second mark. i.e. the drug offence that was committed.</p> <p>Accept any drug offence where there has been a sanction against the performer from the sports governing body. This may include recreational drugs use.</p>
10. (b)	<p>Three marks from:</p> <ol style="list-style-type: none"> <li>1. Random testing\Drug testers can then visit unannounced for testing to take place</li> <li>2. Performers must inform the authorities of their location to allow drug testing to take place</li> <li>3. Is for <u>out of competition</u> testing</li> <li>4. Must notify of a one hour period in every 24 hours so that they can be tested</li> <li>5. Notification is via national organisation/NGB for the sport who inform WADA</li> <li>6. Must notify of any change to normal location/routine (e.g. Athletes undertaking warm weather training /altitude training must inform authorities that they will be overseas)</li> </ol>	<p>1 1 1 1 1 1</p> <p>[3]</p>	<p>(source <a href="http://www.wada-ama.org/Documents/World_Anti-Doping_Program/WADP-The-Code/WADA_Anti-Doping_CODE_2009_EN.pdf">http://www.wada-ama.org/Documents/World_Anti-Doping_Program/WADP-The-Code/WADA_Anti-Doping_CODE_2009_EN.pdf</a>)</p>

Question	Answer	Marks	Guidance
11.	<p><b>Four marks from:</b></p> <p><b>Initiatives</b></p> <ol style="list-style-type: none"> <li>1. (Football Association) 'Respect' campaign</li> <li>2. FA Kick Racism out of Football campaign</li> <li>3. FA Rainbow Laces campaign</li> <li>4. (Amateur Swimming Association) 'Swimfit' campaign</li> <li>5. Sport Relief</li> <li>6. Football for Hope</li> <li>7. Football for Peace</li> <li>8. Chance to Shine Cricket</li> <li>9. Creating Chances</li> <li>10. Street Chance Cricket</li> <li>11. Pools 4 Schools</li> <li>12. Sportivate</li> <li>13. Get Equipped</li> <li>14. Active Colleges</li> <li>15. This Girl Can.</li> </ol>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>[4]</p>	<p>Credit other examples of current governing body initiatives</p> <p>BOD Kick it Out.</p>
12. (a)	<p><b>Three marks from:</b></p> <ol style="list-style-type: none"> <li>1. Can be one-off or recurring</li> <li>2. (usually) Involves competitors from different countries</li> <li>3. (usually) Involves spectators from more than one country</li> <li>4. <u>High</u> level of investment required</li> <li>5. Can attract other investment</li> <li>6. Potential legacy effect if a major event such as Olympic games or Football World Cup</li> <li>7. Generates significant media coverage</li> <li>8. Usually involves a bidding process</li> <li>9. Higher level officials required</li> </ol>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>	<p>One mark for each correct answer</p>

Question	Answer	Marks	Guidance
12. (b)	<p><b>Two marks from:</b></p> <p><b>Facilities</b> Positive</p> <p>1. May build or improve facilities 2. Facilities can be used after event/used by the community</p> <p><b>Negative</b></p> <p>4. Facilities may not be used after the event (if not planned properly) 5. Some large venues are too expensive to run after the Event\over budget to run the facility 6. Some facilities may be mothballed or dismantled (so local people will not be able to use them)</p> <p><b>Two marks from:</b> <b>Social</b> Positive</p> <p>7. Increased participation\inspire participation 8. Status of the country raised\shop window effect 9. Create positive role models. 10. Increase in national pride/bringing people together/community building</p>	<p>[3]</p> <p>1 1</p> <p>[sub max 1]</p> <p>1 1 1</p> <p>[sub max 1]</p> <p>1 1 1 1 1</p>	<p>BOD high morale Do not accept unequal distribution of facility.</p>

Question	Answer	Marks	Guidance
	11. Increased trade/economic benefit  12. Increased tourism  13. Increased employment opportunities  Negative  14. Decrease participation  15..Cost of event may lead to discontent\seen as unfair distribution of funding for facilities  16.The burden may fall on the taxpayer to meet the full cost  17.Negative impact on status if event did not run smoothly.  18.Create negative role models.(Performers may engage in acts of gamesmanship or deviance such as drug taking which create negative role models)  19.Negative environment impact/noise /pollution/ congestion\crime  20.Threat of terrorist attack  21, Employment short term only	1  1 <b>[sub max 1]</b>  1  1  1  1  1  1  1  <b>[sub max 1]</b>	
<b>13.</b>	b. London 2012	<b>[1]</b>	

Question	Answer	Marks	Guidance
14.	<p><b>Three marks from:</b></p> <p>1. Elite training and development/national performance squads</p> <p>2. Coaching awards\ongoing professional development of coaches.</p> <p>3. Training of officials</p>	<p>1</p> <p>1</p> <p>1</p> <p>[3]</p>	<p>Do not accept 'funding'</p> <p>Do not accept 'coaching' or 'officials' without description.</p>
15.	<p>Levels of response.</p> <p>0= nil response or response worthy of credit.</p> <p><b>MB1 (1-3 marks)</b> The response shows a limited understanding of the roles of a governing body in providing financial support and financial advice and guidance to sports clubs.. Candidates provide simple descriptions of a range of sources of funding. No attempt is made at explanation and there may be some irrelevant material in the answer.</p> <p>Sentences have limited coherence and structure. Errors in grammar, punctuation and spelling may be noticeable and intrusive.</p> <p><b>MB 2 (4-6 marks)</b> The response shows a good understanding of the roles of a governing body in providing financial support and financial advice and guidance to sports clubs. Candidates make some valid points and there is an attempt at explanation of these roles using relevant examples.</p> <p>Sentences for the most part are relevant and coherent. There are occasional errors in grammar, punctuation and spelling.</p>		<p>Add MB1, MB2, MB3 discriminators</p> <p>Do not accept setting up tournaments/leagues.</p> <p>Credit types of funding. Candidate not required to state that funds are distributed to clubs.</p> <p>Accept help with fundraising.</p>



Question	Answer	Marks	Guidance
	<p><b>MB 3 (7-8 marks)</b></p> <p>The response shows a detailed understanding of a wide range of roles of a governing body in providing financial support and financial advice and guidance to sports clubs. Candidates make many points, many of which are well developed and thoroughly explain each role using specific examples.</p> <p>The answer is well structured and uses appropriate terminology. There are few if any errors in grammar, punctuation and spelling.</p> <p><b>Indicative content:</b></p> <p>National governing bodies in sport provide direct funding, assistance and guidance to sports clubs including;</p> <p>Distributing funds from the following sources</p> <ul style="list-style-type: none"> <li>• Grants (e.g. help with facility build costs)</li> <li>• Income from media/sponsorship</li> <li>• Lottery funding</li> <li>• Membership</li> <li>• Subscription fees</li> <li>• Private investment</li> <li>• <b>Merchandising that clubs can sell to members</b></li> </ul> <p>Provide members with advice about funding such as;</p> <ul style="list-style-type: none"> <li>• Fundraising events</li> <li>• Capital build costs and sources of funding</li> <li>• Advice on merchandising</li> <li>• Setting of membership fees/admission charges</li> </ul>	<b>[8]</b>	

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