



Cambridge National

Sport Studies

Unit **R051**: Contemporary issues in sport

Level 1/Level 2

Mark Scheme for January 2016

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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 must 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.
	Tick – correct answer
	Cross – incorrect answer
	Development of point (only for use on questions where stated in the mark scheme)
	Level 1
	Level 2
	Level 3
	Benefit of doubt (This does count as a mark – so do not ‘tick’ as well)
	Omission mark
	Too vague
	Repeat
	Noted but no credit given / zero mark response
No Response (NR)	Award NR if the question has not been attempted

ADDITIONAL OBJECTS: You **must** annotate responses on any additional objects, as above. (‘additional objects’ are continuation sheets at the end.) If no credit is to be awarded for the answer written on the additional object, please use the annotation ‘seen’. If the page is blank use ‘BP’.

Question	Answer	Marks	Guidance
1.	<p>Three marks from:</p> <ol style="list-style-type: none"> 1. Lack of money/disposable income 2. Lack of transport 3. Expense of equipment/participation charge/cost 4. No suitable programmed sessions/suitable activities 5. Awareness of facility/activity provision 6. Alternative leisure interests. 7. Unsuitable timing of activities 8. Lack of role models 9. Poor body image/lack of confidence/low self-esteem 10. Other commitments/school work/family commitments 11. Peer Pressure 12. Lack of motivation/interest in sport/ can't be bothered 	<p>1 1 1 1 1 1 1 1 1 1 1 1 1</p> <p>[3]</p>	<p>1 mark for each correct answer</p> <p>Do not accept lack of facilities/no facilities on own</p> <p>Accept any other alternative leisure activity e.g. computer games/going out with friends</p> <p>Do not accept 'Lack of time' on its own.</p>
2. (a)	<p>Three marks from:</p> <p>Having two children</p> <ol style="list-style-type: none"> 1. Lack of childcare/cost of childcare 2. Family commitments/doing things with the children 3. Too tired (to do sport in the evening) <p>Working hours</p> <ol style="list-style-type: none"> 4. Unsuitable timings of activity 5. Lack of (leisure) time 6. Partner not around in evenings <p>Transport</p> <ol style="list-style-type: none"> 7. Lack of transport/cost of transport 8. Car may not be available 9. Distance to club requires transport 	<p>1 1 1</p> <p>1 1 1</p> <p>1 1 1</p> <p>[3]</p>	<p>1 mark for each correct answer. Points 1-3 do not accept lack of time. Do not accept repeats of the question e.g. works full-time.</p> <p>Accept 'looking after children'</p>

Question	Answer	Marks	Guidance
2. (b)	<p>Two marks from:</p> <ol style="list-style-type: none"> 1. Club offer running sessions at weekends 2. Run on her own/with friends 3. Find a nearer club 4. Seek out appropriate childcare/running club provide a crèche/club provides children's activities/provides family running sessions 5. See if partner can use other transport to allow her use of car/she could use public transport/share a lift 6. Could exercise at other times (e.g. lunch break) 	<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>Emphasis is on the club providing alternative timings/sessions</p> <p>Emphasis is on Rachel as an individual finding an alternative time.</p>
3. (a)	<p>Two marks from:</p> <p>Cost</p> <ol style="list-style-type: none"> 1. Lack of money/lack of disposable income/pension only income/can't afford it 2. May not work/don't work full time 3. Activity/Equipment too expensive <p>Accessibility</p> <ol style="list-style-type: none"> 4. Lack of transport 5. Lack of mobility 6. Lack of appropriate access/disabled access 	<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>Do not accept money/disposable income on own</p> <p>Do accept 'not able to travel'</p> <p>Do accept disability/disabled</p> <p>Do not accept 'lack of facilities' on own</p> <p>Do accept 'lack of ramps' as implied access</p>

Question	Answer	Marks	Guidance
3. (b)	<p>Two marks from:</p> <p>Cost</p> <ol style="list-style-type: none"> 1. Free/subsidised sessions 2. Provide free/subsidised transport 3. Provide free/subsidised equipment <p>Accessibility</p> <ol style="list-style-type: none"> 4. Provide transport 5. Improve/adapt access to facilities (e.g. ramps) 6. Adapt sport (e.g. shorter racquet) 	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>[2]</p>	<p>Emphasis is on cost. Do not accept provide transport.</p> <p>Do not accept over 60's sessions.</p>
4.	<p>Three marks from:</p> <ol style="list-style-type: none"> 1. (Level/extent/amount of) media coverage/ advertising/awareness 2. Level/extent/amount of provision/clubs/number of facilities 3. Requirement for specialist equipment (e.g. wakeboarding equipment) 4. Cost of participation 5. Availability of competitions/leagues 6. Insufficient number/trained coaches 7. Availability in schools 8. Attractiveness to spectators/interesting to watch/amount of spectators 9. Image/fashionable 10. Attractiveness to sponsors 11. Sufficient role models 	<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 more people participating in turn leads to growth</p>

Question	Answer	Marks	Guidance										
5.	<p>One mark</p> <p>(b) Shaking hands at the end of a match</p>	1											
6.	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;">Value</th> <th>Example</th> </tr> </thead> <tbody> <tr> <td>Excellence</td> <td>Achieving a personal best in an event</td> </tr> <tr> <td>Respect</td> <td>Congratulating an opponent after a race</td> </tr> <tr> <td>Courage</td> <td>Overcoming injury to take part in an event</td> </tr> <tr> <td>Inspiration</td> <td>Making others excited about sport through a performance</td> </tr> </tbody> </table>	Value	Example	Excellence	Achieving a personal best in an event	Respect	Congratulating an opponent after a race	Courage	Overcoming injury to take part in an event	Inspiration	Making others excited about sport through a performance	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>[4]</p>	1 mark for each correct match
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Excellence	Achieving a personal best in an event												
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7. (a)	<p>Three marks from:</p> <ol style="list-style-type: none"> 1. Fair play/clean game/no cheating/don't break the rules/create level playing field 2. Promoting values/tolerance/ respect/ team spirit/sportsmanship) 3. Safety of participants/play safely 4. Be seen as good role models/inspire others/inspire next generation 5. Reputation of the sport 6. So that spectators/supporters are proud of them./increase number of spectators 7. Prevent negative crowd behaviour/crowd violence 8. So they do get banned/disciplined 	<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>1 mark for each correct answer</p> <p>Accept converse for points 1-8. i.e. 'if they didn't show good sporting behaviour would not be fair/not safe/damage reputation</p> <p>Emphasis is on 'inspire'. Do not accept 'increase participation' on its own.</p>										

Question	Answer	Marks	Guidance
7. (b)	<p>Three marks from:</p> <ol style="list-style-type: none"> 1. Quiet during the playing of a national anthem/observing minutes silence 2. Remaining quiet during play 3. Applause for the opposition 4. Applauding sportsmanship/fair play 5. Not booing/not abusing the players/not abusing officials 	<p>1 1 1 1 1 [3]</p>	<p>1 mark for each correct answer Credit other suitable examples</p> <p>Do not accept applauding good play as unspecific</p>
8.	<ol style="list-style-type: none"> 1. (Positive behaviour to officials) may boost the image/reputation of the sport 2. Sport will be viewed as safe/less violent/less aggressive (if decisions of officials are respected) 3. Friendlier/more enjoyable/positive experience socially acceptable/fairer game 4. More people likely to take up officiating/ volunteering/ roles if they see others being respected. 5. Performers respecting officials will be seen as positive role models boosting participation. 	<p>1 1 1 1 1 [3]</p>	<p>Do not accept converse. i.e. poor behaviour to officials will result</p>

Question	Answer	Marks	Guidance
9.	<p>Four marks from:</p> <ol style="list-style-type: none"> 1. Fair/fairer for everyone/stop cheating/stop unfair advantage/ensures compliance with rules 2. Protect the reputation of their sport 3. Concern over their own health/ health of other athletes 4. To show that they are 'clean'/protect their own reputation 5. So that their achievements aren't undermined/tainted/ their results not trusted. 6. They don't want to feel that you have to take drugs to win/pressure from peers 7. Act as a deterrent to drug takers 8. Ban those who cheat. 9. Protect sponsorship deals for the sport 	<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 answer</p>
10.	<p>One mark</p> <p>(b) Athletes should let the authorities know where they are out of competition</p>		

Question	Answer	Marks	Guidance
11.	<p>Examples of positive sporting legacies</p> <ol style="list-style-type: none"> 1. Increase participation/inspire people to participate/health and fitness benefits of more people participating 2. Improved/additional new sports facilities 3. Increase media coverage of sport 4. Make sport more fashionable 5. Attract more sponsorship/funding for the sport 6. Sustained sporting success at elite level <p>Examples of social legacies</p> <ol style="list-style-type: none"> 7. Improved status of the country/recognition 8. Feeling of well-being/morale is improved/national pride 9. Improved transport infrastructure 10. Improved/cheaper housing 11. Facilities can be used by local communities after the event 12. Understanding of other cultures improves/friendship between nations. <p>Examples of economic legacies</p> <ol style="list-style-type: none"> 13. Jobs are created 14. Increase investment (in area/facilities)/bring more money to country/more funds 15. New sports facilities that generate money/money from admission charges 16. Commercial benefits/ money from sponsor/ external investment 17. Increase in tourism. 	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>[2]</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>[2]</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>[2]</p> <p>[6]</p>	<p>1 mark for each correct answer. Credit responses only in the correct session.</p> <p>Do not accept 'increased popularity'</p> <p>Emphasis is on population using the facility after the event.</p> <p>Emphasis is on money generation through admission charges</p>

Question	Answer	Marks	Guidance
12.	<p>Negative Impacts</p> <ol style="list-style-type: none"> 1. Facilities/infrastructure are not used after the event/facilities are too expensive to run/become white elephants 2. Tourism may decrease after the event 3. Economic benefits may not last after the event 4. Jobs are lost after the event/only temporary 5. City in debt after the event/may still be paying for the event or bidding cost/infrastructure long after the event has taken place 6. Housing created may be too expensive for local community. 7. If event went badly/poorly organised leads to poor perception/status of the city. 	<p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>[6]</p>	<p>Do not accept impact factor e.g. .facilities without description.</p> <p>Do not accept reference to 'country'</p>
13.	<p>Three marks from:</p> <ol style="list-style-type: none"> 1. Organise competitions and tournaments/organise league/competition structure 2. Provide funding to clubs 3. Provide resources/ guidance on coaching 4. Supply advice on facilities/funding sources /safeguarding 5. Provide officials 6. Provide insurance to members 7. Provide handbook/contact details for local clubs 	<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>One mark for each correct answer</p>

Question	Answer	Marks	Guidance
14.	<p>Three marks from:</p> <ol style="list-style-type: none"> 1. Provide national performance centres 2. Organise national performance squads/elite training/elite coaching 3. Provide high level coaching awards/train high level coaches 4. Provide/train high level officials 5. Funding to support elite-level performers/teams 6. Talent identification 7. Clear progression pathway through to elite level sport 	<p>1 1 1 1 1 1 1 [3]</p>	<p>Accept different NGB examples for different points Do not accept 'coaching awards'. Must be high level. Do not accept train officials. Must be high level.</p>
15.	<p>Levels of response.</p> <p>0= nil response or response worthy of credit.</p> <p>MB1 (1-3 marks) The response shows a limited understanding of the factors that impact on the popularity of sport. Candidates provide simple descriptions of at least two factors. 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>MB 2 (4-6 marks) The response shows some understanding of the factors that impact on the popularity of sport. Candidates make some valid points and there is an attempt at explanation of at least two factors</p> <p>Sentences for the most part are relevant and coherent. There are occasional errors in grammar, punctuation and spelling.</p> <p>MB 3 (7-8 marks) The response shows a detailed understanding of the factors that impact on the popularity of sport. Candidates make many points, several of which are well developed and explain an extensive range of factors.</p>	<p>[8]</p>	<p>Candidates may use development points and/or examples to explain the factors which impact on the popularity of sport</p>

Question	Answer	Marks	Guidance
	<p>The answer is well structured and uses appropriate terminology. There are few if any errors in grammar, punctuation and spelling.</p> <p>Indicative content:</p> <p>Environment/climate Lack of snow for winter sports such as skiing may make the sport less popular</p> <p>Media coverage/advertising/awareness Some sports get more exposure in media which boosts popularity</p> <p>Previous success of the sport/sports performers Sporting success of individuals/teams/sport will increase popularity</p> <p>Strong infrastructure Giving opportunities to participate/attain participation awards</p> <p>Provision of facilities/activities/sessions More provision/accessible provision boosts popularity. More football pitches than swimming pools allows opportunity to participate more in football.</p> <p>Level of spectatorship More opportunities to spectate both in person and via media such as TV, internet increase popularity of sports such as football and rugby.</p> <p>Role models (or lack of) Tom Daley has boosted popularity of diving</p> <p>Legacy of previous sporting events London Olympics helped boost the popularity of cycling</p> <p>Tradition (or lack of) Where a sport has been played for a long time such as football it is more popular</p>		

Question	Answer	Marks	Guidance
	<p>Inclusivity of the sport Sports that enable all abilities/ genders to participate together may become more popular. For example, long distance road running frequently have mixed gender sessions.</p> <p>Social acceptability Boxing is not social acceptable in some circles.</p>		

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