

Cambridge National

Sport Studies

Unit **R051**: Contemporary issues in sport

Level 1/2 Cambridge National Award/Certificate in Sport Studies **J803/J813**

Mark Scheme for June 2017

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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 in scoris

The following annotations are available:

Annotation	Meaning
	correct response
	incorrect response
	Benefit of doubt
	Irrelevant
	Repetition
	Vague
	Unclear
	Level 1
	Level 2
	Level 3

Question	Answer	Marks	Guidance
1.	(b) the five continents that take part	[1]	
2. (a)	3 marks from <ol style="list-style-type: none"> 1. Lack of money/disposable income/cost of participation/cost of transport 2. Lack of motivation/confidence/self esteem 3. Spending time trying to find a job 4. Lack of transport 5. Lack of awareness of facilities/activities 	[3]	Lack of time = VG
2. (b)	Two marks from <ol style="list-style-type: none"> 1. Offer free/subsidised activities 2. Offer free/discounted equipment 3. Increased media coverage/advertising/promotion/using role models 4. Offer schemes/activities specifically aimed at the unemployed 5. Provide transport/link up with local transport subsidise 	[2]	
3.	One mark for each correct insertion <p>The football World Cup is normally only hosted by a country once every generation and is therefore known as a one-off event. Hosting an event can have longer term benefits. These including increasing participation known as a sporting legacy. The feeling of well-being and national pride if the national team does well is often referred to as a social legacy</p>	[4]	
4.	Two marks from <ol style="list-style-type: none"> 1. Applauding the opposition 2. Applauding fair play 3. Not shouting abusive language/ abusing the opposition 4. Applauding outstanding achievement 5. Remaining quiet during national anthems 	[2]	Cheering on teams/own team = VG BOD Applauding batter when out/when entering/leaving the field Remaining quiet = VG (must refer to national anthems)

5. (a)	<p>Two marks from:</p> <ol style="list-style-type: none"> 1. Lack of (female) role models/lack of awareness due to lack of media coverage of women's golf (to motivate/inspire young females) 2. Alternative leisure pursuits/other commitments/other interests 3. Concerns over body image (may prevent female from participating in golf) 4. Gender stereotyping/seen as a male sport/some clubs perceived as mainly male (which affects confidence to play golf) 5. 'Not a cool sport'/peer pressure not to play 6. Not offered at school/in the national curriculum (may constrain opportunities to play) 7. Costly activity/expensive equipment/cost of joining a club (in comparison to other sports) 8. Takes a lot of time (e.g. completing a round can take several hours, especially for beginners) 	[2]	Lack of awareness on own = VG, must relate to poor media coverage of women's golf
5. (b)	<p>Four marks from</p> <ol style="list-style-type: none"> 1. Grants 2. Lottery funding 3. Donations/private investment 4. Sponsorship 5. Income from media rights 6. Income from advertising 7. Merchandising 8. Subscription/club affiliation fees/membership fees 9. Admission charges 10. Organises fund raising events 	[4]	Funding must relate to NGB sources of funding not how they spend/invest the money

6. (a)	<p>Two marks from:</p> <ol style="list-style-type: none"> 1. To gain an advantage/to win/improve performance 2. They perceive everyone else is doing it (and will not win without taking drugs) 3. Peer pressure 4. Pressure from coaches 5. Financial rewards of winning 6. Pressure to succeed from media/spectators 7. Because of health conditions/issues/recover from injury 	[2]	<p>Train harder/gain muscle/get faster/improve stamina etc = VG</p> <p>BOD win prizes/gain titles Must relate pressure to media/spectators/coaches</p>
6. (b)	<p>One mark from:</p> <ol style="list-style-type: none"> 1. Damage to reputation of the sport 2. Reduced income/reduced sponsorship for the sport 3. Negative media coverage 4. Young athletes not taking up the sport/decrease in participation 	[1]	<p>Responses must relate to the sport not the performer</p>
7.	<p>Three marks from</p> <ol style="list-style-type: none"> 1. Urine sample 2. Blood sample 3. Hair sample 4. Nail sample 	[3]	

8.	<p>One mark for each factor and one mark for matching description</p> <ol style="list-style-type: none"> 1. (Factor) Provision/facilities/access. 2. Good availability of swimming pools locally will help boost popularity 3. (Factor) Climate/weather. 4. Not as popular as in hot climates/too cold in the UK 5. (Factor) Success of individuals/sufficient role models 6. Can inspire participation 7. (Factor) National success of swimming 8. Medals at the Olympics or world championships 9. 9.(Factor) Social acceptability. 10. Seen as a life skill which can make it popular 11. (Factor) School activity/available on school curriculum 12. Taught in schools which increases popularity 13. (Factor) Environment/locality/geographical area 14. Swimmers more likely to use the sea if they live on coast 15. (Factor) Ethnicity/peers/religion 16. Some Muslim women cannot reveal their body 17. (Factor) Body image/confidence 18. Teenagers may not like showing their body 	[6]	<p>Accept converse e.g. lack of facilities will limit popularity</p> <p>Description marks (even numbers) cannot be awarded without correct factor (odd numbers)</p> <p>Factors (odd numbers) can be awarded without description (even numbers)</p>
9.	<p>Working parent</p> <p>Session they may not be able to access</p> <ol style="list-style-type: none"> 1. Spinning/yoga/aerobics <p>Reasons</p> <ol style="list-style-type: none"> 2. No childcare in evenings/Lack of free time /Lack of disposable income (as single parent)/cannot get to session in time after work 3. They work during the day 	[4]	<p>Do not award sessions without valid reason.</p>

	<p>Retired Couple over 65</p> <p>4. Spinning/Yoga/Boxercise</p> <p>Reasons</p> <p>5. Lack of (public) transport for evening session/unsuitable activities/too high intensity/cost of participation</p>		
10.	(c) A new sport in the U.K. that has enjoyed increased participation in recent years	[1]	
11.	<p>Four marks from</p> <p>1. Fair play 2. Citizenship 3. Tolerance/respect 4. Inclusion 5. Excellence</p>	[4]	
12.	<p>Sportsmanship. One mark from:</p> <p>1. Shaking hand of your opponent before/after a match 2. Congratulating your opponent if they win/play a good shot 3. Calling a ball out/in if it is outside the line.</p>	[3]	Examples must relate to tennis

	<p>Gamesmanship. Two marks from:</p> <ol style="list-style-type: none"> 1. Wasting time (when serving) 2. Feigning injury 3. Extending time allowed between games/sets/matches 4. Grunting when playing the ball to put the other player off 5. Deliberately aiming at the opponents body 6. Calling for a bathroom break at a crucial point 		Examples must relate to tennis
13.(a)	<p>Two marks from</p> <ol style="list-style-type: none"> 1. Providing elite coaching 2. Providing national performance squads 3. Provides coaching awards at all levels/provides a framework for coaching awards 4. Training of officials at all levels 	[2]	Do not accept training/elite training – question REP
13. (b)	<p>Four marks from</p> <ol style="list-style-type: none"> 1. Makes rules 2. Makes disciplinary procedures/organises drugs testing 3. Creates/organises (national) competitions/tournaments 4. Provides a national directive and vision 5. Provides guidelines/support to clubs/members 	[4]	

14	<p>Overcoming an injury in the final of the 100m to finish second.</p> <p>1. Courage/determination</p> <p>Joining in with the opening parade of nations at the opening ceremony</p> <p>2. Friendship/respect</p> <p>Watching other athletes compete on your rest day and applauding their performance</p> <p>3. Respect</p> <p>Winning the long jump and giving your trainers away to a young member of the crowd.</p> <p>4. Inspiration</p>	1 1 1 1 [4]	
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<p>15.</p>	<p><u>Levels of response</u></p> <p>Level 3 (7-8 marks) A comprehensive response:</p> <ul style="list-style-type: none"> - 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>Level 2 (4-6 marks) A competent response:</p> <ul style="list-style-type: none"> - 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>Level 1 (1-3 marks) A basic response:</p> <ul style="list-style-type: none"> - 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 & spelling may be noticeable intrusive. <p>0 = nil response or no response worthy of credit.</p>	<p>Differentiating between levels look for:</p> <p>Level 3:</p> <ul style="list-style-type: none"> - 8 marks: Economic benefits and drawbacks are explained comprehensively for all three aspects; before, during and after event. - 7 marks: at least three benefits and three drawbacks are described linked to before, during or after the games. - There is evidence of relative balance between benefits and drawbacks - Examples are appropriate <p>Level 2:</p> <ul style="list-style-type: none"> - 6 marks: at least two benefits and two drawbacks are described and these are linked to before, during or after the games. - 4 marks : at least two benefits and two drawbacks identified - Combination of basic theoretical content and examples <p>Level 1:</p> <ul style="list-style-type: none"> - 3 marks: at least two benefits or drawbacks identified - 1 mark: one benefit or drawback identified - Statements about importance of benefits are basic - List of examples might be linked together to explain argument - Factors may be listed rather than use prose <p>Always indicate the level at the end of the response.</p>
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	<p><u>Indicative content</u></p> <p>Candidate responses are likely to include:</p> <p style="text-align: center;">Before the games</p> <p>Benefits</p> <p>1. Investment in facilities</p> <ul style="list-style-type: none"> • New / improved facilities may increase economic growth/ regenerate the local area/ provide the catalyst for other investment in the area such as housing projects. E.g. regeneration of east end of London <p>2. Investment in infrastructure</p> <ul style="list-style-type: none"> • Investment in transport infrastructure may result in economic regeneration of the area E.g. the Javelin railway to the London Olympic stadium <p>3. Sponsorship increases</p> <ul style="list-style-type: none"> • hosting the Olympics can generate major income for the country through sponsorship deals • E.g. BA sponsored the London Olympics <p>4. Commercial benefits.</p> <ul style="list-style-type: none"> • Other businesses may benefit/new businesses are created • E.g. travel package deals for the Olympics <p>5. Creation of jobs</p> <ul style="list-style-type: none"> • Range of jobs to build facilities/infrastructure 	[8]	
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	<p>Drawbacks</p> <p>6. Bidding to host can be expensive.</p> <ul style="list-style-type: none"> Bidding to host the Olympic Games can be expensive with no guarantee of success <p>7. Other essential economic projects may be stopped put on hold as funding is diverted to build infrastructure/facilities.</p> <ul style="list-style-type: none"> Other housing/infrastructure projects may be delayed as money goes to build new sports facilities <p>8. Cost of building facilities</p> <p>During the games</p> <p>Benefits</p> <p>9. Admission charges/ticket sales</p> <ul style="list-style-type: none"> Considerable revenues are generated by ticket sales to view the Olympic events. <p>10. Tourism</p> <ul style="list-style-type: none"> Increased tourism during the games generates revenues in economic sectors such as food, retail/merchandise and accommodation <p>11. Employment opportunities are created</p> <ul style="list-style-type: none"> A range of jobs are created in running the games and within secondary sectors such as retail and hospitality 		
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	<p>Drawbacks</p> <p>12. Increased cost</p> <ul style="list-style-type: none"> • Cost of security/policing/emergency services <p>After the games</p> <p>Benefits</p> <p>13. Facilities may generate income from admission charges</p> <ul style="list-style-type: none"> • Admission charges from public use after the games will generate revenue E.g. Velodrome being open to the general public <p>Drawbacks</p> <p>14. Jobs are only short term</p> <ul style="list-style-type: none"> • Jobs no longer exist after the games. <p>15. Facilities might not be used after the games.</p> <ul style="list-style-type: none"> • Facilities might not generate sufficient revenue from public use after the games to cover running costs. <p>16. Economic benefits to do not extend to the whole country</p> <ul style="list-style-type: none"> • Economic benefits may be limited to a small member of cities and areas and not benefit the whole country. <p>17. Potential for debt</p> <ul style="list-style-type: none"> • The costs involved in running the games are high compared to the income generated. 		
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