

Cambridge **NATIONALS LEVEL 1/2**



SPORT STUDIES

Combined feedback on the June 2017 exam paper
(including selected exemplar candidate answers
and commentary)

Unit R051 – Contemporary issues in sport

Version 1

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INTRODUCTION


This resource brings together the questions from the June 2017 examined unit (Unit R051), the marking guidance, the examiners comments and the exemplar answers into one place for easy reference.

We have also included exemplar candidate answers with commentary for questions 5b, 13b and 15.

The marking guidance and the examiner's comments are taken from the Report to Centre for this question paper.

The Question Paper, Mark Scheme and the Report to Centre are available from:

<https://interchange.ocr.org.uk/>

OCR <small>Oxford Cambridge and RSA</small>	
Friday 19 May 2017 – Afternoon LEVEL 1/2 CAMBRIDGE NATIONAL IN SPORT STUDIES R051/01 Contemporary issues in sport	
Candidates answer on the Question Paper. Duration: 1 hour OCR supplied materials: None Other materials required: None	
	
Candidate surname	Candidate surname
Centre number	Candidate number
INSTRUCTIONS TO CANDIDATES <ul style="list-style-type: none"> Write your name, centre number and candidate number in the boxes above. Please write clearly and in capital letters. Use black ink. HB pencil may be used for graphs and diagrams only. Answer all the questions. Read each question carefully. Make sure you know what you have to do before starting your answer. Write your answer to each question in the space provided. If additional space is required, you should use the lined page(s) at the end of this booklet. The question number(s) must be clearly shown. Do not write in the barcodes. 	
INFORMATION FOR CANDIDATES <ul style="list-style-type: none"> The number of marks is given in brackets [] at the end of each question or part question. The total number of marks for this paper is 60. The quality of your written communication will be assessed in your answer to the question marked with an asterisk (*). This document consists of 12 pages. Any blank pages are indicated. 	
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GENERAL EXAMINER COMMENTS ON THE PAPER

The mark range on this unit was from the upper forties to the mid-teens, with the bulk of the candidature falling in the twenties and thirties, as has been the case in recent sittings.

The earlier factual questions on the paper are opportunities for candidates to gain maximum marks, with questions 2b and 4 producing such an outcome in a lot of cases.

There were however also instances where candidates gained either zero or only one mark; most notably; questions 5b (NGB funding initiatives for female golf), 13b (NGB infrastructure for sport).

Unfortunately, examination technique negatively affected the scoring potential of some candidates. Candidates should be encouraged to:

- Study each question carefully to accurately establish the requirements of the question.
- Avoid repeating phrases or words from the question as part of their answer.
- Ensure that the appropriate number of comments are made to correlate with the marks available for the question.
- Try to make points distinct where questions require several to be made, reducing the risk of 'repeats' which will not gain more than the initial mark awarded.

Resources which might help address the examiner comments:

From the link below, you'll find 'The OCR guide to examinations' (along with many other skills guides)

<http://www.ocr.org.uk/i-want-to/skills-guides/>

Questions 1, 2 and 3

Answer **all** the questions.

- 1 The Olympic symbol of five interlocking rings is designed to represent which of the following statements?

(Circle your chosen answer to indicate your answer.)

- (a) The number of Olympic values
 (b) The five continents that take part
 (c) Five different ethnic groups that take part
 (d) Five different categories of Olympic event

[1]

- 2 Jason is single and has been unemployed for one year. He does not own a car.

(a) Give **three** barriers that could make it harder for him to participate in sport.

1 . **Three marks from:**

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

3 . **Lack** of transport

5. **Lack** of awareness of facilities/activities

[1]

[1]

[1]

(b) Suggest **two** ways a sports centre could help Jason to participate in sport.

1 . **Two marks from:**

1. Offer free/subsidised activities

2. Offer free/discounted equipment

2 . 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

.....

[1]

.....

[1]

- 3 Fill in the blanks to complete the statement below using the following words:

National Pride

Social

Sporting

One-off

The football World Cup is normally only hosted by a country once every generation and is therefore

known as a **one-off** event. Hosting this type of event can have longer term benefits.

These include increasing participation, known as a **sporting** legacy. The feeling

of well-being and **national pride** if the national team do well is often referred to as

a **social** legacy.

[4]

Mark Scheme Guidance

Question 2(a):

Lack of time = vague (VG).

Examiner comments

Question 1 – The vast majority of candidates gained this mark.

Question 2(a) – Many candidates were able to access two marks by referring to a lack of money or transport.

Question 2(b) – Generally well done by many candidates, with a substantial number gaining maximum marks.

Question 3 – This question invariably produced either maximum marks or two marks, whereby candidates mixed up the concepts of sporting and social legacy.

Questions 4 and 5

4 Cricket is a popular spectator sport.

Give **two** examples of good spectator etiquette at a cricket match.

- | | | |
|-------|--|-------|
| 1 | Two marks from: | ..... |
| | 1. Applauding the opposition | [1] |
| ..... | 2. Applauding fair play | [1] |
| 2 | 3. Not shouting abusive language/ abusing the opposition | ..... |
| | 4. Applauding outstanding achievement | ..... |
| ..... | 5. Remaining quiet during national anthems | [1] |

5 England Golf encourages participation amongst young females including the 'Junior Passport' scheme which provides coaching in golf skills.

(a) Describe **two** barriers to young females participating in golf.

- | | | |
|-------|---|-------|
| 1 | Two marks from: | ..... |
| | 1. Lack of (female) role models/lack of awareness due to lack of media coverage of women's golf (to motivate/inspire young females) | [1] |
| ..... | 2. Alternative leisure pursuits/other commitments/other interests | ..... |
| 2 | 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) | [1] |
| ..... | 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) | ..... |

(b) Identify **four** ways the governing body can fund its initiatives to enable more participation by young females in golf.

- | | | |
|-------|---|-------|
| 1 | Four marks from: | ..... |
| | 1. Grants | [1] |
| ..... | 2. Lottery funding | [1] |
| 2 | 3. Donations/private investment | ..... |
| | 4. Sponsorship | ..... |
| ..... | 5. Income from media rights | [1] |
| | 6. Income from advertising | ..... |
| 3 | 7. Merchandising | ..... |
| | 8. Subscription/club affiliation fees/membership fees | [1] |
| ..... | 9. Admission charges | [1] |
| 4 | 10. Organises fund raising events | ..... |
| ..... | ..... | [1] |

Mark Scheme Guidance

Question 4:

Cheering on teams/own team = vague (VG).

Benefit of doubt (BOD) – applauding banter when out/when entering/leaving the field.

Remaining quiet = vague (VG) (must refer to national anthems).

Question 5(a):

Lack of awareness on own = vague (VG), must relate to poor media coverage of women's golf.

Question 5(b):

Funding must relate to NGB **sources of funding** not how they spend/invest the money.

Examiner comments

Question 4 – Whilst a number of candidates gained the two marks on offer, others offered answers that were too general e.g. applauding good play instead of applauding good play by the opposition.

Question 5(a) – The idea of golf being a predominantly male sport and there being a lack of role models produced maximum marks in a number of cases.

Question 5(b) – Unfortunately the vast majority of candidates failed to score on this question. Responses were generally based around how girls could be encouraged to play golf, as opposed to where funding might be derived from for initiatives to encourage girls to take up golf. This was an example of the importance of candidates taking time to identify the correct focus from the question.

Exemplar candidate work

Question 5(b) – Low level answer

(b) Identify four ways the governing body can fund its initiatives to enable more participation by young females in golf.

1 fundraising.....

[1]

2 Sponsorship.....

[1]

3 Major sporting events.....

[1]

4 new equipment.....

[1]

Commentary

Response one is vague because it does not refer to the governing body **organising** fundraising events.

Response three is incorrect as a major sporting event is not a way that a governing body funds its initiatives.

Response four is incorrect as new equipment is not a way of funding an initiative.

The candidate has not focused on the key point in the question. They have, in responses three and four, focused on what might make it easier for more females to play golf, not on how a governing body funds initiatives

To improve this response, more careful scrutiny on the focus of the question is required, thereby ensuring that any responses actually address what is demanded in the question.

Exemplar candidate work

Question 5(b) – Medium level answer

(b) Identify four ways the governing body can fund its initiatives to enable more participation by young females in golf.

- 1 By ~~getting~~ ~~getting~~ having a sponsorship to have a partnership with a company. [1]
- 2 By getting money from the council. [1]
- 3 By having a charity event to get more money. [1]
- 4 Ask money from the bank. [1]

Commentary

Responses two and four both relate to obtaining money from an external source. Whilst point 1 on the mark scheme relates to money obtained through grants, the two candidate responses do not imply that a grant had been applied for but simply state where money is obtained rather than how it is obtained. Both are also relating to the same mark scheme point, which would have meant a repeat for response four if both had been more closely related to the mark scheme.

To improve, the candidate needs to address more specifically **how** money from an external source could be obtained.

Exemplar candidate work

Question 5(b) – High level answer

(b) Identify four ways the governing body can fund its initiatives to enable more participation by young females in golf.

1 get people to donate..... [1]

2 participation fees..... [1]

3 ~~cost~~ advertisement..... [1]

4 Selling sporting items / cloths..... [1]

Commentary

This is a high level response because each of the correct responses clearly refers to the associated point on the mark scheme i.e. points 3, 8 and 7.

Response three is vague because it does not indicate that income is gained from advertising.

Questions 6, 7 and 8

- 6 The international governing body for athletics has been criticised for not acting strongly enough to deal with the use of performance enhancing drugs by athletes.

(a) Give **two** reasons why some athletes use performance enhancing drugs.

- 1 **Two marks from:** [1]
 1. To gain an advantage/to win/improve performance
 2. They perceive everyone else is doing it (and will not win without taking drugs) [1]
 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

(b) Suggest **one** impact on the sport of athletics of performers continuing to use performance enhancing drugs.

- **One mark from:** [1]
 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

- 7 Suggest **three** different ways of testing for the use of banned performance enhancing drugs in athletics.

- 1 **Three marks from:** [1]
 1. Urine sample
 2. Blood sample [1]
 3. Hair sample
 4. Nail sample [1]

- 8 Participation in recreational swimming tends to increase after major events such as the Olympics, partly due to the increased media coverage it receives.

Apart from media coverage, describe **three** factors which impact on the popularity of swimming in the U.K.

- | | | |
|----------------|---|-------|
| Factor | One mark for each factor and one mark for matching description: | ..... |
| Description .. | 1. (Factor) Provision/facilities/access. | ..... |
| ..... | 2. Good availability of swimming pools locally will help boost popularity | ..... |
| Factor | 3. (Factor) Climate/weather | ..... |
| Description .. | 4. Not as popular as in hot climates/too cold in the UK | ..... |
| ..... | 5. (Factor) Success of individuals/sufficient role models | ..... |
| Factor | 6. Can inspire participation | ..... |
| Description .. | 7. (Factor) National success of swimming | ..... |
| ..... | 8. Medals at the Olympics or world championships | ..... |
| Factor | 9. (Factor) Social acceptability | ..... |
| Description .. | 10. Seen as a life skill which can make it popular | ..... |
| ..... | 11. (Factor) School activity/available on school curriculum | ..... |
| Factor | 12. Taught in schools which increases popularity | ..... |
| Description .. | 13. (Factor) Environment/locality/geographical area | ..... |
| ..... | 14. Swimmers more likely to use the sea if they live on coast | [6] |
| Factor | 15. (Factor) Ethnicity/peers/religion | ..... |
| Description .. | 16. Some Muslim women cannot reveal their body | ..... |
| ..... | 17. (Factor) Body image/confidence | ..... |
| Factor | 18. Teenagers may not like showing their body | ..... |

Mark Scheme Guidance

Question 6:

Responses must relate to the **sport** not the performer.

Question 8:

Accept converse e.g. lack of facilities will limit popularity.

Description marks (even numbers) **cannot** be awarded without correct factor (odd numbers).

Factors (odd numbers) **can** be awarded without description (even numbers).

Examiner comments

Question 6(a) – Point 1 on the mark scheme was accessed frequently. However, the more general ideas of improving strength or allowing performers to train harder were too vague and so were not awarded a mark. The average mark scored for this question was 1.

Question 6(b) – While many candidates were able to offer a correct reason why continued use of performance enhancing drugs would affect athletics, others went down the route of the effects on the performer and therefore did not address the question.

Question 7 – Well answered in general.

Question 8 – While a number of candidates gained four marks, others were unable to identify an appropriate factor and relate it to its impact on the popularity of swimming together with a correct description.

Questions 9 and 10

- 9 A health and fitness club runs the following sports and fitness activities at different times each Monday. No buses or trains run to the health and fitness club.

Activity	Time	Intensity of exercise	Cost per session
Spinning (group cycling)	6.00–7.00 pm	High	£7.50
Yoga (beginners)	7.00–8.00 pm	Low	£8.00
Aerobics	1.00–2.00 pm	Low	£3.50
Boxercise (cardio circuit using exercises from boxing)	4.00–5.00 pm	High	£4.00

Using examples from the table above identify **one** session that each group below might not be able to access. State your reason in each case.

Single parent who works in the daytime:

- 1 Session they might **not** be able to access .. 1. Spinning/yoga/aerobics [1]
- 2 Reason .. 2. No childcare in evenings/Lack of free time /Lack of disposable income (as single parent)/cannot get to session in time after work [1]
3. They work during the day

Retired married couple over 65:

- 1 Session they might **not** be able to access .. 4. Spinning/Yoga/Boxercise [1]
- 2 Reason .. 5. Lack of (public) transport for evening session/unsuitable activities/too high intensity/cost of participation [1]

- 10 Which of the following statements is a definition of an emerging sport?

(Circle your chosen answer to indicate your answer.)

- (a) A new sport in the U.K. that does not have many participants.
- (b) A traditional sport that has been played for a long time in the U.K. that has recently become more popular.
- (c) A new sport in the U.K. that has enjoyed increased popularity and rising participation in recent years. [1]
- (d) A new sport in the U.K. with no tournaments or competitions in place as yet.

Mark Scheme Guidance

Question 9:

Do not award sessions without valid reason.

Examiner comments

Question 9 – Reasonably well answered, although a number of responses did not link the lack of opportunity to attend the aerobics class to the fact that the single parent was working.

Question 10 – The correct option was usually selected.

Questions 11, 12 and 13

- 11** Apart from team spirit, identify **four** values that can be developed through participation in team sport.

- 1 **Four marks from:** [1]
 1. Fair play
 2. Citizenship [1]
 3. Tolerance/respect [1]
 4. Inclusion
 5. Excellence [1]

- 12** Give **one** example of sportsmanship and **two** examples of gamesmanship in a tennis match.

- Sportsmanship .. **One mark from:** [1]
 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.

- Gamesmanship . **Two marks from:**
 [2]
 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

- 13 (a)** Providing elite training is one way a governing body such as the Football Association develops a sport.

- Two marks from:**
 1. Providing elite **coaching**
 2. Providing national performance squads
 3. Provides coaching awards at all levels/provides a framework for coaching awards [2]
 4. Training of officials at all levels

- (b)** A governing body can assist with the building of sports facilities by providing advice on their design.

Identify **four** other ways a governing body builds the infrastructure of a sport.

- 1 **Four marks from:** [1]
 2. 1. Makes rules [1]
 2. Makes disciplinary procedures/organises drugs testing [1]
 3. 3. Creates/organises (national) competitions/tournaments [1]
 4. Provides a national directive and vision
 5. Provides guidelines/support to clubs/members .. [1]

Mark Scheme Guidance

Question 12:

Examples must relate to tennis.

Question 13(a):

Do not accept training/elite training – question repetition (REP).

Examiner comments

Question 11 – ‘Values’ questions always appear to trouble candidates, and there appears to be a tendency for some candidates to use a generic set of values and try to fit them to every ‘values’ question rather than addressing the specific question set.

Question 13 – Many candidates gained two marks, with shaking hands and time wasting being the most popular options; however, there still appeared to be confusion between sportsmanship and gamesmanship in some responses.

Question 13(a) – Not well answered on the whole, with the building of facilities and organising competitions often being incorrectly identified.

Question 13(b) – The term ‘infrastructure’ is not a term that all candidates seemed comfortable with; the result being that a number of candidates would gain three marks for coaching and officiating awards and the organisation of competitions, whilst others really had no idea what infrastructure meant and offered no response or nothing which could be given credit.

Exemplar candidate work

Question 13(b) – Low level answer

(b) A governing body can assist with the building of sports facilities by providing advice on their design.

Identify four other ways a governing body builds the infrastructure of a sport.

- 1 ...Coming up with the rules... [1]
- 2 ...providing equipment... [1]
- 3 ...Training officials... [1]
- 4 ...Training athletes... [1]

Commentary

Responses two, three and four are incorrect because they do not focus on the correct element of a governing body. The question relates to the **infrastructure** of a governing body.

Response two is incorrect as providing equipment is not a role of a governing body.

Response three is incorrect because it relates to the development of a sport by a governing body.

Response four is incorrect because training (of elite performers) is also part of the development of a sport by a governing body.

To improve, the candidate should ensure that in a governing body question they focus on the correct element of the governing body.

Exemplar candidate work

Question 13(b) – Medium level answer

(b) A governing body can assist with the building of sports facilities by providing advice on their design.

Identify four other ways a governing body builds the infrastructure of a sport.

- 1 Establishing rules [1]
- 2 Planning ceremonies and tournaments [1]
- 3 Making more clubs that specialise in the sport. [1]
- 4 Promoting it in the media. [1]

Commentary

Responses three and four are both incorrect because they do not focus on the **infrastructure** of a governing body.

Response three is incorrect because it is linked to promotion by a governing body.

Response four is incorrect because promoting a sport is not part of a governing body's infrastructure.

To improve the response the candidate should ensure that all responses focus on the correct role of the governing body, which in this case is the infrastructure.

Exemplar candidate work

Question 13(b) – High level answer

(b) A governing body can assist with the building of sports facilities by providing advice on their design.

Identify **four** other ways a governing body builds the infrastructure of a sport.

- 1 ~~can~~ competition and tournaments [1]
- 2 discipline and rule making [1]
- 3 [1]
- 4 [1]

Commentary

Response one has been awarded as benefit of doubt as it relates to point 3 on the mark scheme. Whilst the response would benefit from inclusion of the word, organises, it is close enough to the mark scheme to be awarded the mark.

Response two contains two correct comments, namely points 2 and 1 on the mark scheme.

Question 14

14 Identify an Olympic value associated with each of the examples below.

1 Overcoming an injury in the final of the 100m to finish second.

Value . Courage/determination [1]

2 Joining in with the opening parade of nations at the opening ceremony.

Value . Friendship/respect [1]

3 Watching other athletes on your rest day and applauding their performance.

Value . Respect [1]

4 Winning the long jump and giving your training shoes away to a young member of the crowd.

Value . Inspiration [1]

Examiner comments

As stated in the comment relating to question 11, the values cited frequently did not link to the statements on the question paper.

Question 15

- 15* Many cities and countries hope to gain economic benefits by hosting major sporting events such as the Olympic Games.

Explain the possible economic benefits and economic drawbacks for a country before, during and after hosting an Olympic Games.

Indicative content

Candidate responses are likely to include:

Before the games

Benefits

1. **Investment in facilities**

- 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

2. **Investment in infrastructure**

- Investment in transport infrastructure may result in economic regeneration of the area e.g. the Javelin railway to the London Olympic stadium

3. **Sponsorship increases**

- hosting the Olympics can generate major income for the country through sponsorship deals e.g. BA sponsored the London Olympics

4. **Commercial benefits**

- Other businesses may benefit/new businesses are created e.g. travel package deals for the Olympics

5. **Creation of jobs**

- Range of jobs to build facilities/infrastructure

Drawbacks

6. **Bidding to host can be expensive**

- Bidding to host the Olympic Games can be expensive with no guarantee of success

7. **Other essential economic projects may be stopped/put on hold as funding is diverted to build infrastructure/facilities**

- Other housing/infrastructure projects may be delayed as money goes to build new sports facilities

8. **Cost of building facilities**

During the games

Benefits

9. **Admission charges/ticket sales**

- Considerable revenues are generated by ticket sales to view the Olympic events.

10. **Tourism**

- Increased tourism during the games generates revenues in economic sectors such as food, retail/merchandise and accommodation

11. **Employment opportunities are created**

- A range of jobs are created in running the games and within secondary sectors such as retail and hospitality

Drawbacks

12. **Increased cost**

- Cost of security/policing/emergency services

[8]

After the games**Benefits****13. Facilities may generate income from admission charges**

- Admission charges from public use after the games will generate revenue e.g. Velodrome being open to the general public

Drawbacks**14. Jobs are only short term**

- Jobs no longer exist after the games.

15. Facilities might not be used after the games

- Facilities might not generate sufficient revenue from public use after the games to cover running costs.

16. Economic benefits to do not extend to the whole country

- Economic benefits may be limited to a small member of cities and areas and not benefit the whole country.

17. Potential for debt

- The costs involved in running the games are high compared to the income generated.

Mark Scheme Guidance**Levels of response****Level 3 (7–8 marks)**

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.

Level 2 (4–6 marks)

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.

Level 1 (1–3 marks)

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 intrusive.

Differentiating between levels look for:**Level 3:**

- 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.

Level 2:

- 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.

Level 1:

- 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.

Examiner comments

Question 15 – The nature of the question allowed candidates to structure their response into the three identified sections of; before, during and after a major sporting event, with the outcome being that Level 2 marks were quite frequently awarded, though relatively few accessed Level 3 in the mark scheme.

Exemplar candidate work

Question 15 – Low level answer

15* Many cities and countries hope to gain economic benefits by hosting major sporting events such as the Olympic Games.

Explain the possible economic benefits and economic drawbacks for a country before, during and after hosting an Olympic Games.

The economic benefits of hosting the Olympic games are that the country will get more money from selling merchandise for the event and they would also get more money because of the tourists who go to that country and go shopping.

The economic draw backs are that they might not get a profit from the event as they may have to build a new facility for the event. Another drawback is that the country may be in debt with other countries as they had to borrow money from them.

[8]

Commentary

The question has a number of elements relating to the hosting of a major sporting event, which need to be covered if the candidate is to gain higher level marks:

- Comments relating to economic benefits
- Comments relating to economic drawbacks
- Before the games
- During the games
- After the games.

This candidate only covers:

- A benefit relating to during the games
- Drawbacks relating to after the games.

To improve their response, the candidate would benefit from creating a plan which signals to them the five elements that they must cover. Even if they are unable to address each of the areas they would have a clearer idea of what they need to include.

Exemplar candidate work

Question 15 – Medium level answer

- 15* Many cities and countries hope to gain economic benefits by hosting major sporting events such as the Olympic Games.

Explain the possible economic benefits and economic drawbacks for a country before, during and after hosting an Olympic Games.

The economic benefits for a country before hosting an Olympic games is that they will gain an increasingly high amount of finance for the country.

The economic drawback for a country before hosting an Olympic games is that more money will be spent on the bidding than profit made.

possible economic benefits for a country during hosting an Olympic Games is that the country will have increased tourism ~~and~~ and new transport and sporting facilities will be built.

possible economic drawbacks for a country during the hosting of an Olympic Games could be that riots and strikes may happen to not run the games due to financial costs.

[8]

15 An Economical benefit for the Country after hosting an Olympic Games would be that the moral of the Country is raised.

An Economical Drawback for the Country after hosting an Olympic Games would be that there may be no profit made and the Country could be left in debt.

Commentary

The question has a number of elements relating to the hosting of a major sporting event, which need to be covered if the candidate is to gain a high level mark:

- Comments relating to economic benefits
- Comments relating to economic drawbacks
- Before the games
- During the games
- After the games.

This candidate covers:

- A drawback before the games, which has also been developed
- A benefit before the games
- A benefit during the games.

To improve their response the candidate should be more specific in how increased finance can be gained. The candidate has lost the focus of the question by referring to riots and strikes, neither of which relate to economic benefits or drawbacks.

Question However, when their are advantages their must be
 15* disadvantages to. One disadvantage of hosting a
 major sporting event is that the country could
 spend millions of pounds (dollars, euros depending on
 their currency) on the event but they may not
 make enough money back, this can lead to the
 country ~~being~~ becoming bankrupt or lead to
 them being in debt.

Also If the events aren't run well it can lead
 to a decrease in morale in the country and people
 not spending money. Also it could mean less tourists
 visit the country meaning they don't spend their
 money in the town which isn't helpful to the economy.

The last ~~disadvantage~~ disadvantage would be that after
 the event the facilities may not be used again
 this means the country has to spend more money
 tearing it down which harms the economy of the
 country. Also many people are against major
 sporting events as alot of money is used to
 promote and build the event themselves as
 see it as a waste of money. Some
 believe its better to spend it on helping
 people in third world countries.

Commentary

The question has a number of elements relating to the hosting of a major sporting event, which need to be covered if the candidate is to gain a full marks:

- Comments relating to economic benefits
- Comments relating to economic drawbacks
- Before the games
- During the games
- After the games.

This candidate has covered:

- A benefit during the games, which has also been developed
- A benefit before the games, which has also been developed
- A benefit after the games.

To improve their response, the candidate should include drawbacks as well as benefits.

In order to gain Level 3 top marks (8) the drawback comments should relate to before, during and after the games.

Responses at this point should also be comprehensively explained rather than simply described.



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