

Sample Assessment Material (SAM)

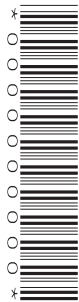
...day ... Month Year – Morning/Afternoon

Level 1/Level 2 Cambridge National in Sport Studies

R184: Contemporary issues in sport

Time allowed: 1 hour 15 minutes

No extra materials are needed



Write clearly in black ink. **Do not write in the barcodes.**

Centre number

--	--	--	--	--

Candidate number

--	--	--	--

First name(s) _____

Last name _____

INSTRUCTIONS

- Use black ink.
- Write your answer to each question in the space provided. You can use extra paper if you need to, but you must clearly show your candidate number, the centre number and the question numbers.
- Answer **all** the questions.

INFORMATION

- The total mark for this paper is **70**.
- The marks for each question are shown in brackets [].
- This document has **12** pages.

ADVICE

- Read each question carefully before you start your answer.

Section A

- 1 Draw lines to match the **four** Paralympic Values to the correct definition.

Value	Definition
Courage	Paralympic athletes maximise their abilities, empowering and exciting others to be active and participate in sport.
Determination	Celebrate diversity and show that difference is a strength.
	Develop tolerance and understanding between performers, spectators and citizens of all cultures.
Equality	Sport is practised in a manner that protects the health of the athlete and respects fair play and sports ethics.
	Their performances showcase to the world what can be achieved when testing your body to its absolute limits.
Inspiration	Have a unique strength of character that combines mental toughness, physical ability, and outstanding agility to produce sporting performances that regularly redefine the boundaries of possibility.

[4]

- 2 Which **one** of the following is **not** a role of a National Governing Body?

Tick (✓) the correct response.

- (a) Build facilities for grassroots clubs
- (b) Lobby for funding
- (c) Organise tournaments
- (d) Provide insurance guidance to members.

[1]

- 3 (a)** Performance Enhancing Drugs (PEDs) are used by some athletes to increase their chances of winning.

Other than to increase their chances of winning, state **three** reasons why some athletes might use PEDs.

1.....

2

3

[3]

- 3 (b)** Other than damaging the reputation of the sport, state **three** reasons why athletes should **not** take Performance Enhancing Drugs (PEDs).

1

2.....

3

[3]

- 4 (a)** State the name of the organisation responsible for eradicating drug use in sport by testing athletes.

.....

.....

[1]

- 4 (b)** Identify **one** way this organisation tests athletes for drug use?

.....

.....

[1]

5 There are different types of major sporting events. Other than a 'one-off' event:

(a) identify a major sporting event

..... [1]

(b) identify the type of event this is

..... [1]

(c) state how the event is scheduled.

..... [1]

6 Identify **one** example of sporting technology used by officials and describe **one** way it has helped the officials.

Example of sporting technology:

.....

How it has helped the officials:

.....

.....

[2]

7 Technology has both positive and negative impacts on a sports performer.

(a) State **two** positive impacts of technology on a sports performer.

1.....

.....

2.....

.....

[2]

(b) State **two** negative impacts of technology on a sports performer.

1.....

.....

2.....

.....

[2]

- 8 There are many factors why some sports are more popular than others.

Identify **four** different factors and explain how each can affect the popularity of a sport.

Factor 1.....

Explanation.....

.....

.....

Factor 2.....

Explanation.....

.....

.....

Factor 3.....

Explanation.....

.....

.....

Factor 4.....

Explanation.....

.....

.....

[8]

Section B

- 9 (a)** Kai is 15 years old and is a carer for his mother, who is a single parent.

Identify **three** barriers that might prevent Kai from regularly participating in sport.

- 1
.....
- 2
.....
- 3
.....

[3]

- 9 (b)** Identify **three** solutions that could help Kai participate in sport more often.

- 1
.....
- 2
.....
- 3
.....

[3]

- 10** Using practical examples, describe **two different** ways that a performer can show sportsmanship whilst playing sport.

- 1
.....
.....
.....
- 2
.....
.....
.....

[4]

- 11** Technology has changed the way that spectators interact with sport.

State **two** examples of sporting technology that have changed the way spectators interact with sport. For each example, provide a positive and a negative effect on spectators. You must use different positive and negative effects for each example.

Example 1

Positive.....

.....

Negative.....

.....

Example 2

Positive.....

.....

Negative

.....

[6]

- 12** 'Chance to Shine' is a national sporting initiative that works with County Cricket organisations in schools to give all children the opportunity to play and learn through cricket.

(a) State **one** other national sporting initiative.

..... [1]

(b) Describe the aim and target group of the initiative you have named.

.....

.....

.....

.....

[2]

- 13** State **three** different examples, using named sports, of good spectator etiquette.

1.....
.....

2.....
.....

3.....
.....

[3]

- 14** Ling is the manager of a local sports team and her team demonstrates team spirit. She is now trying to explain the other sporting values to help the young players in her team.

Other than team spirit, identify **three** sporting values that Ling's team can demonstrate and explain how her team could show these values.

Sporting value 1.....
Explanation.....
.....

Sporting value 2.....
Explanation.....
.....

Sporting value 3.....
Explanation.....
.....

[6]

Section C

- 15 Anika, who has two young children, is recovering from an injury and needs an exercise class which is low intensity. She works from Monday to Friday 9am – 3pm. She looks after her children in the evening, because her partner works nightshifts.

Classes (Intensity)	Pilates (low)	Zumba (medium)	Aqua aerobics (low)	Legs, Bums, Tums (medium)
Monday	10.15–11.15 am		6.00-6.45 pm	6.45–7.45 pm
Tuesday	12.15–1.15 pm	10.45–11.45 am		6.45–7.45 pm
Wednesday	9.30–10.30 am		10.15-11.00 am	
Thursday	No classes			
Friday	10.00-11.00 am			
Saturday	No classes			
Sunday	No classes			

Fig 1: Leisure centre activity class timetable

Using the information in Fig 1:

- (a) Explain **one** barrier to participation that could prevent Anika from taking part in a low intensity exercise class.

Barrier to participation

Explanation

.....

[2]

- (b) Identify **one** solution to a barrier to participation for Anika. Explain the impact this solution would have on the leisure centre.

.....

.....

.....

.....

[2]

- 16** Bidding for and hosting a major sporting event such as the Olympic Games may have a number of impacts on the host country.

Discuss reasons why countries might want to bid for and host the Olympic Games. You should include:

- Positive impacts on the host country
- Negative impacts on the host country
- Justification of your view as to whether the bidding for and hosting the Olympic Games brings an overall positive or negative effect for the host country.

DRAFT

[8]

END OF QUESTION PAPER

DRAFT

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Sample Assessment Material (SAM)

Cambridge National in Sport Studies
R184/01: Contemporary issues in sport

MARK SCHEME

MAXIMUM MARK 70

Duration: 1 hour 15 minutes

Version: 1.0
Last updated: 04/02/21
(FOR OFFICE USE ONLY)

This document consists of 18 pages

Crossed Out Responses

If a student has crossed out a response and written a clear alternative response, then the crossed out response is not marked. If no alternative is given, examiners will give students the benefit of the doubt and mark the crossed out response if it is legible.

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a student gives two responses (even if one of these responses is correct), no mark will be awarded, as it is not possible to determine which was the first response selected.

Contradictory Responses

When a student provides contradictory responses, no mark will be awarded, even if one of the answers is correct.

Short Answer Questions (usually worth only one mark per response)

If a student needs to give a set number of short answer responses, but gives more, only the set number of responses will be marked. The response space will be marked from left to right on each line and then line by line until the required number of responses have been marked. The remaining responses will not be marked.

Short Answer Questions (worth two or more marks)

If a student is required to provide a description of, say, three items or factors and four items or factors are provided, then marking will be similar to the above example (but downwards).

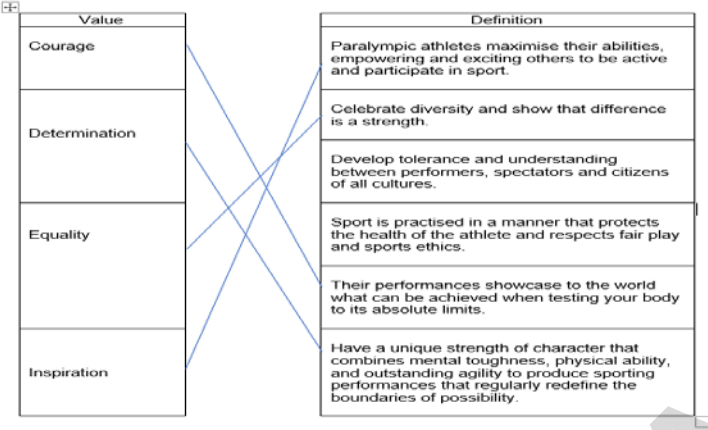
Longer Answer Questions

If a student provides two (or more) responses to a medium or high tariff question which only needs a single (developed) response, and does not cross out the first response, the first response will be marked.

Levels of response marking

- a. **To determine the level** – examiners will start at the highest level and work down until they reach the level that matches the answer
- b. **To determine the mark within the level**, they will consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

Question	Answer	Mark	Guidance
1	One mark sub-max for each from:  COURAGE: Their performances showcase to the world what can be achieved when testing your body to its absolute limits DETERMINATION: Have a unique strength of character that combines mental toughness, physical ability and outstanding agility to produce sporting performances that regularly redefine the boundaries of possibility INSPIRATION: Paralympic athletes maximise their abilities, empowering and exciting others to be active and participate in sport EQUALITY: Celebrate diversity and show that difference is a strength.	4	Two incorrect answers are taken from the Olympic website, as ethos behind the Olympics, but are not definitions of values.
2	One mark for correct response: (a) Build facilities for grassroot clubs.	1	Only accept one response

Question			Answer	Mark	Guidance
3	(a)		Three marks from (one mark for each): 1. Improve personal performance – personal best time. Move to higher rankings 2. Gain advantage over competitors 3. Think everyone is doing it 4. Pressure from – peers/family/coach to do well 5. Financial gain – fame/money sponsorship 6. Medals	3	Do not accept 'increase chance of winning' as it is in the question. Other reasonable answers may be accepted.
3	(b)		Three marks from (one mark for each): 1. Sanctions/bans 2. Physical damage – masks minor injuries which may lead to more damage/greater injury to performer 3. Mental damage/lower reputation of performer 4. Against spirit of sport	3	Do not accept 'damaging reputation of sport' as it is in the question. Other reasonable answers may be accepted.
4	(a)		One mark for correct response: World Anti-Doping Agency / WADA	1	
4	(b)		One mark for one of: 1. Whereabouts rule 2. Blood sample 3. Urine sample 4. Hair sample	1	

Question			Answer	Mark	Guidance
5	(a)		One mark max: Name event: must use word 'final' in answer where appropriate 1. Regular – UEFA champions league final (accept other correct responses) 2. Regular and Recurring – Wimbledon (accept other correct responses)	1	Do not award a 'one-off' event as named in the spec (i.e. Olympics)
5	(b)		One mark for: Type of event: 1. Regular, 2. Regular and recurring	1	Do not award for 'one off' as this is in the question
5	(c)		One mark for: Schedule 1. Regular – different city each year 2. Regular and recurring – each year same city/venue.	1	
6			One mark sub-max for identifying an example of technology, for example: Video referee/VAR Cricket 3rd umpire Tennis Hawkeye Cricket Hotspot One mark sub-max for how the technology helps fair play/ accuracy of officiating 1. Video referee – increase fair play by replaying part of sport, for example offside/handball in football 2. Cricket 3rd umpire – access to TV to replay disputed situations such as disputed catches 3. Improve accuracy of decision – hawk eye in tennis to see if the ball outside the court 4. Cricket – hot spot – see if ball has hit bat or pad.	2	Accept other valid answers. Ways must relate to the piece of technology and sport identified. Answer must relate to how it has helped officials .

Question			Answer	Mark	Guidance
7	(a)		One mark sub-max for each positive impact. Two marks max. 1. Training methods movement analysis software, - see movements in performance – check correct technique / refine technique. heart rate monitors – monitor training zones, recovery rate, instant feedback to performer 2. Clothing reduced weight – supports performance – aerodynamics, no extra restriction placed on performer wicking – comfort in performance, assists regulation of body temperature. 3. Equipment materials used – reduced weight, aerodynamics, sweet spot Reduced risk of injury Reduced recovery time from injury	2	Accept other valid impacts named. Both marks can be from any of the areas identified, or another impact if valid for a sports performer .
7	(b)		One mark sub-max for each negative impact. Two marks max. 1. Cost of technology - they may not be able to afford it / the technology is expensive. 2. Availability - they may not be able to use the technology / facility where the technology is, access to same level of technology. 3. Can mask injuries – pain, continue train may cause long term damage to injured area.	2	

Question	Answer	Mark	Guidance
8	ONE mark submax for each correct identification of a factor. ONE mark sub max for a valid explanation of each factor: Factors: 1. Number of participants – Explanation: increase in participants impacts on the increased popularity of the sport or event. Lower participation will decrease interest in sport/event, less will know about / access it. 2. Provision of facilities – Explanation: increase in provision impacts on the increased popularity of the sport or event. Less provision will decrease interest in sport/event, less will know about / access it. 3. Environment / climate – Explanation: the more accessible the climate is such as UK has a lot of coast line, rivers, lakes for watersports and this can increase the popularity of a sport, whereas for snow sports the UK does not have the necessary natural climate and so can decrease the popularity of the sport. 4. Live Spectator opportunities – Explanation: increase in spectators or opportunities for spectators impacts on the increased popularity of the sport or event. Less spectators or opportunities for spectators will decrease interest in sport/event, less will know about / access it. 5. Amount / range of media coverage – Explanation: increase in media coverage/exposure impacts on the increased popularity of the sport or event. Less media coverage/exposure will decrease interest in sport/event, less will know about / access it.	8	All factors and explanations must be different. Factor must be related to popularity. E.g. 'Participants' would not be accepted, but 'number of participants' would. 'Facilities' would not be accepted, but 'provision of facilities' would.

			6. High level of success – team and/or individual – Explanation: individual success, for example Nicola Adams and Boxing, or cycling in the Olympics can inspire participation and therefore increase the popularity of the sport. If an individual or team is less successful, then this can decrease the motivation to participate in the sport. 7. Number / range positive role models – Explanation: increase / more in role models impacts on the increased popularity of the sport or event. Less role models will decrease interest in sport/event, less will know about / access it. 8. Social Acceptability – Explanation: sports such as boxing or horse racing that are perceived as violent or cruel can reduce popularity / interest, whereas sports such as hockey, swimming are not perceived in the same way so it can increase popularity.		
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Question			Answer	Mark	Guidance
9	(a)		One mark sub-max for each barrier: Three barriers from: 1. Family commitments 2. Lack of positive sporting role models 3. Lack of positive family role models / lack of family support. 4. Lack of time 5. Lack of transport 6. Possible lack of disposable income	3	Barriers must relate to Kai who is in the carer/ teenager user groups.
9	(b)		One mark sub-max for each solution: Three solutions, such as: 1. Targeted promotion role models / initiatives to encourage him to participate 2. Organisations to provide respite care 3. Support groups for young carers for example Young Minds/The Children's Society 4. Increase / appropriate transport availability – local buses 5. Subsidised activities/sessions	3	Accept other valid solutions

Question			Answer	Mark	Guidance
10			Two marks sub-max for each response. Candidates must describe and use a sporting example. 1. Shaking hands at the end of a football match whether you have won or lost 2. Hitting the ball out in hockey if a player is injured 3. Passing ball to opposition in football when game is restarted after an injury. 4. Being honest in badminton / tennis by signalling a foot fault on service	4	Accept any other correct examples. The ways must be different and use different practical examples (though sport can be the same). Must include sporting example. TV (Too Vague) – Hitting ball out; ‘being honest’; ‘shaking hands’

Question		Answer	Mark	Guidance
11	(a)	Three marks sub-max for each response. 1. Screens in stadium Positive – easier to view participant activities, for example in athletics you can see the start and the finish at different positions in the stadium Negative – screens can cause unexpected spectator cheering/chanting, which could distract participants 2. Broadcasting by the media Positive - shown worldwide - so fans can see live matches anywhere in the world to support their team. Broadcasters can change the timing of events so spectators can see events at prime time. Negative – media can portray negative behaviour during and away from sport, damages reputation of the sport so spectators switch off. 3. Pause / replay live TV Positive - instant replay to help see what has happened, helps spectators to understand the rules of the sport. Negative – spectators can see action and analyse each moment which can cause arguments / trouble between spectators / fans. Negative – Could lead spectators to question decisions of referee. 4. VAR Positive – spectators can also review play to understand decision Negative – interrupts flow of game. 5. Technology which provides statistics on sport Positive - tracking player movement / understanding increased on player and team performance – possession time / successful passes / shots on target. Negative - information on players performance leads to criticism of player performance.	6	Sub max three marks for each: One mark for naming the piece of technology One mark for the positive effect One mark for the negative effect Any reasonable answer would be accepted. Technologies listed are indicative; other technologies may be considered as acceptable answers.

Question		Answer	Mark	Guidance
12	(a)	One mark for correctly naming sporting initiative 1. Rainbow laces LGBT 2. Kick it out 3. Sporting Equals 4. This Girl Can 5. The Great British Tennis weekend	1	Accept other valid responses. Responses must be nationally recognised.

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Question		Answer		Mark	Guidance																	
12	(b)	<table><tr><th>Initiative</th><th>Target Audience</th><th>Aim</th></tr><tr><td>Rainbow laces LGBT+</td><td>LGBT+ community (1) including sporting fans/ supporters (1)</td><td>promoting equality and diversity (1) feel safe and welcome, irrespective of sexual orientation or gender identity (1) acceptance in the sporting community of the LGBT+ community (1)</td></tr><tr><td>Kick it out</td><td>increase awareness of inclusion and diversity (1)</td><td>Highlight consequences of inappropriate behaviour across all levels of football (1) share good practice – greater equality and fairness (1)</td></tr><tr><td>Sporting Equals</td><td>Sporting individuals and communities (1) policymakers and delivery bodies to be inclusive of all under-represented groups (1)</td><td>promote ethnic diversity across sport and physical activity (1) raise awareness and understanding of the needs of Ethnically Diverse Communities within the sports and health sector increase participation (1)</td></tr><tr><td>This girl can</td><td>Girls/women (1)</td><td>raise awareness of where girls can participate and experience different activities (1) inspire females to take part in physical activity (1)</td></tr><tr><td>The great British Tennis weekend</td><td>Tennis fans / Tennis clubs (1)</td><td>provides free tennis sessions across the UK (1) equipment - racquets and balls are provided by participating clubs (1) nation-wide open day for tennis clubs and centres to get people playing tennis (1)</td></tr></table>	Initiative	Target Audience	Aim	Rainbow laces LGBT+	LGBT+ community (1) including sporting fans/ supporters (1)	promoting equality and diversity (1) feel safe and welcome, irrespective of sexual orientation or gender identity (1) acceptance in the sporting community of the LGBT+ community (1)	Kick it out	increase awareness of inclusion and diversity (1)	Highlight consequences of inappropriate behaviour across all levels of football (1) share good practice – greater equality and fairness (1)	Sporting Equals	Sporting individuals and communities (1) policymakers and delivery bodies to be inclusive of all under-represented groups (1)	promote ethnic diversity across sport and physical activity (1) raise awareness and understanding of the needs of Ethnically Diverse Communities within the sports and health sector increase participation (1)	This girl can	Girls/women (1)	raise awareness of where girls can participate and experience different activities (1) inspire females to take part in physical activity (1)	The great British Tennis weekend	Tennis fans / Tennis clubs (1)	provides free tennis sessions across the UK (1) equipment - racquets and balls are provided by participating clubs (1) nation-wide open day for tennis clubs and centres to get people playing tennis (1)	2	Do not accept Sports Aid, specific sporting club initiatives or local/regional initiatives where they visit schools.
Initiative	Target Audience	Aim																				
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Question			Answer	Mark	Guidance
13			One mark for each <u>different</u> sporting example (max 3) 1. Quiet during serving/ play in tennis 2. Making comments/ chants against players / other supporters / officials 3. Respect for referee not booing decisions 4. Not going onto playing area – respect line in football 5. Don't be aggressive in behaviour (e.g. towards officials or opposition) 6. Recognising good performance from both teams 7. Singing National Anthem – not booing at opposition National Anthem. 8. Safety of fellow spectators - not being caught in small space 9. Safety of players – not throwing items onto pitch	3	Each example of sporting etiquette must be different (e.g. quiet during serving in tennis; or during play in snooker, are examples of the same etiquette would not be permitted for two separate marks). No mark for example without naming sport No marks for naming the sport on its own. Any valid sporting example should be accepted.
14			One mark sub-max for correctly naming each value One mark sub-max for each relevant explanation 1. Fair Play – following the rules of the game 2. Citizenship – community links / spirit involvement in local team / club 3. Tolerance <u>AND</u> respect – increase understanding of other cultures / beliefs 4. Inclusion – Equal opportunities for all groups to play 5. Excellence – all strive to be best, work with maximum effort.	6	Do not accept: • Team spirit as this is in the question • National Pride as this is a local team • Tolerance <u>or</u> Respect - on own is too vague

Question		Answer	Mark	Guidance
15	(a)	One mark sub-max for naming a relevant barrier and one mark sub-max for a valid explanation Employment (1), all of the current Pilates classes are whilst Anika is working, so she cannot attend (1) Family commitments (1), must look after her children in the evenings, so as there is not childcare provision, she cannot take part in the Aqua aerobics class (1) Activity provision (1); lack of appropriate low intensity activity provision at weekends (1)	2	Barrier named should be from those listed in specification, and one which is relevant to Anika's situation. If explanation is clear, but barrier not explicitly named in answer (as in second example if family commitments were not mentioned), one mark can be awarded.
15	(b)	One mark for giving a solution to the barrier relevant to Annika Employment barrier – to offer more classes outside 'normal' working hours Family commitment – the leisure centre could set up a creche/childcare or have in place child friendly activities which coincide with the adult activities Activity provision – increased provision of appropriate intensity programmes/sessions/ activities/ at different times of day or at the weekend. One mark for explaining the impact of this solution on the leisure centre: Extra costs for the centre – due to increased staffing/ setting up new facilities / increased advertising Lack of demand for other activity provision – if you increase the offerings then you could get a fall in potential client base per class / will there be enough participants for the activity provision Availability of facility – impact on other classes; do they have enough room to accommodate all the proposed activity provision/ or the setup of a creche facility.	2	Solution should be to the barrier relevant to Annika. Impact mark cannot be awarded without this. (as would not be an applied answer). Impacts should be on the leisure centre and not on Anika.

Section C

Discuss reasons why countries might want to bid for and host the Olympic Games, you should include:

- Positive impacts on the host country
- Negative impacts on the host country
- Justification of your view as to whether the bidding for and hosting the Olympic Games brings an overall positive or negative effect for the host country

Question		Answer	Mark	Guidance
16*		<u>Levels of response</u> All level descriptors describe the TOP of the level. Level 3 (7-8 marks) A strong balanced discussion which shows reasoned analysis of the positive and negative effects of both aspects of hosting. A justified decision is made, using appropriate context about bidding for and hosting the Olympic Games. Knowledge points are developed and supported with examples. Level 2 (4-6 marks) A discussion which shows some analysis of the positive and negative effects of both aspects of hosting. This may not be a balanced discussion. Limited use of appropriate context about bidding for and hosting the Olympic Games. Knowledge points are developed and supported with examples. Level 1 (1-3 marks) A basic discussion which shows limited analysis of positive or negative aspects of hosting. May use appropriate context, discussion will be unbalanced, focusing on either bidding for or hosting the Olympic event. Limited or no examples used.	8	Guidance: Level 3 (7-8 marks) A thorough discussion which: - shows detailed knowledge and understanding - analyses the points made, showing logical reasoning throughout - reaches a justified conclusion (where one is required) - consistently uses appropriate terminology. Level 2 (4-6 marks) An adequate discussion: - shows sound knowledge and understanding - analyses the points made, may show some logical reasoning - uses some appropriate terminology. Level 1 (1-3 marks) A basic discursive response: - shows limited knowledge and understanding. - identifies positive and negative aspects - limited or no use of appropriate terminology.
		0 = nil response or no response worthy of credit.		0 marks – no response or no response worthy of credit.

Indicative Response Content			
Question	Knowledge Point, Development, Example		
15		Pre-event considerations: • Bidding for the event cost to the city – Is country able to afford the bidding process especially if they are then not successful in being awarded the games. .g. Montreal • Cost of Infrastructure development. - o Can the country afford to develop infrastructure prior to the games starting and revenue influx? - o Financial/commercial investment/support - o Is there any commercial investment or interest to support the bidding process? E.g. private companies, government funding, impact on citizens – tax. • The potential for increased employment - Although employment may be temporary there is still a need for a workforce. E.g. building athletes village, transport system. • Local/national objections to the bidding process - Do the locals in the area want the event, also will other areas of the country lose out on funding for other projects. E.g. London had majority of funding, other cities did also benefit such as Coventry, Birmingham, Manchester.	
		Hosting considerations: Positive: • Improved social infrastructure - accommodation and businesses developed to support tourism and athletes. E.g. London, Athens – hotels • Improved transport systems - Access for both spectators and athletes around host city and other venues. E.g. Athens tram system • Commercial gains and increased local/ national investment - Tourism boost for merchandise in and around venues, local businesses such as hotels and restaurants increase in trade. E.g. London merchandise. • Improved national morale/social cohesion - o Spectators and residents supporting their team and other countries - o As teams and individuals are successful, records broken supporters follow teams more. E.g. flags, crowds together in venues supporting, e.g. GB cycling team • Increase in national status - Media coverage around country, E.g. places to visit during event, historical, cultural information. • Improved sporting facilities - New stadiums and training facilities are built, E.g. London redevelopment of run-down area • Greater national interest in sport - More people participating in sport during games, inspired to take part, E.g. cycling in UK • Increased media coverage in the sport(s) - TV stations bid to cover different sports; EG BBC and Sky TV • A potential increase in direct and indirect tourism - Tourists visit during games and other tourists visit as reflection of games, E.g. tourists in host cities, other tourists visit country • An increase in short term employment during the event - Games makers to help run events, and look after tourists and staff facilities, E.g. Hosts for athletes, staff for restaurants, hotels.	

		Negative: • An increase in transport, litter, pollution and noise - With an increased amount of people in host cities more potential for environmental damage. E.g. more traffic in cities increases pollution • The potential for an increase in terrorism and crime - Many cities have become targets for terrorist attacks and also can see an increase in crime rates. E.g. Munich • Poor performance by home nation/team and the impact on national pride/morale - If the home team do not progress through stages of competition host nation citizens can become disinterested and criticise other nations / performers / spectators, E.g. early exit from competition • Perceived relegation/lack of investment in regional areas not involved in the national event - Other areas of the country feel that investment is targeted at host cities and they will lose funding. E.g. London, Northern cities not used, and funding reduced • Negative media coverage of perceived deficiencies in the organisation or infrastructure /facilities - Media coverage can highlight negative aspects such as failures in transport system or sale of tickets. Facilities not being completed on time, E.g. Rio.		
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