



**HODDER**  
EDUCATION

**MY REVISION NOTES**  
Cambridge National Level 1/Level 2  
**SPORT STUDIES**

# Cambridge National

## Level 1/Level 2

# SPORT STUDIES

SECOND EDITION

For the J829 specification

- + Plan and organise your revision
- + Reinforce skills and understanding
- + Practise exam-style questions



Symond Burrows  
Sue Young



**HODDER**  
EDUCATION  
LEARN MORE

## Unit R184: Contemporary issues in sport

9 Topic area 1: The issues which affect participation in sport

- 9 1.1 User groups
  - 9 1.1.1 Different user groups who participate in sport
- 11 1.2 Possible barriers
  - 11 1.2.1 Possible barriers which affect participation in sport
- 12 1.3 Possible barrier solutions
  - 12 1.3.1 Possible solutions to the barriers which affect participation in sport
- 23 1.4 Factors which can positively and negatively impact upon the popularity of sport in the UK
  - 23 1.4.1 Positive and negative impacts on the popularity of sport in the UK
- 26 1.5 Emerging/new sports in the UK
  - 26 1.5.1 The growth of emerging/new sports in the UK

## 29 Topic area 2: The role of sport in promoting values

- 29 2.1 Sport values
  - 29 2.1.1 Values which can be promoted through sport
- 30 2.2 The Olympic and Paralympic movement
  - 30 2.2.1 Olympic and Paralympic
- 32 2.3 Sporting values, initiatives and campaigns
  - 32 2.3.1 Other initiatives, campaigns and events which promote sporting values
- 34 2.4 The importance of etiquette AND sporting behaviour
  - 34 2.4.1 The importance of etiquette AND sporting behaviour of performers
  - 35 2.4.2 The importance of etiquette AND sporting behaviour of spectators
- 36 2.5 The use of Performance Enhancing Drugs (PEDs) in sport
  - 36 2.5.1 The reasons why sports performers use PEDs
  - 36 2.5.2 The reasons why performers should not use PEDs
  - 36 2.5.3 The role of the World Anti-Doping Agency (WADA) in eradicating the use of PEDs
  - 37 2.5.4 Sanctions to prevent the use of PEDs
  - 37 2.5.5 Educational strategies to prevent the use of PEDs
  - 37 2.5.6 Impact of the use of PEDs on the sport

[illegible]

### 39 Topic area 3: The implications of hosting a major sporting event for a city or country

- 39 3.1 The features of a major sporting event
  - 39 3.1.1 The types and scheduling of major sporting events
  - 40 3.1.2 The nature of the participants and spectators
- 41 3.2 Positive and negative pre-event aspects of hosting a major sporting event
  - 41 3.2.1 Positive and negative pre-event aspects of hosting a major sporting event
- 43 3.3 Potential positive and negative aspects of hosting a major sporting event
  - 43 3.3.1 During the event
  - 46 3.3.2 Immediate and longer term post-event

### 48 Topic area 4: The role National Governing Bodies (NGBs) play in the development of their sport

- 48 4.1 National Governing Bodies (NGBs)
  - 48 4.1.1 What NGBs do for their sport

### 58 Topic area 5: The use of technology in sport

- 58 5.1 The role of technology in sport
  - 58 5.1.1 To enhance performance
  - 60 5.1.2 To increase the safety of participants
  - 61 5.1.3 To increase fair play and increase the accuracy of officiating
  - 63 5.1.4 To enhance spectatorship
- 64 5.2 Positive and negative effects of the use of technology in sport
  - 64 5.2.1 Positive effects
  - 65 5.2.2 Negative effects
  - 65 5.2.3 Positive and negative effects of technology on the spectator experience

### 69 Answers to 'Check your understanding' questions

### 73 Answers to exam-style questions

### 82 Glossary

# Countdown to my exam

## 6–8 weeks to go

- + Start by looking at the specification – make sure you know exactly what material you need to revise and the style of the examination. Use the revision planner on pages 4 and 5 to familiarise yourself with the topics.
- + Organise your notes, making sure you have covered everything on the specification. The revision planner will help you to group your notes into topics.
- + Work out a realistic revision plan that will allow you time for relaxation. Set aside days and times for all the subjects that you need to study, and stick to your timetable.
- + Set yourself sensible targets. Break your revision down into focused sessions of around 40 minutes, divided by breaks. These Revision Notes organise the basic facts into short, memorable sections to make revising easier.

REVISED 

## 4–6 weeks to go

- + Read through the relevant sections of this book and refer to the 'remember' tips, key terms, summaries and exam skills. Tick off the topics as you feel confident about them. Highlight those topics you find difficult and look at them again in detail.
- + Test your understanding of each topic by working through the 'Now test yourself' questions in the book. Look up the answers at the back of the book.
- + Make a note of any problem areas as you revise, and ask your teacher to go over these in class.
- + Look at past papers. They are one of the best ways to revise and practise your exam skills. Write or prepare planned answers to the exam style questions provided in this book.
- + Try using different revision methods as you work through the sections. For example, you can make notes using mind maps, spider diagrams or flash cards.
- + Track your progress using the revision planner and give yourself a reward when you have achieved your target.

REVISED 

## One week to go

- + Try to fit in at least one more timed practice of an entire past paper and seek feedback from your teacher, comparing your work closely with the mark scheme.
- + Check the revision planner to make sure you haven't missed out any topics. Brush up on any areas of difficulty by talking them over with a friend or getting help from your teacher.
- + Attend any revision classes put on by your teacher. Remember, your teacher is an expert at preparing people for examinations.

REVISED 

## The day before the examination

- + Flick through these Revision Notes for useful reminders, for example the 'remember' tips, key terms, summaries and exam skills.
- + Check the time and place of your examination.
- + Make sure you have everything you need – extra pens and pencils, tissues, a watch, bottled water and sweets.
- + Allow some time to relax and have an early night to ensure you are fresh and alert for the examination.

REVISED 

## My exams

### Unit R184 paper

Date: .....

Time: .....

Location: .....

# Exam breakdown

## About the exam

**Unit R184 Contemporary issues in sport** is the only exam-based unit on the OCR Level 1/Level 2 Cambridge National in Sport Studies and it counts for 40 per cent of your overall qualification weighting. It is important to understand the content to be covered, how the exam is structured and the different types of questions you are likely to face.

Unit R184 Contemporary issues in sport covers a range of topical and contemporary issues that broadly relate to five separate topic areas, all covered in this revision book:

- 1 Participation levels of different user groups and barriers/solutions to barriers which affect participation
- 2 Promotion of values and ethical behaviour through sport
- 3 The role of high-profile sporting events and the implications of hosting a major sports event for a city or country
- 4 The role of National Governing Bodies (NGBs) in the development of a sport
- 5 How technology is being used in sport (by performers, officials and fans).

The paper is 1 hour and 15 minutes long and is worth 70 marks. When looking at the exam board specification outlining these, it is important to be aware that the breadth and depth column identifies some topics as requiring 'knowledge only'.

**Knowledge** = the ability to 'identify' or recognise something (e.g. from a diagram); it requires the ability to use 'direct recall' in order to answer a question (e.g. define a term). Two examples of knowledge requirements in the specification are:

- + know the user groups
- + know the Olympic Creed, Olympic symbol, and Olympic and Paralympic values.

All other topics will require both knowledge **and** understanding.

**Understanding** = the ability to **assess and evidence** the perceived meaning of something to illustrate your depth of understanding. It requires an ability to answer questions with words such as:

- + how
- + why
- + when
- + reasons for
- + benefits and drawbacks of
- + advantages and disadvantages of
- + purpose of
- + suitability of
- + recommendations for improvement include
- + pros and cons of
- + the appropriateness of something to.

## Structure of the exam paper

The exam paper is divided into three sections:

**Section A** is worth 30 marks and contains **multiple-choice questions** and **short answer questions** with a focus on **Performance Objective (PO) 1 (recall knowledge and show understanding of sport studies concepts)**. Questions in this section may ask you to 'state' or 'identify' something (e.g. *State one national sporting initiative; Identify a major sporting event*).



**Section B** (worth 28 marks) and **Section C** (worth 12 marks) include **short- and medium-answer questions** which are focused more on **P02 (application of knowledge and understanding of sport studies concepts)**, with some P01. These questions may ask you to provide practical examples to illustrate application of knowledge and understanding (e.g. Using practical examples, describe three different ways in which a sports performer can show sportsmanship; Using named sports as examples, outline two different examples of good spectator etiquette).

The final question, contained at the end of Section C of the exam paper, will be an **'extended response' P03 question (analysis and evaluation of knowledge, understanding and performance)** (e.g. Discuss the reasons why countries may wish to bid for and host the football World Cup). This question needs to be answered in more depth and is assessed against a 'levels of response' mark scheme. To achieve the highest level your answer needs to be well-structured and you must use correct spelling, punctuation and grammar and specialist terminology where it is appropriate.

### **Command words used in Unit R184 Contemporary issues in sport exam questions:**

- + **Analyse** – Separate or break down information into parts and identify their characteristics or elements
- + **Annotate** – Add information, for example, to a table, diagram or graph until it is final
- + **Calculate** – Get a numerical answer showing how it has been worked out
- + **Choose** (Which one of the following?) – Select an answer from options given
- + **Circle** – Select an answer from the options given
- + **Compare and contrast** – Give an account of the similarities and differences between two or more items or situations
- + **Complete** – Add all the needed or appropriate parts; Add information, for example, to a table, diagram or graph until it is final
- + **Describe** – Give an account including all the relevant characteristics, qualities or events; Give a detailed account of ...
- + **\*Discuss** – Present, analyse and evaluate relevant points (for example, for/against an argument)
- + **Draw** – Produce a picture or diagram
- + **Evaluate** – Make a reasoned qualitative judgement considering different factors and using available knowledge/experience
- + **\*Explain** – Give reasons for and/or causes of; Use the words 'because' or 'therefore' in answers
- + **Fill in** – Add all the needed or appropriate parts; Add information, for example, to a table, diagram or graph until it is final
- + **\*Identify** – Give an answer to answer the question set; Select an answer from options given; Recognise, name or provide factors or features
- + **Justify** – Give good reasons for offering an opinion or reaching a conclusion
- + **Label** – Add information, for example, to a table, diagram or graph until it is final; Add all the necessary or appropriate parts
- + **Outline** – Give a short account, summary or description
- + **\*State** – Give factors or features; Give short, factual answers (often linked to a specific number in the question)
- + **\*Using practical examples** – Show your full understanding of points being made by using relevant practical/sporting examples linked to the requirements of the question set

\* = commonly used command words in the Contemporary Issues exam paper you particularly need to be aware of and be able to respond correctly to

# Topic area 1: The issues which affect participation in sport

## 1.1 User groups

REVISED

### 1.1.1 Different user groups who participate in sport

There are a range of different **user groups** who **participate** in sport. Some user groups face the possible barriers which affect their participation. There are a range of possible barrier solutions to help solve the relative lack of participation of each group when compared to other sections of society (e.g. women compared to men, and people with disabilities compared to non-disabled people).

**Table 1.1** User groups who participate in sport

User group	Explanation
<b>Gender</b>	The state of identifying as either male or female (although this can be a sliding scale). Sometimes different genders have different needs, goals and requirements for sport which may or may not be met to enable participation to take place, or not as the case may be.
People from different <b>ethnic groups</b>	People of different ethnicities have different needs and requirements in order for their sporting needs to be met. Those who are not from the majority ethnic group in a country or those within a community that is of a different nationality, <b>culture</b> or religion from the main group in that area or country are particularly likely to participate in lower numbers than their societal counterparts.
<b>Retired people/</b> people over 60	People over the age of 60, many of whom do not/no longer work and are possibly in receipt of a work or state pension
Families with children	Parents or carers who look after children of various ages, some of whom may not be old enough to attend school
Carers	Adults or children caring for relatives, elderly parents or siblings
People with family commitments	Adults who are raising a family/children without a partner
Young children	From birth to the end of primary school (i.e. 0–11 years old)
Teenagers	Individuals of compulsory secondary school age (i.e. from 11 through to 16 years of age)
People with disabilities	Individuals with a range of different types of disability including those with a physical, sensory or mental condition that affects or limits their senses, movements or ability to do certain activities
Parents (singles or couples)	Single parents or couples with children as dependents
People who work	Individuals who are in employment
Unemployed/ <b>economically disadvantaged</b> people	Individuals who do not have a paid job and/or have a low-income level

**User groups** A number of people who are classed together with the same interests who use a product (e.g. a fitness class at a sports centre) and may face a variety of barriers to their participation in sports.

**Participate/participation** Taking part.

**Gender** A term used to describe the characteristics of men and women which are socially constructed.

**Ethnic group** A social group that has a common national or cultural tradition.

**Culture** The rules, customs and beliefs of a particular group or society.

**Retired people** Individuals who have withdrawn from their active working life and are no longer employed in an occupation.

**Economically disadvantaged** Someone who does not have enough income to meet basic needs and qualifies for state-organised benefits.



**Figure 1.1** Young girl playing goalball, a sport where vision is not required to participate

#### Exam tip

Make sure you know and can list the twelve different user groups who participate in sport identified on the syllabus. To gain the most marks, you will need to apply your knowledge of these groups in a relevant way to any scenarios or examples that may be given in an exam question.

#### Now test yourself

TESTED ☒

Draw a table or spider diagram to show the twelve different user groups referred to in the specification, with a brief explanation of who they are (1–6 at the top and 7–12 at the bottom if using a spider diagram). Memorise the user groups so that you can pick the most appropriate one from the list and apply it to a given scenario in an exam question.

#### Check your understanding

- 1 Who might child or adult carers be required to look after?
- 2 Identify three different types of disability which impact on participation in physical activity and sport.

#### Typical mistake

Many students mention irrelevant user groups in their answers to exam question scenarios, which means relatively easy marks are lost. In terms of people with disabilities, there is sometimes too narrow a focus on physical disabilities and wheelchair users. Instead try to show awareness of a range of disabilities in your answers.



## 1.2 Possible barriers

REVISED

### 1.2.1 Possible barriers which affect participation in sport

It is important to appreciate that not everyone in society has an unlimited choice of when and where they might participate in physical activity and sport. A number of **barriers to participation** exist which negatively impact on user group participation, as explained in Table 1.2 below.

**Table 1.2** Barriers to participation

Possible barrier affecting participation in sport	Explanation/example of this barrier and its negative impact on participation
Employment and unemployment	Being employed can be demanding in terms of long working hours, but not having a job might cause individuals to have low incomes, in addition to low levels of motivation to participate
Family commitments	Looking after children can be very demanding and expensive, which can leave little time or money for participating in sport.
Lack of <b>disposable income</b>	Taking part in sport often has costs attached to it which lots of user groups/people are unable to afford (e.g. equipment and membership costs)
Lack of transport	Not having a driving licence and/or vehicle access to enable people to travel to sporting locations sometimes hinders participation
Lack of positive sporting <b>role models</b>	People we admire and who inspire others to be like them are sometimes lacking for various user groups when it comes to sports participation
Lack of positive family role models or family support	Parental and sibling encouragement or inspiration to take part in sport may be lacking in various user groups
Lack of appropriate activity provision	Different user groups require activity sessions to be well thought through and planned well in advance to help ensure the sessions meet their varied needs and requirements
Lack of awareness of appropriate activity provision	Some people do not know their local area well or the activities or club provision available to them, which can have a negative impact on participation
The lack of equal coverage in media in terms of gender and ethnicity	Some user groups do not receive representative coverage in the media when it comes to sporting events. People may be put off by stereotypical images – portraying people of particular genders or ethnicities in a negative way – and some groups may see themselves less often in sports coverage/reporting or be affected by the gender/ethnicity imbalance in <b>sport punditry</b> .

#### **Barriers to participation**

Things that stop or limit an individual from participating in or developing their skills in a physical activity or sport.

**Disposable income** The amount of money a person has left over to spend on non-essentials once all their financial commitments have been met (paying food bills, paying the mortgage, etc.).

**Role model** A person viewed by others as an example to be imitated.

**Sport punditry** The provision of expertise (i.e. advice/information) in sport.

## 1.3 Possible barrier solutions

### 1.3.1 Possible solutions to the barriers which affect participation in sport

There are a number of possible solutions to the nine barriers in Table 1.2. These are outlined in Table 1.3.

**Table 1.3** Possible barrier solutions

Possible barrier affecting participation in sport	Possible solutions to this barrier
Employment and unemployment	Employed people may require provision of sessions at appropriate times to fit around their working commitments  Unemployed people may require appropriate pricing (e.g. <b>concessions</b> , free or reduced-price equipment)
Family commitments	Provision of appropriate sessions at flexible times to suit people who are very busy
Lack of disposable income	Appropriate pricing for all user groups (e.g. concessions, <b>taster sessions</b> and free or reduced-price equipment)
Lack of transport	To improve access to sports facilities, increased and appropriate or adapted transport needs to be provided (e.g. taxis/minibuses with wheelchair access)
Lack of positive sporting role models	Promote participation by increasing exposure to positive and inspirational role models
Lack of positive family role models or family support	Educate parents and family members on the benefits of sport to help provide a mutually supportive environment in which physical activity is encouraged
Lack of appropriate activity provision	Carefully consider and plan sporting provision (e.g. appropriate programmes, sessions, appealing activities and times for different user groups)  Provision of appropriate facilities and equipment such as ramps, hearing loops for deaf users or braille signage for partially sighted users
Lack of awareness of appropriate activity provision	Carefully consider the promotional strategies being used and ensure that a range of different ways to promote activities are used (e.g. via targeted promotion, use of role models, advertisements, and initiatives and incentives such as taster sessions)
The lack of equal coverage in the media in terms of gender and ethnicity	Use media coverage to challenge stereotypical images (e.g. of 'gender appropriate' activities via women's rugby, boxing, etc.); ensure a varied cross-section of gender and ethnic groups are employed as sports pundits

#### Check your understanding

- 3 How could being unemployed act as a barrier to participation in sport?
- 4 Identify the barrier that links to the inability to access and/or drive a vehicle to enable participation to take place.
- 5 What are the possible solutions to a lack of disposable income as a barrier to participation?

**Concessions** Discounts off full-price admissions for selected groups (e.g. school students).

**Taster sessions** Sessions in which you work for free or at a reduced rate to introduce yourself to potential clients (e.g. a fitness class or first introduction to a sport).

## Barriers impacting user group participation and possible solutions

It is important to be able to apply your knowledge of barriers to participation and possible solutions directly to different user groups, as explained below.

### Gender

Different genders may have different needs, goals and requirements for sport. Often, these needs are not met. For women in particular there are a range of potential barriers that can impact their ability to participate in sport. These are illustrated in Table 1.4 below, which also suggests various solutions to these barriers.

**Stereotypes** Widely held but fixed and oversimplified images or ideas of a particular type of person or thing.

**Table 1.4** Possible barriers to female sport participation with solutions

Barriers	Example/explanation of barriers	Possible solutions to these barriers
Employment demands	Working long hours can leave limited time and/or energy for sport	Provide activities at times to suit such women
Family commitments	Many women still assume the role of primary caregiver to their children, which can leave them with little time or money to participate in sport; alternatively, any time or money available may be devoted to allowing the children to participate in sport, leaving the women unable to participate themselves	Provide activities at appropriate times and lower prices for women with children; provide crèche facilities or activities that all the family can do together
Lack of disposable income	Many women earn lower levels of pay compared to their male counterparts and there are often longer working hours in many traditionally 'female' occupations (e.g. the health and care sector)	Ensure appropriate pricing (e.g. concessions for women)
Lack of positive sporting role models	Limited media coverage of women's sport due to assumptions about lower audience interest and continued traditional <b>stereotypes</b> of women's childcare role and/or domestic responsibilities	Increase media coverage of women's sport and use of promotional strategies/campaigns such as Sport England's 'This Girl Can' campaign, which shows ordinary women and girls participating in sport, enabling this target group to identify with role models who are 'just like them', promoting participation
Lack of appropriate activity provision (e.g. due to existing stereotypes)	Women may not always be able to access the sports/activities they wish to participate in (e.g. if the sports are assumed not to be 'female appropriate' activities, as in the case of boxing and weightlifting, which require aggression and power – traits which are often stereotypically associated with masculinity)	Ensure all activities are made accessible and available to women
Lack of awareness of appropriate activity provision	Local knowledge of what activities are available for them to join in with may be lacking	Use a range of promotional strategies to improve knowledge and awareness of activity provision for women (e.g. social media advertisements)
Lack of equal coverage in the media in terms of gender, as well as gender imbalance in sport punditry	There is still less media coverage of women's sport compared with men's which negatively impacts on possible opportunities for sponsorship and/or full-time sporting opportunities	Increase media coverage of women's sport and the use of female pundits on sports programmes (e.g. Claire Balding, Gabby Yorath and Alex Scott.)

# MY REVISION NOTES

## Cambridge National Level 1/Level 2

# SPORT STUDIES

Target exam success with *My Revision Notes*. Our updated approach to revision will help you learn, practise and apply your skills and understanding. Coverage of key content is combined with practical study tips and effective revision strategies to create a guide you can rely on to build both knowledge and confidence.

*My Revision Notes: Cambridge National Level 1/Level 2 in Sport Studies* will help you:

Improve subject-specific skills with an **exam checklist** at the end of each chapter

Understand **key words** you will need for the exam with user-friendly definitions and a **glossary**

Practise and apply your skills and knowledge with **exam-style questions** and frequent **now test yourself** questions, and answer guidance at the end of the book and online

Avoid **typical mistakes** and enhance your exam answers with **exam tips**

Plan and manage your revision with our **topic-by-topic planner** and **exam breakdown** introduction

Check your **understanding** as you work through the course

**Topic area 2: The role of sport in promoting values**

**Exam checklist**

In this section you learned about the role of sport in promoting values. These values were explored in a range of topic areas, including:

- the values which can be promoted through sport
- the Olympic and Paralympic movements and the values it promotes
- how sporting initiatives, campaigns and events are used to promote sporting values
- the importance of etiquette AND sporting behaviour of performers
- the importance of etiquette AND sporting behaviour of spectators
- the use of Performance Enhancing Drugs (PEDs) in sport
- the reasons why sports performers use drugs and the reasons why they should not
- the role of the World Anti-Doping Agency (WADA) in indicating the use of PEDs
- sanctions and educational strategies to prevent the use of PEDs
- the impact of the use of PEDs on sport.

**Exam-style questions**

1 Identify whether the following three statements are true or false.

The Olympic Creed states that:

- winning is more important than taking part
- it is important to have fought well in sports competition
- the struggle to achieve your best is more important than the triumph.

2 Identify which three of the following are not Olympic values.

Excellence National pride Citizenship Respect Friendship inclusion

3 Which of the following is not a sporting value?

Team spirit

**Example**

a Supporters uniting behind Team GB at the Olympics/Paralympics

b Making sure all user groups (e.g. minority ethnic groups or people with disabilities) are given the opportunity to participate in sport

c Volunteering to coach your local U-10 football team

d says that a young footballer can show ship.

e why it is important to maintain the leadership in modern-day sport

f owing is not an example of

g when winning 1-0 towards the end of

**Now test yourself**

11 Define 'spectator etiquette'.

12 Identify the reasons why observing etiquette is important for a sports performer.

13 Identify three sporting examples of times when spectators are expected to maintain their silence.

14 Identify whether the following are examples of sportsmanship or gamesmanship:

- Time wasting
- Shaking hands with opponents at the end of a game
- Over-appealing
- Taking an unnecessary injury time out (e.g. in tennis)
- Slapping/hitting things to put an opponent off

15 Give an example from golf of a time when both participants and spectators would be expected to observe 'appropriate etiquette'.

**Check your understanding**

10 Define 'spectator etiquette'.

11 Define 'spectator etiquette'.

12 Identify the reasons why observing etiquette is important for a sports performer.

13 Identify three sporting examples of times when spectators are expected to maintain their silence.

14 Identify whether the following are examples of sportsmanship or gamesmanship:

- Time wasting
- Shaking hands with opponents at the end of a game
- Over-appealing
- Taking an unnecessary injury time out (e.g. in tennis)
- Slapping/hitting things to put an opponent off

15 Give an example from golf of a time when both participants and spectators would be expected to observe 'appropriate etiquette'.

**2.4.2 The importance of etiquette AND sporting behaviour of spectators**

In addition to performers showing etiquette during sporting contests, spectators of such events also need to behave appropriately. Examples of **spectator etiquette** include:

- being quiet during play (e.g. as a tennis player is about to serve at Wimbledon, or a golfer is about to putt at The Open Championship, or a snooker player is about to take a shot)
- remaining quiet and standing up while an opposition's national anthem plays in order to show tolerance and respect of different countries through sport
- respecting and accepting decisions made by officials and not swearing or using aggressive behaviour towards them
- not making negative comments or directing racist/sexist chants towards other players, supporters or officials
- not going onto the playing area (e.g. respecting the line in football via 'non-trepassing')
- not displaying aggressive behaviour (e.g. towards officials or the opposition)
- recognising good performance from both teams (e.g. applauding an opponent's skill or goal)
- observing the safety of players (e.g. not throwing items onto the pitch during a football match)

It is important to note that spectators have a responsibility to view the sporting action in a manner that does not jeopardise their fellow spectators or the players.

**Now test yourself**

Reference your knowledge of this topic area by choosing a sporting activity (e.g. tennis, football or cricket) and identifying two examples of sportsmanship, gamesmanship and spectator etiquette in your chosen sport in order to complete the revision table below.

Sporting activity	Examples of sportsmanship	Examples of gamesmanship	Examples of spectator etiquette
	1.	1.	1.
	2.	2.	2.

**Exam tip**

To earn more marks, make sure you can give practical examples of etiquette and/or sporting behaviour for both performers and spectators.

**Typical mistake**

Avoid giving irrelevant examples of sporting etiquette. For example, keeping an opponent up off the floor when you have fouled them misses the point about what sportsmanship is, because it was poor etiquette to commit the foul in the first place.

**Topic area 2: The role of sport in promoting values**

**Boost**

This title is also available as an eBook with learning support.

Visit [hoddereducation.co.uk/boost](http://hoddereducation.co.uk/boost) to find out more.

**HODDER EDUCATION**

t: 01235 827827

e: [education@hachette.co.uk](mailto:education@hachette.co.uk)

w: [hoddereducation.co.uk](http://hoddereducation.co.uk)

Schools have a **License to Copy** one chapter or 5% for teaching

**CLA** Copyright Licensing Agency

ISBN 978-1-3983-5118-9

