

Suggested Answers for 2015 JC2 Prelims Paper 2

1. In paragraph 1, what are the ways in which sports 'has produced something more than just the usual trappings' (line 4)? Use your own words as far as possible. [3]

Lifted	Paraphrased
<p>Sports has produced something more than just the usual trappings of sports that bleed into other aspects of society: <b>(a1) the refereeing and (a2) record keeping, (b) the public accounts of events, (c) the hero worship of the victors, and (d) the training of youth</b></p>	<p>The ways are</p> <ul style="list-style-type: none"> <li>(a) (1) Judging (2) count/ score tracking / keeping track</li> <li>(b) Provision of public/official records/ media reports of activities</li> <li>(c) the idolisation of successful people,</li> <li>(d) and the drilling / disciplining of the young people in society / coaching / nurturing / conditioning of the young</li> </ul> <p><b>Range marking</b>                  2 points – 1 m                  3 points – 2 m                  4/5 points – 3 m</p> <p><b>Accept</b>                  a1) the job of those making sure players are adhering to the rules and regulations, practice of being the judge, being an umpire, regulating and enforcing rules, ensuring fair play, regulating/umpiring/officiating the game</p> <p>a2) those taking note of the time and score, taking down the score, noting of one's achievements</p> <p>b) widespread coverage, broadcasting, citizen journalism of the play,</p> <p>c) intensity admiration, (great) devotion, great recognition, reverence, being devoted fans, glorification, high regard,</p> <p>d) [so long as there is a sense of forward progression, and there isn't a reference to a micro-session]</p> <p>teaching, strengthening, preparing, developing, preparing the young with the necessary skills, guiding, shaping/moulding/culturing of the young, grooming, education for the newer generation, the physical preparation of adolescents,</p> <p><b>Do not accept</b>                  a1) managing the game, having judges</p> <p>b) those who manage the publicity of the game, sharing news of these activities</p> <p>c) obsession, fanatic fans, devoted towards successes (wrong subject, winners as role models,</p> <p>d) practice of the young, lessons for the young, the practice that young people have to go through, the drills/practices young people have to go through,</p>

2. What are the two ways in which the dialogue about sports has evolved (lines 7 – 8)? Use your own words as far as possible. [2]

Lifted	Paraphrased
--------	-------------

<p>What was fifty years ago a sports section of a local newspaper and perhaps a <b>radio hour</b>, and later, a local news update, has become an entire wing in the marketplace of ideas. There are now <b>twenty-four hour</b> sports networks on <b>radio and television, periodicals and books of every kind, and endless websites</b> devoted to <b>sports in all of its forms</b>... is not <b>simple enjoyment</b> of the contests on some aesthetic level, but a constant need to <b>debate and argue over the underlying meaning of the games</b>.</p>	<p>a) <b>duration</b> – From <u>short segments</u> on radio, sports coverage has expanded into <u>all-day</u> sports channels.</p> <p>b) <b>coverage</b> – Sports used to be covered in <u>traditional media</u> only but it is now a feature in <u>a range of media</u></p> <p>c) <b>types of sports</b> – Sports coverage has now expanded from a <u>small range</u> of sports to an <u>extensive range</u> of sports.</p> <p>d) <b>nature of discussion</b> – In the past, <u>discussions</u> were <u>based on the game itself</u> but now, there is <u>contentious/heated discussion/exchange</u> about the <u>purpose/worth</u> of the game.</p> <p><b>Any 2 ways</b></p> <p><i>There must be a comparison to present the evolution.</i> <i>There must be a match between the past and present ways.</i></p>
--	---

3. Suggest how the 'explosion of the blogosphere' (lines 13 – 14) has led to an intensified discussion and debate about sports. [1]

Lifted	Paraphrased
<p>Especially with <u>the sudden explosion of the blogosphere</u>, the recent trend in sports is <b>not simple enjoyment of the contests on some aesthetic level, but a constant need to debate and argue over the underlying meaning of the games</b>.</p>	<p>The explosion of the blogosphere has enabled <b>greater</b> reach to sports news and information,</p> <p>OR</p> <p><b>greater</b> accessibility of sports news and information,</p> <p>OR</p> <p><b>more</b> people can create blogs, expressing themselves freely</p> <p>such that more people are participating in the discussions.</p> <p><b>Accept:</b> Any suitable and logical inferences but must reflect the large increase in the reach / increase in number of people, as implied by the word "explosion"</p> <p><b>Do not accept</b> Increased efficiency/coverage/variety, much easier</p>

4. What does the word "so-called" (line 19) tell you about the experts? [1]

Lifted	Paraphrased
<p>There are TV shows where panels of <b>so-called</b> experts debate increasingly hypothetical situations.</p>	<p>These experts are <b>not widely recognized / not professionals who are familiar with the analysis of sports / not fully qualified</b> to provide their views on sports.</p> <p>OR</p> <p>They are <b>not as knowledgeable about sports as they claim to be</b>.</p> <p><b>*Sports is a necessary context</b></p> <p><b>Do not accept</b> mere negation without any context of sports</p> <p><i>may or may not be experts in sports → understanding of 'so-called' has not been clearly clarified</i></p>

	not professional <i>sports players</i> → incorrect context
--	--

5. In paragraph 3, what are the functions of sports? Use your own words as far as possible. [3]

Lifted	Paraphrased
All of these perspectives penetrate to different levels of sport, and <u>all have their own functions</u> , from the (a) angry fan driving to work who <b>needs a morning distraction and (b) outlet</b> , to the (c) intellectual who uses sports to <b>explore man's social needs</b> .	<p>The two functions are</p> <p><b>for angry fan/frustrated fanatic:</b></p> <p>(a) to have an avenue to escape / to be entertained [1]</p> <p>(b) Vent/catharsis [1]</p> <p><b>for intellectuals/sociologist/social scientist/researcher:</b></p> <p>(c) to uncover the social/interpersonal desires/wants of man through the understanding of how sports works/to interact/to bond [1]</p> <p><b>Important: must have the function + to whom</b></p> <p>NO CONTEXT = NO MARKS</p> <p><i>The players need not be paraphrased.</i></p> <p><b>Do not accept</b></p> <p>a) divert attention</p>

6. Explain the author's use of the word 'presumably'. (line 28) [1]?

Lifted	Paraphrased
What is interesting is that such a wide and diverse strata of society use sports, and the dialogue about sports, for so many different ends, and that they all <b>presumably</b> find something of worth in those pursuits.	<p>The author highlights the</p> <p>likelihood / possibility / uncertainty</p> <p>OR</p> <p>people are likely</p> <p>to find something worthy in sports (<b>necessary context</b>)</p>

7. Using material from paragraphs 4 – 6 only, summarise what the author has to say about the value of sports and his criticisms of it.

Write your summary in **no more than 120 words**, not counting the opening words, which are printed. **Use your own words as far as possible.**

Lifted	Paraphrased
Sports is valuable because it [benefits of sports]	
(a) Today, sports <b>teaches</b> that <b>effort leads to victory</b> ,	<b>Imparts / demonstrates/ propagates</b> that <b>hard work brings success</b> ,
(b) a <b>useful</b> lesson in a <b>work-oriented</b> society.	which is <b>important</b> in a <b>labour-focused</b> economy/society <i>*Award only if POINT A is present/attempted</i>
(c) (1) Sports also helps people <b>navigate the tension</b> (2) between <b>team loyalty and individual glory</b> .	(1) aids/enables/allows people in <b>mediating the conflict</b> (2) between <b>group solidarity</b> and <b>personal success / achievement OR promotion</b>
(d) ...it <b>discourages whining</b> ...	It <b>disincentivises / reduces complaining / lamenting</b> ... <i>*Context of students/school is required</i>
(e) ... <b>rewards</b> self-discipline...	... <b>Incentivises / awards / celebrates self-regimentation</b> ... <i>*Allow for lift of "self"</i> <i>*Context of students/school is required</i>
(f) ... <b>teaches</b> self-control...	... <b>coaches one to have mastery over himself / self-restraint /manage one's temper</b> <i>*Allow for lift of "self"</i> <i>*Context of students/school is required</i>
(g) ...its <b>own form of justice</b> ...	<b>Gives people their just deserts / what they deserve / doing what is right/just/fair</b> <i>*Context of students/school is required</i>
(h) which has a more <b>powerful effect than anything taught</b> in the classroom	with <b>greater efficacy / more compelling than formal instruction / conventional education</b> in schools <i>*Allow for lift of "more"</i> <i>*Context of students/school is required</i> <b>*Award only if POINT G is present / attempted</b>
(i) Wherever <b>large amounts of capital are created and concentrated</b> both in the <b>hands of the owners and the hands of athletes</b> themselves, there is going to be <b>society wide interest</b> ...	<b>[INFERRED POINT]</b> Sports has an economic value
<b>HOWEVER, [criticisms of sports]</b>	
(j) Sports has become a <b>mostly corporate entity, and athletes are essentially bought and sold on an open market.</b>  <b>OR</b>  Sports is <b>increasingly</b> becoming a <b>product to be bought and sold</b>	<b>[INFERRED POINT]</b> Athletes are viewed as goods / no longer regarded as people.
(k) intrinsic <b>character building lessons</b> that have	The inherent <b>teaching of values</b> Sport's <b>fundamental /</b>

long been <b>held up</b> as sports shining <b>virtue</b>	<b>inherent moral influence</b>  <i>* context of CHARACTER BUILDING LESSONS must be present</i> <i>* Award POINT K only if POINT L is present / attempted</i>
(l) have been <b>replaced</b> by <b>corporate</b> interests	<b>substituted / supplanted</b> by <b>profit-centred motivations / profit-driven agendas.</b> <i>* Award POINT L only if POINT K is present / attempted</i>
(m) <b>transformed from an activity for individuals involved in sports for its own sake</b>	Sports has <b>changed / evolved</b> from being an activity for <b>people</b> to engage in <b>for enjoyment / its intrinsic value...</b>  <i>* context of INDIVIDUALS must be present</i>  <i>* Award POINT M only if POINT N is present / attempted</i>
(n) <b>to one where they do it for work</b>	...and treated <b>as a job / career / profession</b>
(o) and where <b>loyalty</b> to <b>players, coaches, and owners</b> is quaint <b>notion</b> that is now <b>rarely held</b>	<b>Having an allegiance / Displaying faithfulness</b> to a team, a coach and to the sponsors is <b>an antiquated concept / no longer a practice / seldom practised</b> today.
(p) <b>Seasons</b> in sports have become <b>too long</b>	There is an <b>excessive number of rounds of play / are competition periods</b> are <b>exceedingly lengthy</b> <i>* Degree is compulsory</i>
(q) and the <b>arenas too gargantuan.</b>	And the <b>stadiums</b> are <b>unnecessarily large</b> today <i>* Degree is compulsory</i>
(r) Athletes have <b>become a separate gladiator class,</b>	Athletes <b>are</b> now <b>elites / distinct group</b>
(s) and the <b>recruitment process</b> gives them an <b>undue</b> sense of their own <b>worth</b>	The <b>selection criteria disproportionately</b> boost their own <b>egos / prides.</b>
(t) Spectators have been <b>reduced to</b> an <b>anonymous mass</b>	The audience / fans are now <b>treated merely</b> as a <b>nameless / unidentifiable</b> group of people  OR  The viewers become just a crowd. [BOD]
(u) of <b>passive consumers</b> of other people's <b>excellence.</b>	that <b>blindly support / simply buy into</b> the athletes' <b>outstanding performance</b> [INFERRED POINT]  <i>* Award POINT U only if POINT T is present / attempted</i>  - DO NOT ACCEPT: <i>inactive</i>
(v) Coaches have a <b>greater incentive to satisfy the</b> braying <b>crowd</b>	Coaches now have <b>more motivation</b> to <b>simply pander to the preferences of the audience / fans</b>  OR  Coaches <b>rather feed</b> the fans [Script B]

<p>(w) with <b>victories</b> than to <b>teach good habits</b>.</p>	<p>with <b>success / admirable / commendable results</b> rather than to <b>impart desirable practices / manners / sportsmanship</b> in their players.</p> <p><i>* Award POINT W only if POINT V is present / attempted</i></p>
<p>judging sports as just another part of the entertainment industry misses much of the</p> <p>(x) <b>emotional connections</b>,</p> <p>(y) cultural bridges and</p> <p>(z) cultural walls that sports <b>creates</b> and <b>reinforces</b>.</p>	<p>(x) Sports in fact <b>forges bonds</b>,</p> <p>(y) <b>facilitates</b> cultural exchange/ties, and</p> <p>(z) <b>preserves / strengthens</b> traditions / cultures</p>

Marking range:

1 – 2 points	1 mark
3 – 4 points	2 marks
5 – 6 points	3 marks
7 – 8 points	4 marks
9 points	5 marks
10 – 11points	6 marks
12 – 13 points	7 marks
14 points or more	8 marks

8. According to the author, how has sports 'taken up the slack of religion's retreat from modern society' (lines 62 – 63)? Use your own words as far as possible. [2]

Lifted	Paraphrased
<p>But sports may very well be a kind of progeny of religion, as social function that has taken up the slack of religion's retreat from modern society. In industrial society, sports has overtaken many of the previous functions of an organised religion. In a segmented society, big-time sports is one of the few avenues for</p> <p>(a) large-scale communal participation,  (b) often crossing class lines. Such an avenue induces  (a) large numbers of people in a region to  (c) share common emotional experiences.</p>	<p>Sports has managed to  in a society that is segmented [context is not necessary],</p> <p>(a) LARGE QUANTITY OF PEOPLE / PARTICIPATION</p> <p>Sports that allow mass gathering / community to come together</p> <p>(b) ACROSS CLASS</p> <p>Frequently joins people of different walks of life / social strata together</p> <p>(c) SHARE COMMON EMOTIONAL EXPERIENCE</p> <p>To enjoy similar / communal  emotional encounters</p> <p>OR</p> <p>feelings</p> <p>1 pt = 0m  2 pts = 1m  3pts = 2m</p> <p>Marks can be awarded simply by identifying the how, without the context</p>

9. What does the phrase 'oasis of truth' (line 68 – 69) suggest about sports? [2]

Lifted	Paraphrased
<p>Another perspective on the place of sports in a modern society is that of a kind of <b>oasis of truth</b>.</p>	<p>Sports (<b>necessary context</b>) offers / allows us</p> <p>(a) OASIS  a safe haven / respite  OR  positively attracts / draws us [1]</p> <p>(b) TRUTH  where clarity / unbiased / objective information is assured [1]</p>

10. Use your own words as far as possible, explain the irony in lines 77-78. [2]

Lifted	Paraphrased
<p>They generate loyalties and emotional debates that are <b>at once completely meaningless and totally consuming</b>.</p> <p>ACCEPT ALSO:</p> <p>EXPECTED  CONSUMES TIME/EFFORT AND SO, WLD BE MEANINGFUL</p> <p>ACTUAL  CONSUMES TIME/EFFORT BUT MEANINGLESS</p>	<p>EXPECTED:  MEANINGLESS AND SO WOULDNT CONSUME TIME/ EFFORT</p> <p>It is expected that when something is completely worthless, it <b>would not cause a person to spend much time / effort / place much attention to it.</b></p> <p>ACTUAL:  MEANINGLESS BUT ALSO CONSUME TIME/EFFORT</p> <p>However, the loyalties here are <b>capable of fully occupying us / our hearts / making us waste a lot of time on them.</b></p>

	<p><i>ALL OR NOTHING</i></p> <p><i>Context of 'loyalties/emotional debates' is necessary.</i></p> <p><i>IF IRONY PRESENTED BUT NOT PARAPHRASED.</i></p>
--	---