

CAMBRIDGE NATIONALS

Examiners' report

**SPORT
STUDIES**

J803, J813

R051 January 2021 series

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Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. A selection of candidate responses are also provided. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

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R051 series overview

Though the projected number of candidate entries was significantly reduced, in light of the limitations in contact time and school attendance for candidates, it was pleasing many centres chose to give their candidates from a variety of year groups the opportunity to experience an external assessment.

There were some strong performances from candidates gaining marks in the upper forties, while equally, there were candidates gaining only single figure totals.

As a general comment and guidance for future series, candidates should be encouraged to:

- thoroughly read all elements of the question, particularly headers, where scenarios often create key prompts to the requirement in the subsequent question.
- make sure that the focus of the question is included in the response e.g., a particular user group or role of a governing body.
- offer only realistic solutions in questions demanding solutions to barriers identified in a previous part of the question.
- make sure that all aspects of the extended response question are included in the answer.

Candidates whose work is word processed must make sure that responses are adequately spaced out and numbered correctly.

<i>Candidates who did well on this paper generally did the following:</i>	<i>Candidates who did less well on this paper generally did the following:</i>
<ul style="list-style-type: none"> • read each question carefully and extracted the pertinent information from the question • retained the focus of the question in their responses • correctly differentiated between barriers, solutions, factors, and values • demonstrated an understanding of the roles and functions of a national governing body • addressed both economic and sporting benefits, with suitable developed points and examples in Question 15. 	<ul style="list-style-type: none"> • only focused on the subject area in the question and/or did not accurately apply the scenario, user group or focus of the question in their responses • did not correctly address the differing elements of questions relating to a national governing body • demonstrated limited knowledge and understanding of the benefits of hosting a major sporting event in Question 15.

Question 1 (a)

1 Steve and Rebecca have a family with two young children. Rebecca works full time and Steve works part time in the evenings, they can both drive but only have access to one family car.

(a) Identify **three** barriers that might prevent Rebecca from regular participation in sport.

- 1
- 2
- 3

[3]

A generally well answered question, with many candidates gaining 2 marks, most notably by identifying that Rebecca would have a lack of time and a lack of transport. A common error in candidate responses was a lack of specific detail regarding the limitations of childcare, with most stating that a lack of childcare was a barrier, rather than a lack of childcare **after work**, when she had free time to participate in sport.

Question 1 (b)

(b) Suggest **two** solutions that could help Rebecca to participate in more sport.

- Solution 1
-
- Solution 2
-

[2]

Candidates should be encouraged to think rationally and realistically when answering 'solutions' questions. Suggestions such as, 'get another car' or 'take time off work' are not realistic options. Equally, it would be unlikely that a creche would be available in the evening after Rebecca's working day, given that a creche caters primarily for babies and young children. The scenario in 1(a) indicated that Steve works in the evenings, a point which several candidates did not note, given that one solution frequently used was that Steve could look after the children.

Question 2 (a)

2 A local leisure centre would like to encourage more participation for people with a disability.

(a) Identify **two** barriers that may prevent people with a disability from participation in sport at their local leisure centre.

1

.....

2

.....

[2]

It is important that candidates fully appreciate the focus of a question, particularly where there is a requirement to identify barriers and solutions. There are a number of generic barriers from the specification that candidates are able to draw on. However, such responses must be tailored to the user group identified in the question, which in this case was people with a disability. Responses that simply stated, 'a lack of equipment', 'no provision', 'a lack of facilities' or 'a lack of awareness' are too vague and gain no marks. Whereas responses containing specific detail such as, 'a lack of activities for the disabled', or 'a lack of specialised equipment' are creditworthy.

Question 2 (b)

(b) For each of the following solutions give **one** example of how a leisure centre could increase participation for disabled people.

Provision

.....

Promotion

.....

Access

.....

[3]

Provision, with regards to the leisure centre, relates to appropriate sessions for the disabled or appropriately trained staff. Unfortunately, many candidates did not gain any marks for this part of the question as they identified the inclusion of ramps or specialised equipment as the solution, both of which relate to access.

Promotion, while illustrated correctly, in terms of advertising or the use of role models, often then contained no specific reference to advertising of disabled sessions or the use of disabled role models, which resulted in the response being classified as too vague.

Solutions to solve issues of access were generally correct and contained appropriate and specific detail.

Question 3

- 3 There are a number of factors that influence the popularity of football in the UK, such as the number of spectators watching football.

Apart from spectatorship, name and describe **three** other factors which impact on the popularity of football in the UK.

Factor

Influence on the popularity of football

.....

Factor

Influence on the popularity of football

.....

Factor

Influence on the popularity of football

.....

[6]

This question proved to be a discriminator among candidates. When instructed to name a factor/factors, candidates should use the exact terminology from the specification. For example, 'the number of space/pitches to play' is not a factor. **Provision** is the factor, with the influence describing how the availability of clubs will have an impact on popularity. While many candidates gained 4 or more marks, there were many who did not gain any marks for the reason given. Others were not familiar with the named factors in the specification. The influence element of the question required candidates to illustrate how the factor might have an impact on popularity. It was insufficient to simply describe the factor.

Exemplar 1 below illustrates a good response, with the candidate gaining 6 out of 6 marks.

Exemplar 1

Factor media coverage

Influence on the popularity of football media coverage will increase the popularity because more people are viewing it.

Factor Success

Influence on the popularity of football 13 # teams in the UK are have alot of success that will increase popularity.

Factor role models

Influence on the popularity of football in a role model role models have a big influence on younger people therefore making it more popular.

[6]

Question 5

5 Identify **two** examples of good spectator etiquette at a tennis match.

1

.....

2

.....

[2]

A generally well answered question with many candidates gaining the 2 marks on offer. The most popular responses being the need to remain quiet during rallies and applauding good play.

Question 6 (a)

6 (a) Equality is one of the Olympic and Paralympic values. Name **three** other Olympic and Paralympic values.

1

2

3

[3]

The maximum score of 3 marks was a frequent occurrence for this question, illustrating that centres had clearly prepared candidates well for this area of assessment.

Question 6 (b)

(b) What does the Olympic symbol of the five interlocking rings represent?

..... [1]

Most gained the 1 mark available. Those who did not gain any credit generally referred to the countries of the world rather than the continents.

Question 7

- 7 The Ryder Cup is a golf competition involving a team of professional golfers from Europe and a team from the USA, who compete against each other in both singles and pairs matches. Excellence is an example of a sporting value that the golfers will demonstrate throughout the Ryder Cup.

Identify **three** other sporting values and describe how each value may be demonstrated by a golfer in the Ryder Cup.

Sporting value

Description

.....

Sporting value

Description

.....

Sporting value

Description

.....

[6]

In questions where there is a scenario before the actual question, it is extremely important that candidates carefully note all the information in the header; this will steer them in the right direction when ultimately answering the question. By carefully reading the header it should have become evident that the values of citizenship and inclusion were not relevant on this occasion and so would not generate any marks for either the value or the description. The word 'values' is of significance in this question and this should direct candidates to the specific named sporting values from the specification.

Question 8 (a)

8 Sports such as cycling and athletics may have a poor reputation because a number of their athletes have been caught taking performance enhancing drugs.

(a) Describe **three** reasons why elite performers may choose **not** to use performance enhancing drugs.

1

.....

2

.....

3

.....

[3]

While reasonably well answered, with most responses relating to the desire not to cheat, to avoid being banned and damage to health, some responses were too vague and did not gain any credit, such as references to, 'health being affected'. A further mistake made was where responses referred to the reputation of the sport being affected. More careful reading of the question would have led candidates to the focus of the question being on the performer, not the sport.

Question 9 (a)

9 The England and Wales Cricket Board (ECB) encourages participation among children by creating schemes such as 'All Stars Cricket', which aims to get 50 000 children involved in cricket.

(a) Describe **two** barriers to children participating in cricket.

1

.....

2

.....

[2]

There are several generic barriers that can be applied to a variety of user groups on the specification. However, it is important that candidates identify barriers that are relevant to the user group in the question. In this instance a lack of disposable income and a lack of time were not relevant barriers to children participating in cricket.

Question 9 (b)

(b) Identify **four** ways national governing bodies can fund grassroots initiatives such as the 'All Stars Cricket' initiative aimed at increasing participation rates.

- 1
- 2
- 3
- 4

[4]

Many candidates did not identify that **funding** was the focus of the question and offered functional roles of a national governing body, thereby losing a potential of 4 marks.

Funding from, 'fundraising', 'the government' and 'charity funding' without further embellishment are all too vague.

Question 10

10 National governing bodies are responsible for creating the infrastructure for their sport, such as providing guidance on how to deliver talent identification sessions.

Suggest **three** other ways national governing bodies create infrastructure in sport.

- 1
- 2
- 3

[3]

Question 11

11 National governing bodies are responsible for the development of their sport.

Describe **three** ways national governing bodies develop their sport.

- 1
- 2
- 3

[3]

Questions relating to national governing bodies frequently present problems to candidates, with evidence of considerable confusion, misunderstanding or a lack of knowledge of the range of roles and functions of these organisations. On this exam paper 6 marks were available between questions 10 and 11, Question 10 relating to **infrastructure**, while Question 11 relates to the **development** of sport.

Numerous responses offered unrelated roles of a national governing body, rather than focusing on the key roles of infrastructure and development, and so lost all marks in some cases.

As a point of guidance to centres, it is vital that candidates are fully conversant with the differing but, very specific, elements of a national governing body.

Question 13

13 The main aim of Sport England's campaign 'This Girl Can' is to increase the number of women that participate in sport on a regular basis.

Name **one** sporting value which is promoted through this campaign.

..... [1]

While well answered, there were several incorrect responses citing equality as a value promoted through this campaign.

Question 14

14 It is important for elite performers to demonstrate good etiquette and sporting behaviour while participating in sport as they are role models for younger participants.

Give **two** examples of good etiquette and sporting behaviour in sport.

1

2

[2]

Well answered by the vast majority, with kicking the ball out of play following an injury, shaking hands with the opposition, and applauding good play the most frequently offered examples.

Question 15

15* Using examples, explain both the possible economic benefits and the possible sporting benefits for a country hosting a major sporting event such as the Olympic Games or the Rugby World Cup.

.....
.....
.....
.....
.....
..... [8]

Candidates who were able to access upper Level 2 or Level 3 did so by incorporating both economic and sporting benefits in their response. Level 3 candidates demonstrated a balance in their coverage of the two areas as well as developing and exemplifying the specifically identified benefits.

Exemplar 2 shows an extract from a response which illustrates the above approach. The whole of this candidate response was given the maximum 8 marks.

Exemplar 2

One benefit of hosting a major sporting event is the economic benefits such as the increase in tourism that bring event. Therefore this brings direct tourism, for example ticket sales. However, it also brings indirect tourism for example, restaurant food and hotels.

Another benefit of hosting a major sporting event is another the economic benefits such as commercial benefits for businesses. With the tourists coming to spectate and [8]

Another benefit of hosting a major sporting event is the sporting benefits such as the boost of participation in sport. For example, if a country held the football World Cup participation in football would more than likely increase because football role models would have received a massive amount of media coverage. Therefore, children want to participate in football to emulate their heroes.

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