

CAMBRIDGE NATIONALS

Examiners' report

SPORT STUDIES

J803, J813

R051 January 2022 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 answers 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

Despite the considerable disruption to candidates throughout the last two years, it was pleasing to read some very good answers across the whole paper, with many candidates demonstrating a sound knowledge base and good examination technique. Furthermore, the factors and values questions were handled much more effectively than in the early days of this specification. The increased availability of past papers and greater experience of staff is now clearly contributing to candidate success.

<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 both the header and main body of the questions carefully • demonstrated sound knowledge across many of the concepts being questioned • were able to apply accurate descriptions to factors and values questions • offered a balanced response to the barriers and solutions extended question. 	<ul style="list-style-type: none"> • ignored a specific emphasis in questions, e.g. 'a sport' in Question 5 (b) • offered vague or one-word answers without the specific detail required to address the subject area in the question, e.g. Question 1 (a) 'age' or 'time' as one-word answers • lost marks on questions where the word not was emboldened, e.g. Questions 13 and 14 (c) • offered an imbalanced response to the barriers and solutions extended question and often used repetition of solutions.

Question 1 (a)

1 Jack is a 65-year-old retired science teacher. He enjoys looking after his three grandchildren by driving them to the local park. Jack would like to get fitter by playing more sport.

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

- 1
- 2
- 3

[3]

Overall, this question was well answered, with many candidates demonstrating their understanding of the idea of a barrier to participation, with a lack of time, income and role models proving to be the most popular choices. There was however evidence of repetition of the question and vague one-word answers such as 'age' or 'time', used in candidate responses. The emphasis in the question is Jack attempting to play more sport.

Question 1 (b)

(b) Suggest **three** solutions that could help Jack to participate in more sport.

- Solution 1
-
- Solution 2
-
- Solution 3
-

[3]

While there were several appropriate and relevant solutions to help Jack participate in more sport, there were other alternatives that did not address the issue of sport but focused on suggesting that Jack's involvement with his grandchildren could be curtailed, he could look for a creche or he could walk to the park rather than drive, none of which focused on increased involvement in sport.

It is important that where a scenario is set and barriers and solutions questions ensue, all aspects of the scenario are taken on board when considering a response. In this question it was the focus on playing more **sport** that was the significant feature.

Question 2

- 2 Ultimate Frisbee is an emerging sport in the UK. There are plans to introduce a version of the game into schools across the UK.

Excluding the example above identify **three** other factors that could increase the popularity of Ultimate Frisbee in the UK.

1

2

3

[3]

Many candidates correctly offered increased media coverage, increased facilities, and the use of role models in their responses. However, there were other less realistic suggestions such as, more funding or introducing sponsors, together with a repeat of the question whereby candidates offered 'take the game into schools' as an alternative. Candidates should be reminded that the use of a phrase from a question as part of their response is seen as repetition and as such is not credit worthy.

Question 3

- 3 Which of the following is a testing method used by the World Anti-Doping Agency (WADA) to detect the use of performance-enhancing drugs?

(Circle your chosen option to indicate your answer.)

- (a) DNA sample collection
- (b) Lie detector test
- (c) Nail sample collection
- (d) The whereabouts rule

[1]

Key point call out

It should be noted that where only one option is required in a multi-choice question, no credit will be given for **any** of the choices circled if more than one option is selected.

Question 4

4 The Olympic Games and the Paralympic Games promote a set of values among their participants.

Complete the table below. Identify the correct value from the list below for each example given.

- Respect
- Excellence
- Friendship
- Determination
- Courage
- Inspiration
- Equality

Olympic and Paralympic Value	Example
	Trying your best and setting a new personal best in the high jump
	All nations having an opportunity to enter athletes into the Olympic and Paralympic Games
	Watching other athletes on your rest day and applauding their performance
	Overcoming an injury in the final of the 1500 m to finish second
	Being a positive role model

[5]

Well answered by many candidates, with a significant number gaining maximum marks, illustrating not only an understanding of the Olympic and Paralympic values but also a capacity to be able to apply each value to a practical example. Where errors were evident, they generally occurred on the first example, where some candidates offered the value of determination instead of excellence.

Question 5 (a)

5 Some elite performers have tried to cheat by taking performance-enhancing drugs to gain an unfair advantage, such as Tyson Gay, who took steroids to increase his performance.

(a) Give **two** examples of sport performers who have been banned for taking performance-enhancing drugs and give the type of drug offence they committed.

Performer 1

Drug offence

Performer 2

Drug offence

[4]

A reasonably well answered question, with several candidates gaining the maximum four marks. Those who did not gain maximum marks generally did not for the following reasons: identification of performers who had taken recreational drugs rather than performance enhancing drugs, an incorrect drug offence, with steroids being used as the 'catch all' option or the inability to link a performer with any drug offence and in some cases no responses were offered for any of the four marks.

Question 5 (b)

(b) Suggest **two** reasons why a sport should prevent the use of performance-enhancing drugs.

1

.....

2

.....

[2]

The focus of this question was on the reasons why a **sport** should prevent the use of performance enhancing drugs. Candidates who referred to an individual performer rather than a sport, with comments such as 'they can make the person ill' or 'people won't trust them any more' gained no marks.

Question 6

- 6 There are a number of factors that influence the popularity of sport in the UK. For example, a lack of snow and appropriate terrain has a negative effect on participation of snow sports in the UK.

Describe how the following factors affect the popularity of sports and suggest a different sport that may be affected by each factor.

Good media coverage

Sport

Affect on popularity

.....

Good provision

Sport

Affect on popularity

.....

Poor acceptability

Sport

Affect on popularity

.....

[6]

Exemplar 1

- 6 There are a number of factors that influence the popularity of sport in the UK. For example, a lack of snow and appropriate terrain has a negative effect on participation of snow sports in the UK.

Describe how the following factors affect the popularity of sports and suggest a different sport that may be affected by each factor.

Good media coverage

Sport ..Rugby union.....

Affect on popularity especially around the six nations competitions.....
rugby is promoted on all platforms and more people are inspired to spectate and play. Thus, increasing the popularity.

Good provision

Sport ..Football.....

Affect on popularity ..football netland fields are available everywhere due to councils. Therefore this increases the popularity. ~~because~~

Poor acceptability

Sport boxing.....

Affect on popularity due to it's violent nature less people accept.....
boxing and therefore it ~~is~~ ^{not} a tower is less popular.

[6]

The exemplar answer illustrates a maximum scoring candidate response, whereby there were appropriate sports selected, which were then backed up by a clear and concise description of the effect of each factor on the popularity of that particular sport.

Question 7

7 Give **two** examples of sportsmanship and **one** example of gamesmanship in a football match.

Sportsmanship

1

2

Gamesmanship

.....

[3]

While many candidates were able to offer good examples of both gamesmanship and sportsmanship, there were others who did not gain marks as a result of offering responses that were too vague, e.g., 'shaking hands' = TV, whereas 'shaking an **opponent's** hand at the start and end of a game' is a much more specific response. Similarly, there were many offerings of 'helping an opponent up when they fall down', this again is far too vague, and it should be questioned whether opponents simply fall down in a game of football.

There were some candidates who mixed up sportsmanship and gamesmanship.

Question 8

8 Gaining an understanding of different cultures is an example of tolerance and respect, which are values that can be promoted through sport.

Apart from tolerance and respect, name and describe **three** other sporting values that can be promoted through sport.

Sporting value

Description

.....

Sporting value

Description

.....

Sporting value

Description

.....

[6]

Exemplar 2

- 8 Gaining an understanding of different cultures is an example of tolerance and respect, which are values that can be promoted through sport.

Apart from tolerance and respect, name and describe **three** other sporting values that can be promoted through sport.

Sporting value ... Excellence

Description Striving to be the best you can in your sport.

Sporting value ... Fair play

Description Always trying to be fair and avoid cheating to make the game more fair and enjoyable

Sporting value ... Citizenship

Description Helping out in your sporting local community for example your local football team needs young coaches to coach the younger teams. [6]

It was pleasing to see a 'values' question being handled well by many candidates, with the exemplar response illustrating clear and concise descriptions of each identified sporting value.

Question 9

- 9 One feature of a 'one-off' major sporting event such as the Olympics is that it only occurs once every four years.

Describe **two** other features of a 'one-off' major sporting event.

1

.....

2

.....

[2]

This question proved to be a challenge for a number of candidates, with many unable to correctly identify two features of a 'one-off' major sporting event. There was frequent repetition, in some format, of the stem of the question, with other candidates simply naming any sports event that they could think of.

Question 10

- 10 Give **two** positive economic benefits and **one** sporting benefit of hosting a major sporting event such as the Commonwealth Games.

Economic benefit

.....

Economic benefit

.....

Sporting benefit

.....

[3]

Overall, a well answered question, with every point on the mark scheme utilised by the cohort.

Question 11

- 11 Some countries choose not to host major sporting events because of the potential drawbacks associated with hosting them.

Describe a potential drawback for a country before, during and after a major sporting event.

Before

.....

During

.....

After

.....

[3]

While a significant proportion of the candidates gained two or more marks, there were some instances when marks were not gained because of a lack of specific detail in a response. This was particularly evident in relation to a drawback before a major sporting event. The emphasis in points 1 and 3 in this phase of the question was on cost but in order to gain a mark, candidates were required to identify what exactly was likely to be costly i.e. bidding or building the facilities. Candidate responses were awarded TV if they simply referred to a drawback being, 'cost' or 'it's expensive' or 'might not have enough money'.

Question 12

12 Describe **three** ways national governing bodies help to promote their sport in the UK.

1

.....

2

.....

3

.....

[3]

Unfortunately, questions requiring descriptions of structural or functional elements of national governing bodies still appear to present candidates with problems. It is important that candidates can differentiate between the differing roles and functions of an NGB. 'Creating the rules', 'offering coaching and officiating courses' and 'setting up competitions' were used frequently by candidates, none of which address the issue of how NGBs **promote** their sport. Correct responses could be gained from any of the six alternatives listed below.

1. Ensuring opportunities for all/equal opportunities policies
2. Creating initiatives to increase participation/popularity/offer schemes in schools
3. Invests funding (into schemes for schools)
4. (Increases) media coverage /advertising it/ use of social media
5. Ensures the sport has a good public image
6. Use of role models

Question 13

13 Which of the following is **not** an initiative or campaign proposed by a national governing body?

Circle your chosen option to indicate your answer.

- (a) 'Back to Netball' initiative
- (b) 'Chance to Shine' campaign
- (c) 'Respect' campaign
- (d) 'This Girl Can' campaign

[1]

There were two main reasons why many candidates did not gain a mark for this question:

- the lack of familiarity with alternatives (a), (b), (c) as national governing body initiatives/campaigns
- failure to focus on the word **not** in the question.

Question 14

14 Identify whether the following statements are **true** or **false**. Circle your chosen answer.

National governing bodies:

- (a) Provide contact details for local clubs to increase participation True / False [1]
- (b) Only create competitions for elite performers True / False [1]
- (c) Do **not** create disciplinary procedures for teams connected with the sport True / False [1]
- (d) Assist with the development of facilities True / False [1]

Other than part (c), this question was very well answered by most candidates, with many gaining three out of the four marks available. There is a strong probability however that those who did not gain a mark for part (c) could have ignored the word **not** in the statement offered. NGBs do create disciplinary procedures, and this is generally one of the functions most well-known by candidates, so a clear illustration of failing to read a question fully.

Question 15

15* In a recent Sport England survey it was revealed that participation rates for females are lower than males in the UK.

Discuss the possible barriers that may affect participation for women and possible solutions that could help more women participate in sport.

.....

.....

.....

.....

.....

.....

..... [8]

In order to gain marks in the highest level (Level 3, 7-8 marks), candidates need to include more than just factual information in their response. The development and exemplification of knowledge is how marks towards the upper end of Level 2 and into Level 3 can be gained. Ideally, and wherever possible, a knowledge based numbered point from the mark scheme should be supported by a developed point (bullet point on the mark scheme) and an example to illustrate the development.

Furthermore, in this question there needed to be a balance between the barriers affecting women's participation in sport and solutions that might be in place to address the barriers. Entry into Level 3 requires clear developments of a number of both barriers and solutions, backed up by several examples.

Exemplar 3

15* In a recent Sport England survey it was revealed that participation rates for females are lower than males in the UK.

Discuss the possible barriers that may affect participation for women and possible solutions that could help more women participate in sport.

Women have less role models to look up to due to the lack of media coverage of women's sport compared to men. For example, there is little to no coverage of women's basketball and therefore a lack of role models. However, if there ~~was~~ was an increase of media coverage there would be an increase of role models and therefore more women could be inspired to participate.

The exemplar illustrates how the candidate incorporated knowledge comments, developed points, an example and both a barrier and a solution in one paragraph. There were several paragraphs in the response, each following the same format, resulting in the candidate gaining the top of Level 3, a mark of 8/8 for their answer.

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