

CAMBRIDGE NATIONALS

Examiners' report

SPORT STUDIES

J803, J813

R051 January 2023 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 is 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.

A full copy of the question paper and the mark scheme can be downloaded from OCR.

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R051 series overview

The paper consists of 15 questions with a variety of question styles and command words used, from identify and name up to the extended response question which asks candidates to give examples and explain the factors which impact on the popularity of an emerging sport within the UK. Some questions provided a scenario, in which candidates must apply their knowledge of the R051 specification topics to produce responses that are relevant to the scenarios provided.

Most questions were attempted by most of the candidates. There was evidence of well-prepared candidates who demonstrated their subject knowledge by producing well-structured responses, with a high percentage of those responses meeting the requirements of the command verb and confidently using specific and appropriate terminology.

Many candidates made use of the extra pages within this series mainly to provide additional responses for Question 15. The success of the information provided on the additional pages was mixed with some demonstrating excellent detail within the response and others showing a lack of focus within their answers. On the majority of other questions candidates showed focused responses and were guided by the number of lines provided for the answer. It was good practice and very helpful for examiners when candidates put a note at the bottom of their response in the main paper stating that a question had been continued on the extra pages.

Candidates who did well on this paper generally did the following:	Candidates who did less well on this paper generally did the following:
• read the question carefully and ensured their response focused on the relevant topics within the question • correctly differentiated between barriers, solutions, factors and values • used a variety of sporting examples when explaining the factors which impact the popularity of an emerging sport in the UK • successfully described the difference between sportsmanship and gamesmanship • demonstrated a good understanding of sporting values and an ability to match the values to examples • correctly differentiated between the different features of major sporting events • demonstrated an understanding of the potential economic benefits and drawbacks when hosting a major sporting event.	• did not take into account when a question included a scenario, with responses focusing on specification content in general without applying their knowledge to the scenario, e.g. user group • showed a lack of understanding regarding the different roles of a national governing body • demonstrated limited knowledge and understanding of the factors which impact on the popularity of an emerging sport within the UK • did not include a number of valid sporting examples within their response • showed a lack of understanding when recalling and describing the different Olympic and Paralympic values.

Question 1 (a)

- 1 Beth is a single mum of three who enjoys spending time with her young family but she is concerned that she does not participate in enough sport.

(a) Identify **three** barriers that may prevent Beth from regular participation in sport.

- 1
- 2
- 3

[3]

A generally well answered question, with many candidates gaining 2 out of the 3 marks available. The most common responses were that Beth would have a lack of childcare and a lack of money. A common error in candidates' responses was a lack of detail when using the phrase a lack of time, with some candidates failing to include their reason for Beth's lack of time – either family/work commitments or childcare issues.

Question 1 (b)

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

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

[3]

Candidates should be encouraged to focus on the scenario within the question focusing the responses on the identified user group. Candidates should be encouraged to think rationally when answering 'solutions' questions as responses such as find a partner/husband, save up or ask for a pay rise are not realistic options. When candidates did score well on this question the most common responses were, subsidised pricing of sessions, arrange childcare and providing family based sessions.

Assessment for learning



Some candidates need practice when answering questions that include scenarios to make sure that their responses are focused on the scenario rather than being general. For example, specific barrier/solutions related to the scenario and user group.

Question 2

- 2 Describe what is meant by 'sportsmanship' and 'gamesmanship'.

Sportsmanship

.....

Gamesmanship

.....

[2]

A generally well answered question with many candidates gaining the 2 marks on offer. The most popular responses being playing by the rules and bending the rules.

Question 3

- 3 Describe what the Olympic creed tells us about participation in sport.

.....

.....

.....

..... [2]

A generally well answered question with many candidates achieving at least 1 mark. The most common response related to taking part being more important than winning. When candidates did gain the second mark it was usually from a greater understanding of the creed relating to the sacrifices made when participating.

Question 4

- 4 An example of the Olympic and Paralympic value of Equality is allowing performers from all nations the chance to take part in the Games.

Identify **three** other Olympic and Paralympic values and describe each value.

Olympic and Paralympic Value

Description

.....

Olympic and Paralympic Value

Description

.....

Olympic and Paralympic Value

Description

.....

[6]

A number of candidates did not gain credit on this question as they confused the values within the question with the general sporting values listed under Learning Outcome 2 on the specification. Candidates included values such as team spirit, inclusion and fair play, which do not meet the requirements of the question. Candidates should always read the question carefully to make sure they understand the context of the question, allowing them to apply their knowledge correctly.

Candidates who performed well generally identified three Olympic/Paralympic values. The description element of the question proved to be a discriminator among candidates, with very few candidates scoring a maximum of 6 marks. A common error relating to the description of the values was confusing determination and excellence and including trying your hardest/best within the description of determination.

Exemplar 1

Olympic and Paralympic Value Excellence

Description where you try your very hardest
..... achieving your personal best / greatness

Olympic and Paralympic Value Freindship

Description where a relationship is formed between ² ~~to~~
..... participants playing for different countries creating long ^{a life} bon

Olympic and Paralympic Value respect

Description where you treat all participants from ^{anywhere} ~~any~~
..... in a kind manner

[6]

This exemplar illustrates a good response for this question, with the candidate successfully identifying and describing 3 Olympic/Paralympic values, gaining 6 out of 6 marks.

Misconceptions



Some candidates need practice regarding differentiating between sporting values and Olympic/Paralympic values. Candidates need to read questions with care to work out what their answer should focus on.

For this question it is the 'Olympic/Paralympic values' and not other sporting values.

Question 5

- 5 Name the worldwide organisation responsible for trying to stop illegal drug taking in international sport.

..... [1]

Candidates were given a BOD (benefit of doubt) if they used the abbreviation of the organisation, WADA, instead of the full name. The majority of candidates did score the 1 mark available, but when candidates didn't gain credit it was either for a lack of understanding or for slightly naming the organisation incorrectly for example, using association instead of agency or drugs instead of doping.

Question 6 (a)

- 6** Some elite level athletes have taken performance enhancing drugs to gain an unfair advantage over their competitors.

- (a)** Explain how the 'whereabouts rule' is used to detect athletes who are using performance enhancing drugs.

.....

.....

.....

.....

.....

..... [2]

This question proved to be a discriminator among candidates. The majority of candidates showed some understanding of the 'whereabouts rule' but found it difficult to gain the maximum of 2 marks for this question. The most common responses when candidates gained 1 mark related to the rule involving random testing. Very rarely did candidates explain that the rule is related to out of competition testing. When candidates did not score any credit it was usually for a misunderstanding, athletes must provide their location rather than the organisation asking for it.

Question 6 (b)

- (b)** Give **two** testing methods used to detect the use of performance enhancing drugs.

1

2

[2]

Excellent answer to the question by the majority of candidates with all four sample methods being used, nail, hair, blood and urine. When candidates struggled to gain full marks it was sometimes for including saliva.

Question 7 (a)

- 7 A recent Sport England Active Lives Survey suggests that less than 50% of children under the age of 16 participate in 60 minutes of sport and physical activity each day.

(a) Identify **three** barriers that may prevent children from regular participation in sport.

- 1
- 2
- 3

[3]

This was a reasonably well answered question with a number of candidates gaining 2 marks and above. The most popular responses related to a lack of money, transport and role models. When candidates didn't perform well on this question it was usually due to providing a vague response and for stating simple answers such as transport, role models, money. With a high number of candidates stating lack of awareness without clarifying what the children weren't aware of.

Question 7 (b)

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

- Solution 1
-
- Solution 2
-

[2]

This question proved to be a discriminator among candidates, with successful responses gaining all 3 marks. Candidates should be encouraged to focus on the scenario within the question, focusing their responses on the identified user group. When candidates did score well on this question the most common responses were, subsidised pricing of sessions and providing alternate timing of sessions, usually referring to after school.

Question 8 (a) to (f)

- 8 A number of major sporting events have been cancelled or postponed because of an international pandemic. However, each major sporting event has different features.

For **each** of the statements and sporting events, circle whether they are a **regular**, '**one-off**' or **regular and recurring** major sporting event.

- | | | |
|---|---|-----|
| (a) Hosted once in a generation | regular / 'one-off' / regular and recurring | [1] |
| (b) FA Cup Final | regular / 'one-off' / regular and recurring | [1] |
| (c) An annual sporting event that is held in the same place/venue each year | regular / 'one-off' / regular and recurring | [1] |
| (d) The Open (golf) | regular / 'one-off' / regular and recurring | [1] |
| (e) Olympic and Paralympic Games | regular / 'one-off' / regular and recurring | [1] |
| (f) An annual sporting event hosted in different places/venues each year | regular / 'one-off' / regular and recurring | [1] |

Parts (a) to (f) were generally answered very well with a large percentage of candidates showing a good understanding of the different features of major sporting events. When candidates found this question difficult it was usually due to a lack of understanding between the differences between regular and regular and recurring events.

Question 9

9 There are several sporting values that can be promoted through sport.

Match each sporting value with the correct example by drawing a line to the correct answer.

Sporting Value	Example
National pride	Understanding the importance of playing by the rules in a netball match.
Citizenship	Uniting behind your country during the FIFA World Cup.
Team spirit	Organising a Sporting Equals programme aimed to transform the lives of disadvantaged people by giving them the opportunity to play tennis.
Fair play	Volunteering to coach at your community leisure centre on a Saturday morning.
Inclusion	Supporting a teammate to achieve a personal best in a cricket match.

[5]

A well answered question by the majority of candidates with a high number scoring the maximum mark of 5. Candidates need to be reminded that the lines indicating the chosen answers need to be very clear and if there are multiple lines, the incorrect answers need to be crossed out effectively.

Question 10 (a)

- 10** 'The Rugby World Cup held in Japan in 2019 was the most economically successful World Cup to date, with a total economic impact estimated to be £4,309 million.'

(RWC 2019 Review of Outcome report, 2020)

- (a)** Describe **two** potential economic benefits of hosting a major sporting event such as The Rugby World Cup.

1

.....

2

.....

[2]

This question proved to be a discriminator among candidates with only the higher scoring candidates across the paper gaining credit on this question. The most common response from a large number of candidates related to increased tourism and job opportunities. Less successful responses suggested there wasn't full understanding of the term economic, with answers relating to increased participation and the reputation of the sport/country. Some candidates also cited tourism, but not 'increased'.

Question 10 (b)

- (b)** Describe **two** potential economic drawbacks for a host country **before** hosting a major sporting event.

1

.....

2

.....

[2]

This was another question that proved to be a discriminator among candidates. A common mistake when answering this question was not focusing the response on the scenario within the question relating to economic drawbacks before the event. Many candidates discussed debt after the event which was not in line with the question. The most common successful responses related to bidding and building facilities being expensive.

Question 11 and 12

- 11** Suggest **three** ways that national governing bodies can reduce the risk of injury for participants in their sport.

1

.....

2

.....

3

.....

[3]

- 12** National governing bodies are responsible for creating the infrastructure of a sport.

Identify **three** ways NGBs create infrastructure for sport.

1

2

3

[3]

Questions that are focused on the roles of the national governing bodies have previously caused problems for candidates, and this question was no different. Candidates showed a lack of understanding relating to the roles of governing bodies, confusing the various roles of promotion, development, infrastructure, policies/initiatives and funding. On this exam paper 6 marks were available between Questions 11 and 12. Question 11 relating to how a governing body can reduce the risk of injury and Question 12 focusing on infrastructure.

When candidates gained credit within Question 11 it was usually for making reference to rules/disciplinary procedures or training officials and coaches. Candidates found Question 12 the most difficult of the two with few candidates scoring the maximum of 3 marks. When candidates did gain credit it was again for including statements relating to rules and developing competitions. Very rarely did candidates include reference to a directive and vision or guidelines/support within their response.

Question 13

13 Which of the following is **not** a user group who may participate in sport?

(Circle your chosen option to indicate your answer.)

- (a) Retired people
- (b) Families with pets
- (c) Ethnic minorities
- (d) Teenagers

[1]

A very well answered question with the majority of candidates correctly identifying that response (b) was not a user group who may participate in sport.

Question 14

14 Complete the table below about current national sporting initiatives and events that promote values through sport.

Initiative/Event	Description
(a)	An initiative to prevent all forms of discrimination and racism in football.
This Girl Can	(b)
(c)	An initiative aimed to give all children the opportunity to play, learn and develop through cricket.
Sport Relief	(d)

[4]

Out of the 4 marks available for this question parts (a) and (b) proved to be the most accessible aspects of the question with a higher number of candidates gaining credit. A high number of candidates knew what sport (c) related to but found it difficult to name the actual initiative 'chance to shine'. The last mark on offer for this question proved to be very difficult to access for candidates with very few achieving marks for part (d) of Question 14. The most common mistake regarding part (d) was relating Sport Relief with trying to fund vulnerable people to take part in more sport.

Question 15

- 15*** Using examples throughout your response, explain the factors which impact upon the popularity of an emerging sport in the UK.

.....

.....

.....

.....

.....

..... [8]

Candidates who were able to access upper Level 2 or Level 3 did so by incorporating a number of relevant sporting examples focusing on emerging sports, while covering and developing a range of factors which impact on the popularity of an emerging sport in the UK. When candidates struggled to gain marks out of Level 1 they tended to make a limited number of relevant points, lacked developed points from the mark scheme and did not include relevant sporting examples within their response.

Assessment for learning



It is always good practice to reinforce with candidates the structure when answering the extended response question. If candidates can make several points related to the question, in this case a factor (KU – knowledge point), develop that point (DEV) relating it to the impact on popularity while including a relevant emerging sporting example (EG), it will stand them in a great position to achieving marks within the upper levels of these types of questions..

Exemplar 2

The are sevart different factors affecting popularity for example the environment. In countries like England it is very unlikely to find a ski slope due to the lack of snow however a sport like football and rugby are very common as a bit of rain wouldn't affect it terribly. An emerging sport in the uk is ultimate frisbee. Some factors that might affect popularity are role models and media coverage. If there is a lack of media coverage and

This exemplar continues on the next page

role models then the public will most likely not participate as they don't see many people playing and don't fully understand the rules or game. Another factor may be acceptability and that ~~go~~ can lower participation rates. Another emerging sport in the UK is ~~American~~ American football and many people view the sport as violent due to the tackles and fear that if they play they might die. This ultimately decreases popularity and participation as it is not accepted in wider society. However if a sport, like lacrosse, has a high spectator capacity that may boost participation due to families and supporters. [8]

This exemplar shows an extract from a response which illustrates the above approach to gaining marks within Level 3. This candidate identifies a range of factors and goes on to develop the responses by explaining how they impact on popularity. The candidate also includes a number of relevant emerging sporting examples.

OCR support



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[Cambridge Nationals: Sport Studies - Question papers and mark schemes](#)

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