

# SPORT STUDIES

*Examiners' report*

INCLUDED ON THE  
KS4 PERFORMANCE TABLES

OCR Level 1/Level 2

## Cambridge National in Sport Studies

**J829**

For first teaching in 2022 | Version 1

**R184 Summer 2024 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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## R184 series overview

This component makes candidates aware of the current and ever-changing contemporary issues in sport.

Candidates need to be prepared to answer a range of question types including multiple choice, completion of tables, short and long answer questions (including a range of command words such as state, identify, describe and explain) and the extended response question where the candidate's quality of written communication is taken into account. Candidates who do well on this paper are able to apply knowledge and have a good understanding of the main topic themes using practical examples from a range of different sports.

Centres are reminded that mark schemes are used as a basis for judgements and each examiner's professional judgement is used to determine where marks are given based on a rigorous standardised procedure. Examiners use ticks to indicate the number of marks given for all questions apart from the extended response question.

The extended response question is assessed against a levels-based mark scheme. This mark scheme is separated into three different levels. These levels include statements related to the quality of written communication. The levels scheme also includes indicative content and this is taken into consideration when awarding marks with examiners using the following annotations, KU – knowledge points, DEV – developed of knowledge and EG – use of applied relevant sporting examples where appropriate.

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 terminology.

There were a high number of candidates who used extra pages mainly for the extended response question. The success of the information provided on the extra pages was mixed with a few candidates demonstrating excellent detail while most showed a lack of focus and attention to the question. Candidate responses on the majority of the other questions showed focused responses and were guided by the number of lines provided for the answer. It was very good practice and very helpful for examiners when candidates put a note on any questions that had been continued on extra pages.

Centre staff and candidates are reminded about the following:

### **Crossed-out responses**

When a response has been crossed out and candidates have provided a clear alternative, the crossed-out response is not marked. Where there is no alternative response, examiners may give candidates the benefit of the doubt (BOD) and mark the crossed-out response where legible. It is good practice therefore to draw one single line through a crossed-out response.

### **Contradictory responses**

When a candidate provides contradictory responses, then no mark should be given, even if one of the answers is correct.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none"> <li>• had a secure knowledge of the content and used key terminology from the specification within responses</li> <li>• read the question carefully and made sure their response focused on the relevant topics within the question with some highlight and underlining key information</li> <li>• correctly differentiated between barriers, solutions, factors and values</li> <li>• used a variety of sporting examples when explaining the factors which impact the popularity of sports in the UK</li> <li>• demonstrated a good knowledge of PEDs the reasons why they are taken and the possible sanctions used to prevent their use in sport</li> <li>• demonstrated a good understanding of the positive and negative aspects of bidding for a major sporting event and the post event effects</li> <li>• correctly differentiated between the different features of major sporting events</li> <li>• demonstrated a good knowledge and understanding of sportsmanship and gamesmanship using a variety of sporting examples</li> <li>• produced a well written, coherent discussion for the extended answer providing a balanced response with multiple sporting examples.</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• struggled to differentiate between the positive and negative effects of bidding for a major sporting event and the effects post event</li> <li>• demonstrated limited knowledge and understanding of the negative impact PEDs can have on sport</li> <li>• found it difficult to provide a number of valid sporting examples within their responses</li> <li>• showed a lack of understanding when naming and describing sporting values focused on equality</li> <li>• showed a lack of understanding regarding the positive and negative effects of technology in sport</li> <li>• wrote far too much for lower value questions which impacted on their time later in the exam when a more detailed response was needed</li> <li>• could not talk about the work of NGBs – this continues to be an area for development.</li> </ul>

## Section A overview

Section A of the paper consists of nine questions with the majority of the questions being assessed using Performance Objective 1. Section A begins with several multiple choice questions before leading onto several other question styles using a variety of command words including: state, identify, describe, and explain. Candidates are required to apply their knowledge of the R184 specification topics to produce responses that are relevant to the questions being asked.

### Question 1

- 1 Which **one** of the following is a role of a National Governing Body?

Tick (✓) the correct answer.

- (a) Applying disciplinary procedures for rule breaking
- (b) Creating facilities for grass roots teams
- (c) Organising fundraising events for charity
- (d) Providing coaches for grass roots teams

☐  
☐  
☐  
☐

[1]

### Question 2

- 2 Which **one** of the following is an emerging sport?

Tick (✓) the correct answer.

- (a) Basketball
- (b) Boxing
- (c) Padel
- (d) Women's football

☐  
☐  
☐  
☐

[1]

### Misconception



It would be useful to remind candidates that gender specific versions of sports are not classified as emerging sports in their own right, due to those activities being associated with the overarching sport i.e. women's football comes under the broad term of football.

### Question 3

- 3 From the values below identify which **one** is **not** a value that can be promoted through sport.

Tick (✓) the correct answer.

- (a) Building confidence
- (b) Citizenship
- (c) Excellence
- (d) Tolerance and respect

☐  
☐  
☐  
☐

[1]

### Question 4

- 4 Which **one** of the following events is a regular event?

Tick (✓) the correct answer.

- (a) British Grand Prix
- (b) Golf's Ryder Cup
- (c) Rugby League World Cup
- (d) The Paralympic Games

☐  
☐  
☐  
☐

[1]

Questions 1–4 were generally well answered by the majority of candidates. Few candidates did not score at least 1 mark across them, with a high percentage of candidates gaining 3 marks and above.

Candidates demonstrated a good understanding of the values promoted through sport and the role of the National Governing Body. When candidates didn't get 4 out of 4 for these questions it was usually due to an incorrect response in either Question 2 or 4.

#### Misconception



It would be useful to remind candidates that regular sporting events are not just annual they can be biannual events such as the Golf's Ryder Cup in the question above.

## Question 5

- 5 Draw lines to match each of the **four** values that can be promoted through sport to their correct description.

Value	Description
Team spirit	Performers showing honesty and demonstrating behaviour that does not take advantage of opponents or the situation.
National pride	Everyone having equal opportunities to participate in sport regardless of their social group.
Inclusion	Uniting the whole population in the support of a team.
Fair play	Performers supporting and encouraging each other and working together to reach a collective goal.

[4]

This was generally a well-answered question – candidates were able to link the values with their correct descriptions. When candidates found this question difficult, they usually got marks for team spirit and fair play but found national pride and inclusion slightly more challenging. It is very important in these types of questions that if candidates use multiple lines from one box that they make it very clear to the examiner which line is to be marked.



## Question 6

- 6 Pierre de Coubertin was the founder of the modern Olympic Games. He wanted to promote athletic activities and devised the Olympic Creed to help with this.

Fill in the missing words to complete the Olympic Creed.

**conquered**                      **triumph**                      **win**

“The most important thing is not to ..... but to take part, just as the most important thing in life is not the ..... but the struggle. The essential thing is not to have ..... but to have fought well.”

[3]

This was excellently answered by most candidates, with many scoring 3 marks, showing very good knowledge regarding the Olympic Creed. When candidates got one of the terms mixed up, they usually scored no credit.

## Question 7 (a)

7

- (a) Technology is now playing a huge role within a large number of sports.

Other than to increase fair play and the accuracy of decisions made during the sporting event, state **three** other positive effects of the use of technology in sport.

- 1 .....
- 2 .....
- 3 .....

[3]

This question proved to be somewhat of a discriminator among candidates. Most candidates showed some understanding of the positive effects of the use of technology in sport, but a number of candidates found it difficult to gain 3 marks. The most popular responses were enhancing performances and quicker recovery from injury.

### Question 7 (b)

- (b) Other than the increased cost of technological advancements, state **three** negative effects of the use of technology within sport.

1 .....

.....

2 .....

.....

3 .....

.....

[3]

This question also proved to be somewhat of a discriminator among candidates. Most showed some understanding of the negative effects of the use of technology in sport, but some candidates found it difficult to gain 3 marks. Some did not gain credit as they focused their response on cost and expense which were precluded by the question stem. The most popular responses were focused on the flow of the game with very little responses relating to overreliance on technology and officials' decisions influenced by the technology.

### Question 8 (a)

- 8
- (a) Name the worldwide organisation responsible for trying to stop illegal drug-taking in international sport.

..... [1]

A very well-answered question by the majority of candidates with most gaining the 1 mark on offer. The better answers responded with the full name of the organisation.

## Question 8 (b)

- (b) Maria Sharapova (tennis), Adrian Canaveral (weightlifter) and Anderson Silva (UFC) are examples of athletes that have been caught taking performance enhancing drugs and have received sanctions.

Explain how athletes taking performance enhancing drugs can have a negative impact on the **sport**.

.....

.....

.....

.....

.....

..... **[4]**

This question proved to be somewhat of a discriminator among candidates. It was a well-answered question on the whole by candidates, with most able to state something of credit. The higher performing candidates were able to provide two development responses allowing them to access all 4 marks available for this question. A popular response for this question was damages the sports reputation which reduced either participation, spectator levels or popularity. When candidates struggled to gain credit for this question it was usually due to their confusion and focus on the question, with responses focusing on the negative aspects on the performer and not the sport.

### Assessment for learning



It is valuable for all candidates to really focus on the words within the question to make sure their response is focused on the correct area: Questions like these that have 'sport' or 'player' in bold really need to be highlighted by the candidate to make sure their response focuses on the correct aspect, allowing them to gain credit.

## Exemplar 1

- ° These famous role-models <sup>were</sup> ~~will be~~ caught cheating which ruined ~~then~~ them being good role-models so people didn't participate on the sport anymore.
- ° The sport is associated with PEDs and unfair advantages so ~~soon~~ <sup>no</sup> one plays anymore.
- ° Sponsors will stop providing money so the sport won't be funded enough to continue playing.
- ° The sport could be discontinued / cancelled if too many athletes take performance enhancing drugs. [4]

Exemplar 1 shows where a candidate has correctly explained the negative impact Performance Enhancing Drugs (PEDs) can have on the sport. The candidate correctly explains that negative roles models are created from the use of PEDs which can reduce participation levels (points 3 and 7 from the mark scheme). The candidate then goes onto gain the third and fourth marks for explaining that sponsors will stop providing money to the sport, so the sport won't be funded enough to continue playing (points 5 and 10 from the mark scheme).

## Question 9 (a)

- 9  
(a) Private donations and selling merchandise are two ways in which a National Governing Body can gain funds.

State **three** other ways they can gain funding for their sport.

- 1 .....
- 2 .....
- 3 .....
- [3]

Generally, this was a well-answered question showing a good understanding of the ways National Governing Bodies can gain funding. The most commonly used responses were government grants, sponsorship, fundraising and the lottery.

## Question 9 (b)

(b) State **two** ways a National Governing Body can provide assistance to its members.

1 .....

.....

2 .....

.....

[2]

This question proved to be a discriminator among candidates, with the minority gaining 2 marks. Historically this aspect of the legacy specification was found difficult by candidates - and this seems to have transferred into R184. Candidates found it very difficult to gain credit for their responses. A large percentage of candidates did not understand the question or provided responses relating to providing coaches/officials or equipment. When candidates did gain credit for this response it was usually focused on funding and information on how to participate.

### Assessment for learning



This is an area of focus for most candidates. They need to increase their knowledge and understanding of the different roles that a National Governing Body (NGB) plays in helping their sport and in particular for this question how a NGB can provide assistance for its members.

## Section B overview

Section B of the paper consists of eight questions assessing a mixture of Performance Objectives one, two and three. This section includes a mixture of question types and command words with some questions using scenarios focusing on a particular user group.

### Question 10 (a)

10

- (a) Amaya is a 13-year-old female who has just moved to the United Kingdom with her mum from Japan. Amaya was an excellent swimmer in Japan and would like to continue with this in the UK.

State **two** user groups Amaya represents.

1 .....

2 .....

[2]

This was generally a well-answered question by candidates with a high number gaining 2 marks. The most common responses were teenagers and gender, with a number gaining a BOD for ethnic minority. When candidates didn't gain full marks, they often spoke about ethnic groups which was too vague or wrote females or young children instead of the correct terms from the specification.

### Question 10 (b)

- (b) Describe **three** possible barriers Amaya might face when trying to take part in swimming.

1 .....

.....

2 .....

.....

3 .....

.....

[3]

This question proved to be a discriminator among candidates, with very few candidates gaining 3 marks. A number did gain 1 or 2 marks, usually for lack of role models, transport and disposable income, showing a good understanding of the question and scenario. When candidates didn't gain credit for this response it was usually for a lack of understanding of the scenario or providing vague responses such as lack of provision.

## Question 10 (c)

(c) Describe **three** ways a local swimming pool could help Amaya participate in swimming.

- 1 .....
- .....
- 2 .....
- .....
- 3 .....
- .....
- [3]

This question also proved to be a discriminator among candidates, with the marks given mirroring quite closely those achieved in section a of this question. If candidates provided good responses in (a) and gained 2 or 3 marks, they usually gained the same amount in this question with responses being linked. For example, if a candidate provided lack of transport in a they usually stated free transport or provide transport in Question 10(b). When candidates struggled to gain credit, it was usually for vague responses regarding different session times instead of after school sessions, etc. or for including role models which really isn't the responsibility of a leisure centre.

## Question 11 (a)

11

(a) The 'Tennis for Kids' campaign is an example of a sporting initiative that aims to inspire children to take part in tennis by providing free lessons.

Name a sporting initiative that is focused on equality within sport and describe its main aim.

Initiative .....

.....

Aim .....

.....

[2]

This was a very well-answered question with a large number of candidates gaining both marks on offer in this question for both the initiative and its aim. The more popular responses were linked to Kick It Out, This Girl Can and Rainbow Laces. When candidates didn't gain full marks, it was either for an incorrect initiative or for a lack of detail relating to the aim. For example, when describing the aim for This Girl Can there was no mention of sport or activity.

## Question 11 (b)

(b) Initiatives within sport try to promote positive sporting values.

Name and describe **two** sporting values that focus on equality in sport.

Value .....

.....

Description .....

.....

Value .....

.....

Description .....

.....

[4]

This question proved to be a discriminator among candidates with very few candidates gaining 3 marks and above. The most common responses for 2 marks were for inclusion and its description. Candidates found it difficult to gain the last 2 marks for this question. Some candidates were close either stating tolerance or respect and then did not include specifics from the mark scheme when describing the value with no mention of countries or cultures.

## Question 12 (a)

12

(a) Using sporting examples describe sportsmanship and gamesmanship in sport.

.....

.....

.....

.....

.....

.....

[4]

This was generally a well-answered question by candidates, with most candidates including some valid points within their response. Some candidates showed excellent knowledge and understanding of these terms and gained 3 marks and above quite quickly in just a few sentences.



Out of the two terms, 'gamesmanship' seemed more accessible for candidates including the phrase 'bending the rules'. Some candidates did confuse sportsmanship with sporting etiquette. The majority managed to gain the description marks for both terms but did not provide relevant sporting examples. The most popular sporting examples referred to opponents, e.g. shaking opponents' hands and not just shaking hands. For gamesmanship the most popular responses related to timewasting.

It is very important for candidates to remember that when questions state using sporting examples, a sport must be specified for example timewasting in football and not just timewasting.

### Exemplar 2

For Sportsmanship, an act of this would be like shaking hands before and after the game to opponents, ~~or~~ in football, kicking the ball out when a player is injured on the floor. Gameship is bending the rules, like wasting time in football ~~too~~ and going to the corners and holding the ball there, or diving in a football match to win a foul against the opponents. [4]

Exemplar 2 demonstrates where a candidate has correctly described gamesmanship and provided a relevant sporting example for both gamesmanship and sportsmanship. The first mark is given for shaking hands after the game to the opponents. The second mark for the correct description of gamesmanship, with the third mark for a correct sporting example of gamesmanship timewasting in football. Note no marks would have been given for diving in football as this is now against the rules and is classed as deviance.

## Question 12 (b)

- (b) It is important that spectators demonstrate etiquette and positive sporting behaviour.

Describe **two** examples of positive sporting behaviour demonstrated by spectators.

1 .....

.....

2 .....

.....

[2]

Generally, this was a well-answered question by candidates with the majority gaining 1 or 2 marks. Successful responses focused on the spectators and not the performers, included the key word opponents when needed and used relevant examples when focusing on silence.

## Question 13

- 13 There are many countries who bid to host major sporting events, to try and gain the benefits, but some countries choose not to become involved within the bidding process.

Describe **three** reasons why a country might decide against bidding to host a major sporting event.

1 .....

.....

2 .....

.....

3 .....

.....

[3]

This question proved to be a discriminator among candidates; very few candidates gained full marks. The most common error within responses was when candidates spoke about the event as a whole, focusing on during or after the event rather than the bidding process. Candidates in these cases included responses relating to litter, pollution, congestion or country might gain a bad reputation. Successful responses focused on the bidding process incorporating expensive to bid and the cost of facilities.

## Question 14

**14** A number of host countries have shown regret after hosting a major sporting event.

Describe **three** potential negative post-event effects of hosting a major sporting event.

- 1 .....
- 2 .....
- 3 .....
- [3]

This question proved to be a discriminator among candidates, with very few candidates gaining full marks. The most common error within responses was when candidates spoke about before or during the event rather than post event. Many responses didn't attempt three answers or provided vague mentions of cost and finance with not enough content to gain marks for debt. The most popular responses related to unused facilities and jobs being lost after the event.

### Assessment for learning



It is very important for candidates when answering any questions relating to major sporting events that they focus on the stage of the event. Is it the bidding process (before the event), during or after the event? Candidates need to be clear on both the positive and negative effects of a major sporting event.

## Question 15

- 15** Performance enhancing drugs have become an issue in a number of sports in the UK and across the world. Other than increasing the chance of winning, identify **three** reasons why a sports performer might take performance enhancing drugs.

1 .....

.....

2 .....

.....

3 .....

.....

[3]

This was a very well-answered question; very few candidates gained zero marks. The most common responses related to recovery from injury, pressure, reducing pain and financial rewards. When candidates didn't perform well, they were often vague relating to the physiological benefit, included repeated points, included winning or gaining an advantage and not enough detail when stating pressure.

## Question 16

- 16** Name **two** sanctions that could be used to prevent performers from using performance enhancing drugs in sport.

1 .....

.....

2 .....

.....

[2]

Generally this was a well-answered question. Popular responses included fines and bans. Some candidates did include bans twice gaining a REP and only 1 mark.

Section C overview

Section C of the paper consists of two questions assessing Performance Objectives 2 and 3. Candidates are required to interpret data and provide reasons and explanations within their responses. Section C concludes with an 8 mark question focusing on the command word discuss. Candidates within these questions are assessed not only on the responses that they provide, but also their quality of written communication with the use of a levels-based mark scheme.

Question 17 (a)

17 Sara is a single mother of three children who wants to improve her fitness. She works part time Tuesday, Wednesday, Friday and Sunday from 9 am–4 pm.

Sara's local leisure centre activity schedule:

Classes	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Swimming	No classes	10 am–12 pm	12–2 pm	No classes	11 am–1 pm	No classes	9–11 am
Aerobics		6–8 pm	9–11 am		2–4 pm		3–5 pm
Women-only gym sessions		9–11 am	9–11 am		9–11 am		9–11 am
Yoga		10 am–1 pm			10–11 am		6–7 pm

(a) Identify **one** possible class and day of the week that Sara could take part in.

..... [1]

Most candidates were able to interpret the table, successfully identifying the correct class and day. When candidates didn't give the day and class, they were able to identify the correct class by using the time of the session, gaining a BOD for their response.

### Question 17 (b)

- (b) Explain **one** barrier to participation that could prevent Sara from taking part in an exercise session.

Barrier to participation .....

Explanation .....

[2]

This question proved to be a discriminator among candidates with only the more able candidates scoring well. The more accessible mark was for identifying the barrier with the most popular responses being lack of time and family commitments. When candidates didn't state family commitments a number did gain a BOD for lack of childcare. Candidates found it quite difficult to gain the second mark with a high number of responses lacking a focus on attending the session. A number of candidates didn't gain credit for repetition of aspects of the question, i.e. she is a single mother.

### Question 17 (c)

- (c) Describe **one** solution that could help Sara to participate.

.....

[1]

This proved to be an accessible question with the more popular responses being appropriate session times, parent child sessions or BODs for finding a babysitter or similar.

## Question 18\*

**18\*** Sports that are growing in popularity and are seeing participation rates rising are called emerging sports. Pickleball as seen in the image below is an example of an emerging sport within the UK.



Discuss, using examples from emerging sports, the factors that can impact on the popularity of an emerging sport within the UK. You should include:

- Positive factors that impact on the popularity of emerging sports in the UK
- Negative factors that impact on the popularity of emerging sports in the UK
- Sporting examples of emerging sports

**[8]**

This question is marked using a levels mark scheme and the quality of written communication is taken into consideration. Many candidates demonstrated a fluent and well-planned response, others less so and showed a lack of overall structure and grammatical/spelling accuracy.

The more successful responses tended to refer to all parts of the question.

A number of candidates impressed through their knowledge and understanding of this part of the specification and were able to effectively discuss using examples both the positive and negative factors that impact on the popularity of emerging sports in the UK.

Less successful responses simply identified a number of factors impacting on popularity of emerging sports in the UK. These responses were also too vague, focusing on one aspect of the question instead of a balanced response and rarely developed their points with no use of practical examples.

It is important for candidates to carefully read the question and identify exactly what is required by the question. Candidates that showed a good understanding of the positive and negative factors that impact on the popularity of emerging sports in the UK were well prepared by their centres using the factors listed in the specification also providing a range of sporting examples.

## 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 impacting on the popularity of an emerging sport in the UK (KU – knowledge point), develop that point (DEV) while including a range of sporting examples (EG), it will stand them in a great position to achieving marks within the upper levels for these types of questions.

## Exemplar 3

There are 8 different factors that affect the popularity of sports in the UK. They are: role models, environment, provision, Spectatorship, media coverage, acceptability participation and S.

~~Role models are what~~  
 Acceptability is the whether or not a sport is judged in a positive or negative light in society. if an emerging sport is seen socially acceptable <sup>like kabaddi</sup> then it encourages more to get involved as they do not feel judged for what they are doing, however on the other hand if a sport is not seen socially acceptable <sup>like boxing</sup>

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then many feel judged and discriminated by what they are doing and therefore go against participating and showing interest decreasing its popularity.

Media coverage is the amount of recognition and coverage a sport gets via the media e.g. via television and social media. For example if ~~football~~<sup>pickleball</sup> was seen a lot across the media it can raise awareness and lead to further participation. However if ~~football~~<sup>pickleball</sup> wasn't covered as often then awareness wouldn't be as high leading to football being less popular amongst society.

Spectatorship is the viewing of a sport either live or via media. If for example if spectatorship for NFL in the UK was high then it would lead to increase a interest and participation in NFL in the UK. However if spectatorship was low then people would be less aware of it making its popularity of and spectatorship in the UK not as high.

18. Finally environment is whether the venue and ~~set~~ surfaces available are suitable for a sport to take place. For example skiing in England, there is not many indoor ~~sking~~ snow facilities so participation and popularity is not very high, however if there were more suitable facilities then it would increase interest and therefore popularity.

In conclusion, a newly emerging sport in the UK like pickleball has to consider it's 8 factors before deciding whether it will be successful or not. as that can either have great detrimental or positive affects on popularity. they should always consider: role models; environment; provision; spectatormhip; media coverage; acceptability; participation and S.

Exemplar 3 shows a strong balanced discussion between the positive and negative factors impacting on the popularity of emerging sports in the UK. Knowledge points are developed with examples as shown below within the commentary for this response:

This response provided 6 KU 6 DEV 2 EG. As the response only provided two examples, it was deemed not to be a range of examples. Due to this the response was given Level 3, 7 marks. Note that no mark awarded for pickleball and raising participation needs to focus on popularity.

If another couple of examples were incorporated it would have been an 8 out of 8 response.

## Copyright information

Question 18: Photo of pickleball player, © Tempura / GettyImages / 1406673546

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## OCR Professional Development

Attend one of our popular professional development courses to hear directly from a senior assessor or drop in to a Q&A session. Most of our courses are delivered live via an online platform, so you can attend from any location.

Please find details for all our courses for your subject on **Teach Cambridge**. You'll also find links to our online courses on NEA marking and support.

## Signed up for ExamBuilder?

[ExamBuilder](#) is a free test-building platform, providing unlimited users exclusively for staff at OCR centres with an [Interchange](#) account.

Choose from a large bank of questions to build personalised tests and custom mark schemes, with the option to add custom cover pages to simulate real examinations. You can also edit and download complete past papers.

[Find out more](#).

## Active Results

Review students' exam performance with our free online results analysis tool. It is available for all GCSEs, AS and A Levels and Cambridge Nationals (examined units only).

[Find out more](#).

**You will need an Interchange account to access our digital products. If you do not have an Interchange account please contact your centre administrator (usually the Exams Officer) to request a username, or nominate an existing Interchange user in your department.**

# Online courses

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## Enhance your skills and confidence in internal assessment

### What are our online courses?

Our online courses are self-paced eLearning courses designed to help you deliver, mark and administer internal assessment for our qualifications. They are suitable for both new and experienced teachers who want to refresh their knowledge and practice.

### Why should you use our online courses?

With these online courses you will:

- learn about the key principles and processes of internal assessment and standardisation
- gain a deeper understanding of the marking criteria and how to apply them consistently and accurately
- see examples of student work with commentary and feedback from OCR moderators
- have the opportunity to practise marking and compare your judgements with those of OCR moderators
- receive instant feedback and guidance on your marking and standardisation skills
- be able to track your progress and achievements through the courses.

### How can you access our online courses?

Access courses from [Teach Cambridge](#). Teach Cambridge is our secure teacher website, where you'll find all teacher support for your subject.

If you already have a Teach Cambridge account, you'll find available courses for your subject under Assessment - NEA/Coursework - Online courses. Click on the blue arrow to start the course.

If you don't have a Teach Cambridge account yet, ask your exams officer to set you up – just send them this [link](#) and ask them to add you as a Teacher.

Access the courses **anytime, anywhere and at your own pace**. You can also revisit the courses as many times as you need.

### Which courses are available?

There are **three types** of online course for Cambridge Nationals.

All teachers delivering our redeveloped Cambridge Nationals suite from September 2022 are asked to complete the course **Essentials for the NEA**, which describes how to guide and support your students. **You'll receive a certificate which you should retain.**

Following this you can also complete a subject-specific **Focus on Internal Assessment** course for your individual Cambridge Nationals qualification, covering marking and delivery of the NEA units.

We have also created subject-specific **Understanding the examined unit** courses that provide a wealth of information to support you with the delivery, assessment, and administration of the examined unit. The courses outline the assessment structure, including details on synoptic assessment, performance objectives and command words for your Cambridge Nationals qualification. Working through the course, you have an opportunity to interact with resources developed to support the exam, in particular candidate exemplars and mark scheme guidance. The final section covers details on administrative requirements, including assessment opportunities, entry rules and resits.

### How can you get support and feedback?

If you have any queries, please contact our Customer Support Centre on 01223 553998 or email [support@ocr.org.uk](mailto:support@ocr.org.uk).

We welcome your feedback and suggestions on how to improve the online courses and make them more useful and relevant for you. You can share your views by completing the evaluation form at the end of each course.

## Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

Call us on  
**01223 553998**

Alternatively, you can email us on  
**support@ocr.org.uk**


For more information visit

 **[ocr.org.uk/qualifications/resource-finder](https://ocr.org.uk/qualifications/resource-finder)**

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Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our [Expression of Interest form](#).

Please [get in touch](#) if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.