SPORT STUDIES

INCLUDED ON THE
KS4 PERFORMANCE TABLES

Examiners' report

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Cambridge National in

Sport Studies

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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 Teach Cambridge.

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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 awarded 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 number of those responses meeting the requirements of the command verb and confidently using specific terminology.

There were many candidates who made use of additional pages mainly for the extended response question. The success of the information provided on the additional 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 most 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 additional pages.

Centre staff and candidates are reminded about the following:

Crossed Out Responses

When a response has been crossed out and they have provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt 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 awarded, even if one of the answers is correct.

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Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
• had a secure knowledge of the content and used key terminology from the specification within answers • read the question carefully and ensured their response focused on the relevant topics within the question with some highlighting/underlining key information • correctly differentiated between barriers, solutions, factors and values • used a variety of sporting examples when needing to answer questions that required the use of examples • demonstrated a good knowledge of the various Olympic and Paralympic values • demonstrated a good understanding, with the use of relevant sporting examples, of the factors that can impact the popularity of sports in the UK • demonstrated a good understanding of the positive and negative aspects of bidding for a major sporting event and the effects during the event • demonstrated a good knowledge and understanding of sportsmanship and gamesmanship • produced a well written, coherent discussion for the extended answer providing a balanced response with multiple examples used.	• did not consider when a question included a scenario, with responses focusing on specification content in general without applying their knowledge to the scenario • struggled to differentiate between the positive and negative effects of bidding for a major sporting event and the effects during and after the event • demonstrated limited knowledge and understanding of the various Olympic and Paralympic values • found it difficult to provide some valid sporting examples within their responses • showed a lack of understanding regarding the factors that can impact the popularity of sports in the UK • showed a lack of understanding regarding the positive and negative effects of technology in sport • found it difficult to discuss the positive impacts of technology on the spectator • some wrote far too much for lower value questions which impacted on their time later in the exam when a more detailed response was needed • very few candidates talked about the work of NGBs – this continues to be an area for development.

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Section A overview

Section A of the paper consists of ten questions with most of the questions being assessed using Performance Objective one. 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 answers that are relevant to the questions being asked.

Question 1

1 Which **one** of the following is an emerging sport in the UK?

Tick (✓) the correct answer.

(a) Athletics ☐

(b) Cricket ☐

(c) Pickleball ☐

(d) Rugby ☐

[1]

Question 2

2 Which **one** of the following is a recognised initiative within sport?

Tick (✓) the correct answer.

(a) Boot It Out ☐

(b) No Room for Racism ☐

(c) Rugby around the World ☐

(d) Tennis for All ☐

[1]

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Question 3

3 Which **one** of the following is a one-off sporting event?

Tick (✓) the correct answer.

(a) British Open in golf ☐

(b) ICC Cricket World Cup ☐

(c) UEFA Champions League Final ☐

(d) World Aquatics Championships ☐

[1]

Question 4

4 Which **one** of the following is the most likely barrier for a child when trying to play sport after school?

Tick (✓) the correct answer.

(a) Childcare costs ☐

(b) Lack of motivation ☐

(c) Lack of transport ☐

(d) Work commitments ☐

[1]

The multiple-choice questions were generally well answered by most candidates. Few candidates were not given at least 1 mark across Questions 1 to 4, with many candidates being given 3 marks and above. Candidates demonstrated a good understanding of emerging sports and the different types of sporting events. When candidates didn't get full marks for these questions it was usually due to an incorrect answer in either Question 3 or 4. For Question 4, many candidates chose option b (lack of motivation). They may not have read the question carefully to notice that the child was trying to play sport and so, the motivation is present, and another factor must be the most likely barrier.

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Question 5

5 Circle **two** responses below that show values that can be promoted through sport.

Citizenship Equality Respect Team spirit

[2]

This was generally a well answered question with candidates being able to identify the correct sporting values. When candidates found this question difficult, they usually were given 1 mark for team spirit and didn't circle citizenship. It is very important in these types of questions that if candidates circle more than 2 answers, they need to make it very clear to the examiner which circles should be marked.

Question 6 (a)

6
(a) Some athletes take performance enhancing drugs (PEDs) to increase performance.

State **three** other reasons why performers might choose to use them.

1 .....

2 .....

3 .....

[3]

This was an excellently answered question by most candidates with many getting all 3 marks, showing very good knowledge regarding PEDs. The most common responses were relating to pressure, gaining an advantage over their opponent and to increases theirs or the sports' reputation. When candidates didn't get full marks on this response, it was usually because they were unable to think of a third response or repeated some responses from points 2 on the mark scheme i.e. to increase muscle size and to increase cardiovascular fitness.

Question 6 (b)

(b) State **two** reasons why some performers choose **not** to use PEDs.

1 .....

2 .....

[2]

This was another well answered question by candidates with very few candidates getting 0 marks. The most common responses were regarding bans, role models and PEDs damaging the reputation of the sport or performer.

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Question 6 (c)

(c) Describe **two** ways in which the World Anti-Doping Agency (WADA) is reducing the amount of PEDs used in sport.

1 .....

.....

2 .....

.....

[2]

This question was challenging for candidates, with some candidates finding it difficult to get any marks for this question. Many candidates focused their responses on testing for drugs and bans/fines etc. This is not something WADA is responsible for as the sport's governing bodies control these areas. When candidates did get marks, it was usually through reference to education and some explanation of the 'whereabouts' rule.

Misconception

It is valuable for all candidates to really understand the role of WADA to allow them to access marks based on this topic. Candidates need to understand that WADAs role is to coordinate with governing bodies regarding anti-doping rules and not test the athletes. It is also important that candidates understand that performers must inform WADA of their location and that it is not WADA's responsibility to find this information out.

Question 7

7 Gender and young children are two user groups in sport.

Identify **two** other user groups who participate in sport.

1 .....

2 .....

[2]

Generally, this was a well answered question showing a good understanding of the different user groups in sport as listed on the specification. When candidates didn't get the full marks on offer for this question it was usually due to stating a vague answer relating to point 1 from the mark scheme regarding ethnicities.

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Assessment for learning

Within these types of questions, and when possible, it is very important that candidates are aware of answers already provided within the question stem. It is good practice for candidates to underline or highlight these terms. In this question, 'gender and young children' are already provided. Candidates need to ensure they do not use these within their responses as it will be marked as incorrect for repeating an aspect from the question stem.

Question 8 (a)

8
(a) Major sporting events can be Regular or One-off.

Name **another** type of sporting event. Give a description and an example of this type of event.

Event .....

Description .....

.....

Example .....

[3]

Generally, this was a well answered question with most candidates getting some marks for their response. When candidates were given 1 mark, they usually achieved the next 2, getting all 3 marks. When candidates found this question difficult, it was either for:

- missing knowledge regarding the different types of events
- omitting an aspect of the description, usually regarding the venue
- providing an incorrect example, which on many occasions focused on missing the FA Cup final.

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Question 8 (b)

(b) Describe **two** features that make a sporting event major.

1 .....

.....

2 .....

.....

[2]

This question proved to be a discriminator amongst candidates, with few getting 2 marks. Candidates found it very difficult to get marks for their responses. When candidates did get marks, it was usually 1 mark for including different countries related to participants or spectators. Many candidates did include media coverage but didn't get marks due to the lack of international or equivalent.

Question 9 (a)

9

(a) Sporting initiatives and campaigns can be focused on a local level.

Name the other **two** levels where sporting initiatives and campaigns can be focused.

1 .....

2 .....

[2]

This was generally a well answered question with many candidates getting 2 marks.

Question 9 (b)

(b) Explain how initiatives such as Show Racism the Red Card aim to promote inclusion.

.....

..... **[2]**

This question proved to be a discriminator amongst candidates, with very few candidates getting both marks. Many candidates did get marks for stating the aim of the initiative, mainly related to stopping racism, but found it difficult to get the explanation point. When candidates did get marks for this aspect of the mark scheme, it was usually for point 4 relating to making everyone feel welcome.

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Question 10 (a)

10
(a) Sporting etiquette is referred to as the unwritten rules regarding positive behaviour in sport.

Give **three** reasons why performers should demonstrate etiquette and positive sporting behaviour.

1 .....

2 .....

3 .....
[3]

This question proved to be somewhat of a discriminator amongst candidates with the full range of scores achieved by candidates throughout the series. Most candidates got between 1 and 2 marks with the most common responses referring to fair play, reputation of the sport and performer and positive role models. When candidates did not get marks, it was mainly due to vague responses regarding respect on its own, sportsmanship and increase popularity.

Question 10 (b)

(b) Explain the meaning of the terms sportsmanship and gamesmanship.

.....

.....

.....

..... **[2]**

This was a very well answered question by most candidates with many candidates getting both of the marks on offer. The most common responses related to following and bending the rules. When candidates did not get marks for this question, they usually provided examples of the two terms instead of an explanation.

Assessment for learning

It is extremely important that candidates fully read all questions carefully and use the strategy of underlining/highlighting command words to focus their response to give them the best opportunity to succeed. In this response, it is fine to include sporting examples, but candidates must explain the two terms within their response if they are to get marks

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Section B overview

Section B of the paper consists of six 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 11 (a)

11

(a) Riley is a 17 year old boy who is currently studying at college while caring for his disabled mother three days a week. A lack of appropriately timed sessions could be a barrier preventing Riley from regularly taking part in sport.

Name **three** other barriers to Riley taking part in sport.

1 .....

2 .....

3 .....

[3]

This was generally a well answered question by candidates with many getting 3 marks. The most common responses were lack of disposable income, lack of time and lack of transport. When candidates didn't get full marks, they often spoke about lack of awareness of provisions without including activity or a repetition of an aspect from the question stem.

Question 11 (b)

(b) Explain how the solutions below could help Riley take part in sport on a more regular basis.

Appropriate timing of sessions

Explanation .....

.....

Use of taster sessions

Explanation .....

.....

[2]

This question proved to be a discriminator amongst candidates, with very few candidates getting 2 marks. Some did get 1 mark usually for the first aspect of the question relating to being able to access the sessions that don't clash with family/college commitments. If candidates did achieve the mark relating to taster sessions, it was usually focused on point three of the mark scheme and enjoyment.

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Question 12

12 Using sporting examples, explain why the factors below could have an impact on the popularity of sports in the UK.

Factor: Social acceptability

Explanation .....

.....

.....

Factor: The provision of facilities

Explanation .....

.....

.....

Factor: The high level success of both individuals and teams

Explanation .....

.....

.....

[6]

This question proved to be a real discriminator amongst candidates with very few candidates getting 4 marks or above. The most common error related to responses for this question was the lack of sporting examples used within candidates' responses. Without sporting examples responses would be marked as too vague according to the guidance in the mark scheme. When candidates did get marks the most popular responses were related to social acceptability linked to a violent sport and the provision of facilities. Candidates found it difficult to provide an example for the last aspect of the question stating generic teams such as Premier League teams increasing participation in football.

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Exemplar 1

12 Using sporting examples, explain why the factors below could have an impact on the popularity of sports in the UK.

Factor: Social acceptability

Explanation Some people find certain sports unacceptable as they promote negative values. For example, violence being the negative value promoted by MMA. This would decrease participation in that sport.

Factor: The provision of facilities

Explanation If there's ~~more available~~ a higher provision of facilities, more people have local access to them, for example a new leisure centre built with a swimming pool. This would increase the amount of participation of swimming.

Factor: The high level success of both individuals and teams

Explanation People inspired by the successes and could see them as role models, increased participation in sport as more people are inspired to participate.

[6]

This exemplar demonstrates where a candidate got 4 out of the 6 marks for the top two responses. The marks for social acceptability were given for linking violence and the activity of MMA and the second mark was given for stating the impact on popularity. The response also got the 2 marks relating to the provision of facilities for stating a new swimming pool would increase participation. The candidate didn't get any marks for the response relating to the high level of success of both individuals and teams due to a lack of a sporting examples. The candidate does state the impact on popularity, but no marks can be given as the candidate does not relate it to a sporting example.

Question 13 (a)

13
(a) State the meaning of the Olympic symbol.

..... **[1]**

This question proved to be a discriminator amongst candidates, with some candidates demonstrating a lack of understanding regarding the meaning of the Olympic symbol. Many candidates used the term countries instead of continents and didn't include closeness/union or equivalent.

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Question 13 (b)

(b) Name and describe **two** Olympic values and **one** Paralympic value.

Olympic value .....

Description .....

.....

.....

Olympic value .....

Description .....

.....

.....

Paralympic value .....

Description .....

.....

.....

[6]

This was a well answered question by most candidates with many candidates getting 3 marks and above. The most popular Olympic values used this series were respect and friendship with many candidates also getting the description marks for these values. Responses usually described respecting opponents and making new friends. When candidates struggled to get marks for this question it was either due to the lack of knowledge relating to the Olympic and Paralympic values or for mixing up Olympic values and Paralympic values. Some candidates did use respect as a Paralympic value and inspiration as an Olympic value.

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Exemplar 2

(b) Name and describe **two** Olympic values and **one** Paralympic value.

Olympic value Respect

Description Being fair to team mates and opponents, demonstrating a good sporting etiquette by tolerating the other performers.

Olympic value Excellance

Description Striving to be the best and beating personal records.

Paralympic value Equality

Description Making sure everyone can participate and that everyone gets an equal chance at success in the Paralympics.

[6]

This exemplar demonstrates where a candidate got 5 out of the 6 marks. The candidate got all 3 marks for naming two Olympic and one paralympic values. They got marks 4 and 5 for the correct descriptions of excellence and equality. The last mark was not achieved by the candidate as their response was vague and related to being fair and sporting etiquette. To get the last mark the candidate needed to have included respecting other people such as officials, other players or different cultures/countries.

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Question 14 (a)

14

(a) Technology now plays a large part in all sports, helping the sport and its performers in a number of ways.

Draw a line from the images to the correct role that each piece of technology is playing within sport.

Carbon fibre tennis racket

Increase the accuracy of officiating

Goal line technology

Increase safety of participants

Shock absorbing footwear

Enhance performance

[3]

This was a very well answered question by many candidates, with some candidates getting all 3 marks. When candidates didn't do so well, it was usually for mixing up the roles of the tennis racket and the footwear. Most candidates did get marks for correctly linking goal line technology to the accuracy of officiating.

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Question 14 (b)

(b) Enhancing spectatorship is another role that technology plays in sport.

Using examples from sport explain **two** ways technology can enhance spectatorship.

.....

.....

.....

.....

.....

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

This question proved to be a discriminator amongst candidates, with some candidates demonstrating a lack of understanding regarding the role that technology can play in enhancing spectatorship. When candidates found it difficult to get marks on this question it was usually due to the inclusion of social media within their response which links more to media rather than technology. The most popular correct responses for this question related to replays and increasing the viewing experience. The other points from the mark scheme were very rarely seen throughout the series.

Misconception

It is valuable for all candidates to understand the possible benefits of technology in sport and how this can enhance spectatorship. In questions like this one, candidates need to focus their attention on how technology is used within the sport rather than different types of improved media.

Question 14 (c)

(c) Describe **two** negative effects of the use of technology in sport.

Negative 1 .....

.....

Negative 2 .....

.....

[2]

This was a well answered question with many candidates getting at least 1 mark out of a possible 2. The most popular responses used within this series were related to unequal access, cost and a reduction in the flow of the game.

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Question 15 (a)

15 National Governing Bodies (NGBs) such as the English Cricket Board (ECB) play an important role in helping their sport develop.

(a) Name a different NGB to the one above.

..... **[1]**

Within this series, this was a very well answered question by most candidates showing a good understanding of the different NGBs. When candidates didn't get marks for this response it was either for a no response or the use of a European or International governing body i.e. FIFA.

Question 15 (b)

(b) Outline **two** possible ways an NGB can help promote participation in their sport.

1 .....

.....

2 .....

.....

[2]

The roles of NGBs have traditionally proven to be challenging questions for candidates within the beginning of this specification and during the legacy specification. This question demonstrated a greater understanding by candidates relating to the roles of NGBs with a focus on promoting participation. Many candidates got at least 1 mark for this question with the most popular responses relating to media coverage, training coaches/officials and organising tournaments/competitions.

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Section C overview

Section C of the paper consists of one question with two parts followed by an eight-mark question focusing on the command word discuss. Question 16 a and b focus on assessing performance objective two related to the positive and negative effects of bidding for a major sporting event, while question 17 focuses on assessing performance objective three. In question 17, the final question of the paper, candidates are assessed not only on the answers that they provide, but also their quality of written communication, with the use of a levels-based mark scheme.

Question 16 (a)

16 Bidding for a major sporting event such as the Olympics and the Cricket World Cup takes a lot of planning and preparation involving large numbers of people.

(a) Bidding for a major sporting event can increase employment for the host city/country. Describe **one** other positive of bidding for a major sporting event.

.....

..... **[1]**

This was a very well answered question, demonstrating a very good understanding of the positives of bidding for a major sporting event. The most popular responses seen during this series were related to increased media coverage, morale and tourism.

Question 16 (b)

(b) Describe **two** possible negative effects of bidding for a major sporting event.

1 .....

.....

2 .....

.....

[2]

This question proved to be a little more challenging for candidates. When candidates didn't perform well, responses were usually relating to during the hosting or after hosting the major sporting event and during the bidding process, i.e. responses relating to facilities not being used after the event and increased chance of crime and terrorism, which focuses on during the event itself. When candidates did get marks, it was usually for referring to the expense of bidding and hosting not guaranteed.

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Question 17*

17* Hosting major sporting events such as the Olympics takes a large amount of planning and organisation, but it can give the hosts huge benefits.

Using examples, discuss the potential positive and negative effects during the hosting of a major sporting event.

You should include:

- Positive effects during the event.
- Negative effects during the event.
- Examples from a variety of major sporting events.

.....

.....

.....

.....

.....

..... **[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. Less successful candidates showed a lack of overall structure and poor grammatical/spelling accuracy. The more successful responses tended to refer to all parts of the question using a range of sporting examples.

Some candidates impressed through their knowledge and understanding of this part of the specification. Using examples, they were able to effectively discuss both the positive and negative effects during the hosting of a major sporting event.

The less successful responses simply identified several effects, sometimes using bullet point lists. These responses tended to be vague, focusing on one aspect of the question instead of a balanced response and rarely developed their points with no use of sporting 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 effects during the hosting of a major sporting event were well prepared by their centres, using the effects listed in the specification and 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. Candidates need to make several points linked to the question, in this case, the positive and negative effects during the hosting of a major sporting event. Make a knowledge point (KU), 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.

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Exemplar 3

A positive effect of hosting a major sporting event is an increase in tourism rates. A hosting country can earn alot of revenue from tourists paying for their hotels, tickets to the event, food at restaurants, shopping etc. For example, in 2012 in the London Olympics, London saw a rise in tourism rates in the city. This generated alot of revenue for the city and England as a whole.

Another positive effect of hosting a major sporting event is an increase in ~~re~~ media coverage of the hosting country. This gives the country attention online, possibly increasing ~~amount of investments from big companies, as they might want to use the opportunity to invest money into helping with the building of the~~ amount of sponsorships, as certain brands might want to take the opportunity to get promoted at the event. For example, sponsorships in the 2022 Football World Cup, where many brands like ~~the~~ Coca-Cola used the opportunity to ~~spo~~ sponsor the event. [8]

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17 A third positive effect of hosting a major sporting event is an increase in the hosting countries' ~~reputation~~ national pride. This means that the countries citizens watch the games taking part in their country and support their ~~countr~~ home team taking part. This can increase participation rates of the sport in the country due to the national pride. For example, in the 2024 Paris Olympics, many french citizens would spectate the games by being there live and supporting their country, benefiting the country as the french people unite and support their team in the Olympics.

One of the negative effects of hosting a major sporting event however, is an increase in crime rates. Many thieves from the hosting country might use the opportunity to rob unsuspecting tourists of their valuables. This is an issue as it can scare away possible tourists and as a result decreases the reputation of the country. For example, in the ~~2~~ 2018 Football World Cup, russian thieves ~~might~~ could have robbed many

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17 of the countries tourists visiting ~~exei~~ Moscow This was a great issue as tourists wouldn't feel safe and it caused a decrease in the reputation of Russia.

Another negative effect of hosting a major sporting event is the increase in transport in the hosting city or country. This means that traffic jams are far more common resulting in the citizens of the hosting country and tourists to feel frustrated as it's difficult to travel from one place to another. For example, in the 2016 Tokyo Olympics, the ~~eea~~ city of Tokyo had ~~alot~~ a ~~bunch~~ lot of it's roads jammed with cars, ~~decreasing~~ increasing the amount of delays for working people to their job and tourists attempting to travel to their destination.

The final negative effect of hosting a major sporting event is a decrease in reputation if an issue occurs relating to the event. As there's many news stations at the location any small issues by the hosting country would be broadcasted wondwide for everyone to see. This can

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17 easily decrease the reputation of the country as the mistakes will be known by everyone wordwide, putting great pressure on the hosting city or country. For example, in the 2022 ~~World~~ Footbaw World Cup, over 6500 workers at the stadiums in ~~the~~ Qatar died from terrible working condition. This issue was shown everywhere, decreasing Quatar's reputation.

This candidate provides a strong balanced discussion between the positive and negative effects of hosting a major sporting event. Knowledge points are developed with examples as shown below within the commentary for this response:

In the first paragraph the candidate makes a developed paragraph including sporting examples, getting a KU1, DEV1 and EG1. The KU is given for increased tourism rates, DEV for increased revenue and an EG for including a method of the increased revenue by including hotels.

The candidate only gets a KU2 point for increased media coverage within the second paragraph.

In the third paragraph the candidate gets 3 DEV (2-4) points for increasing national pride, participation levels and people uniting behind their country.

In the fourth paragraph the candidate gets KU3 for increased crime rates followed by an EG2 and 2 DEVs (5-6) for scaring away tourists and decreasing the reputation of the country.

Within the fifth paragraph the candidate takes their totals for KU to 4, DEV to 7 and EG to 3 for increased transport, traffic jams and difficult to travel.

In the sixth and final paragraph the candidate takes the totals for KU to 5 and EG to 4 for negative media coverage and an example related to Qatar.

This response provided 4 KU 7 DEV 4 EG. This candidate provided a balanced discussion of both the positive and negative effects with a range of developed points and examples. The response was given Level 3 and 8 marks.

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Question 14 (a): Image of a ball behind a goal line, © Michael Regan - FIFA / Contributor
Question 14 (a): Image of 2 legs wearing shock absorbing footwear, © Mike Mulholland / Contributor

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Access to Scripts

We've made it easier for Exams Officers to download copies of your candidates' completed papers or 'scripts'. Your centre can use these scripts to decide whether to request a review of marking and to support teaching and learning.

Our free, on-demand service, Access to Scripts is available via our single sign-on service, My Cambridge. Step-by-step instructions are on our website.

Keep up-to-date

We send a monthly bulletin to tell you about important updates. You can also sign up for your subject specific updates. If you haven't already, sign up here.

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 the question builder platform for a range of our GCSE, A Level, Cambridge Nationals and Cambridge Technicals qualifications. Find out more.

ExamBuilder is **free for all OCR centres** with an Interchange account and gives you unlimited users per centre. We need an Interchange username to validate the identity of your centre's first user account for ExamBuilder.

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.

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.

Online courses

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.

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.

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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**
- **facebook.com/ocrexams**
- **twitter.com/ocrexams**
- **instagram.com/ocrexaminations**
- **linkedin.com/company/ocr**
- **youtube.com/ocrexams**

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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.