

SPORT STUDIES

Examiners' report

INCLUDED ON THE
KS4 PERFORMANCE TABLES

OCR Level 1/Level 2

Cambridge National in
Sport Studies

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R184 Summer 2025 series

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Introduction

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

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. A selection of candidate responses 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 considered. 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 credited based on a rigorous standardisation 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 percentage of those responses meeting the requirements of the command verb and confidently using specific terminology.

There were a high number of 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 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 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.

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 needed • demonstrated a good knowledge of the benefits and drawbacks at various stages of a major sporting event • demonstrated a good understanding of various sporting values and provided relevant and specific sporting examples when needed • demonstrated a good understanding of the various roles that a National Governing Body (NGB) plays in sport • demonstrated a good knowledge and understanding of technology in sport • produced a well written, coherent discussion for the extended answer providing a balanced response with multiple examples used • clear understanding of knowledge, development and example points observed within the extended answer question.	• 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 different sporting values • demonstrated limited knowledge and understanding of the different factors that impact on the popularity of sport in the UK • found it difficult to provide a valid sporting example within their responses • showed a lack of understanding regarding the roles that National Governing Body (NGB) play in sport • showed a lack of understanding regarding the positive and negative effects of technology in sport • found it difficult to discuss the impact of PED use on sport and the various strategies being used to prevent it • wrote far too much for lower value questions which impacted on their time later in the exam when a more detailed response was needed • produced an unstructured response to the extended answer question that didn't focus on the three areas identified in the question.

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, 2, 3 and 4

- 1 Which one of the following is an example of a Paralympic value?

Tick (✓) the correct answer.

- (a) Courage
- (b) Excellence
- (c) Friendship
- (d) Respect

☐
☐
☐
☐

[1]

- 2 Which one of the following is **not** a recognised method used by WADA to test for Performance Enhancing Drugs (PEDs)?

Tick (✓) the correct answer.

- (a) Blood
- (b) Hair
- (c) Sweat
- (d) Urine

☐
☐
☐
☐

[1]

- 3 Which one of the following is a regular and recurring sporting event?

Tick (✓) the correct answer.

- (a) Netball World Cup
- (b) The Championships, Wimbledon
- (c) The Olympic Games
- (d) UEFA Champions League Final

☐
☐
☐
☐

[1]

4 Which one of the following is **not** a recognized sporting initiative?

Tick (✓) the correct answer.

(a) Chance To Shine

☐

(b) Cricket For Fun

☐

(c) No Room For Racism

☐

(d) This Girl Can

☐

[1]

The multiple choice questions were generally well answered by the majority of candidates. Few candidates did not score at least one mark across Questions 1 to 4, with a high percentage of candidates gaining three marks and above. Candidates demonstrated a good understanding of Paralympic values and PED testing methods. When candidates didn't get four marks for these questions it was usually due to an incorrect answer in either Question 3 or 4.

Question 5

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

1

2

[2]

This was generally a very well answered question with a high percentage of candidates gaining both marks available. The most popular responses were gender, teenagers, parents and employed people. Some candidates yet again found it difficult to gain credit for answers referring to people from a different ethnic group, with the most popular vague responses for stating just ethnic group.

Question 6

- 6 Beth is a fifteen year old wheelchair user who wants to begin participating in wheelchair basketball.

State **three** barriers that could prevent Beth from taking part in her chosen sport.

- 1
- 2
- 3

[3]

This was generally a well answered question by candidates with a high number gaining three marks. The most common responses were lack of disposable income, lack of time and lack of transport. When candidates didn't gain full marks, they often spoke about lack of awareness of provisions without including activity. Some candidates included within their responses a lack of motivation, but the question stem states that Beth wants to begin participating and so doesn't demonstrate a lack of motivation.

Question 7 (a)

- 7
- (a) Social acceptability and the number of people participating are two factors that can impact on the popularity of sport in the UK.

Give **three** other factors that can impact on the popularity of sport in the UK.

- 1
- 2
- 3

[3]

Generally, a well answered question with most candidates gaining one mark and above. The most popular responses were relating to media coverage, role models and the environment/climate. There were a number of candidates who didn't read the question carefully enough and repeated the points, social acceptability and the number of people participating, from the question stem.

Question 7 (b)

(b) Describe how **two** of the factors you have listed above can positively impact on the popularity of sport in the UK.

- 1
- 2
- [2]

This question proved to be a discriminator amongst candidates, with the minority gaining two marks. Candidates found it very difficult to gain credit for their responses. Some candidates didn't use the factors they had listed in 7 (a) while others produced vague responses that didn't focus on either an increased amount of people or the popularity of sport. Candidates needed to state, for example, an increased amount of media coverage allows more people to be aware of the sport which increases the sport's popularity.

Exemplar 1

- 1 An increase in media coverage, increases awareness of the sport enhancing participation rates.
- 2 The more success a team or individual has, the more encouragement and interest people have so it increases participation.
- [2]

This exemplar demonstrates where a candidate has gained full marks. In the first response the candidate clearly states the impact of increased media coverage on both awareness and popularity referring to participation. In the second response the candidate gains credit for correctly linking success of a team/individual to encouragement and increased participation.

Question 8

8 Footgolf and padel are two emerging sports within the UK.

State **two** other emerging sports in the UK.

1

2

[2]

This question proved to be a very accessible question for the majority of candidates with a high percentage gaining both of the marks available. The more popular responses were pickleball, futsal, handball and crossfit. When candidates didn't gain the two marks or scored zero, it was usually due to either a blank response, repetition of sports from within the question stem or including a gender version of certain sports for example women's football.

Misconception



It is very important for all candidates to understand that a gender version of a sport, for example women's football, is not classified as an emerging sport. Even though participation rates are on the rise the sport is still classified as football which is not an emerging sport.

Question 9 (a)

9

(a) Draw one line to match each of the sporting values with the correct description.

Sporting value
Excellence
Fair play
Inclusion
Tolerance and respect

Description
How sport can generate a greater understanding of other cultures
Adhering to the rules
Striving to be the best you can be
Equal opportunities for all to take part in sport

[4]

This was a very well answered question with many candidates gaining two marks and above for their responses. When candidates didn't gain full credit, it was usually for showing a lack of understanding between inclusion and tolerance and respect. Some candidates did get these two values the wrong way around.

Question 9 (b)

(b) Describe a sporting example of fair play and excellence.

Fair play

.....

Excellence

.....

[2]

This question proved to be a little more challenging for candidates. Even when candidates clearly understand the two terms, some candidates did not read the question carefully and described the two terms without using a sporting example. When a question asks for sporting examples candidates must use a relevant sporting example within their response to gain credit.

Question 10 (a)

10

(a) Complete the missing words in the Olympic creed.

The most important thing is not to but to, just as the most important thing in life is not the but the

[4]

A very accessible question for the majority of candidates with many candidates gaining two marks and a high number gaining all four marks available. When candidates lost marks on this question it wasn't for a lack of understanding relating to the creed it was usually for an inability to remember the exact words that were missing or getting them the wrong way around.

Question 10 (b)

(b) Describe the meaning of the Olympic creed.

.....

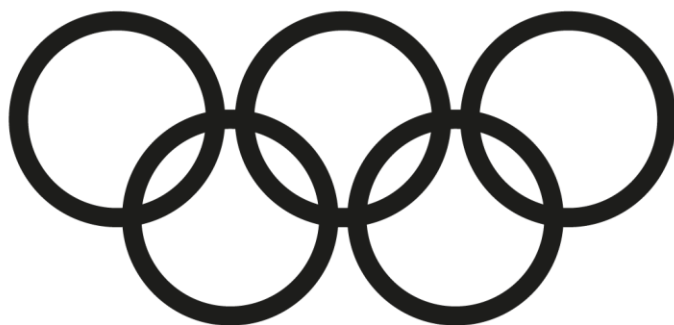
.....

[1]

A very well answered question by candidates showing a good understanding about the fact that it is the taking part that counts.

Question 10 (c)

(c) Describe what the five interlocking rings of the Olympic symbol below represents.



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

This was another very well answered question by candidates showing a very good understanding of what the rings represent. When candidates didn't gain credit for their response it was usually for stating countries instead of continents or for not including reference to unity or closeness of the continents.

Question 11

11 Name **two** different ways major sporting events can be scheduled.

1
2 [2]

This question proved to be a differentiator for candidates with a large number of candidates showing a lack of understanding relating to the scheduling of major sporting events. Throughout the series candidates usually either scored two or zero for their responses with very few gaining one mark. Instead of stating the three ways of scheduling events a number of candidates referenced time periods such as every four years without further information.

Section B overview

Section B of the paper consists of six questions with various sub questions assessing a mixture of performance objectives one, two and three. This section includes a mixture of question types and command words.

Question 12 (a)

12 Hosting major sporting events like the Netball and Cricket World Cups can have both benefits and drawbacks for the hosts.

(a) Describe **two** economic benefits and **one** sporting benefit of hosting a major sporting event.

Economic benefits

1

.....

2

.....

Sporting benefit

.....

.....

[3]

This question proved to be a discriminator amongst candidates, with a number of candidates demonstrating a lack of understanding regarding the economic benefits of hosting a major sporting event. A number of candidates stated general benefits of hosting a major sporting event that didn't link to the key word economic. For example, some candidates stated more infrastructure and facilities which is a benefit to hosting but just not an economic benefit. They need to include increased investment into infrastructure and new facilities. The most common correct responses related to tourism, employment and benefit to local businesses. The sporting aspect of the question was answered very well with the majority of candidates gaining one mark for either increased participation or similar, or for new/improved facilities.

Question 12 (b)

- (b) Identify **two** potential drawbacks during the hosting of a major sporting event and explain how they can impact on the hosts.

1

.....

.....

.....

2

.....

.....

.....

[4]

This question proved to be a discriminator amongst candidates, with a number of candidates demonstrating a lack of understanding regarding the time period of the major sporting event stated within the question. A number of candidates did state answers relating to before and after the event instead of focusing on the key word within the question which was during the hosting of a major sporting event. For 'expensive' a number of candidates focused on profit or making a loss which can only really be determined after the event has taken place.

Exemplar 2

1 ..Increase.. in ..Crime and terrorism,* meaning the host
has opened themselves up to danger and people
could potentially become injured

2 ..Increase in the use of emergency services* which will
cost the host more money than they potentially
don't want to spend

This exemplar demonstrates where a candidate has gained the maximum marks for their response. The first response gains two marks from points one and seven from the mark scheme for stating increased crime and then linking that to danger and increased chance of injury for the equivalent, to feeling unsafe. Response two also gains two marks for points four and ten from the mark scheme for stating greater use of emergency services leading to increased costs for the hosts.

Question 12 (c)

(c) Describe **three** potential benefits of hosting a major sporting event after the event has finished.

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

This also proved to be a challenging question for some candidates as some confused the different time periods of major sporting events, and their responses lacked a focused benefit specified in the question relating to after the event. The majority of candidates did gain some credit but found it difficult to gain full marks for this question. The most popular responses were improved infrastructure, sporting facilities and increased national reputation.

Assessment for learning



It is extremely important that all candidates can differentiate between bidding, during and after the major sporting event and the benefits and drawbacks each stage brings. A high number of candidates throughout this specification lose marks as they confuse the different stages of the event and include incorrect benefits and drawbacks.

Question 13 (a)

13

- (a) A vital role that National Governing Bodies (NGBs) play is to ensure that performers within their sport are safe.

Describe **three** other roles NGBs play in the development of their sport.

1

2

3

[3]

This was generally a very well answered question by the majority of candidates with a high number gaining two marks and above. In the past this has been a challenging area of the specification for candidates, but progress has been made with regards to the understanding of the roles of NGBs. The most common responses were creation of rules, developing coaches and organising competitions.

Misconception



There are still a number of candidates that have the misconception that one of the roles of a NGB is to fund grass roots clubs and their equipment. Candidates need to understand that the role of an NGB linked to funding is related to lobbying various organisations for money.

Question 13 (b)

(b) Identify **three** ways NGBs ensure safety within their sport.

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

Question 13 (b) was another well answered question with the majority of candidates gaining one mark and above for their response. A high number of candidates were able to score very well on this question gaining two or three marks. The most popular responses were related to very similar answers from 13 (a) focusing on rules and the training of coaches.

Question 14 (a)

14
(a) Sporting etiquette and positive sporting behaviour have been traditions in sports such as cricket and rugby for a long time.

Describe **two** reasons why it is important for performers to demonstrate etiquette and positive sporting behaviour.

- 1
-
- 2
-
- [2]

This was a well answered question with few candidates scoring nothing. The most common responses were related to fair play, role models and promoting the reputation of either the athlete or the sport.

Question 14 (b)

(b) Using examples, describe the terms sportsmanship and gamesmanship in sport.

.....

.....

.....

.....

.....

.....

[4]

In previous exam series this topic has caused some confusion with candidates with the terms sometimes being mistaken. This series a high number of candidates showed a very good understanding of both terms with a high number gaining all four marks for their responses. Candidates found gamesmanship the easier term to describe. When candidates performed well, they showed an understanding during the examples of linking their responses to the opponent instead of generic examples. There were some candidates still using diving in football as an example of gamesmanship, which is incorrect as diving is deviance and against the rules of the game.

Question 15 (a)

15 The use of technology in sport is continuing to grow and is now having an impact on many sports and their performers.

(a) Describe **three** roles that technology plays in sport.

1

.....

2

.....

3

.....

[3]

This question proved to be a differentiator amongst candidates with the full range of marks given throughout the series. The majority of candidates were able to gain at least one mark but very few achieved all three marks. The most common responses linked to performance and officiating.

Question 15 (b)

- (b) Identify **one** positive and **one** negative effect that technology has had on sport and explain its effect on spectator experience.

Positive

.....

.....

.....

.....

Negative

.....

.....

.....

.....

[4]

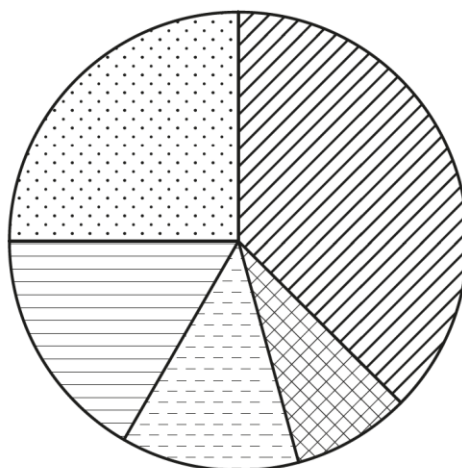
This question proved to be a challenging question for some candidates as they found it difficult to focus their answers on the spectator experience and included other benefits of technology or stated just the roles of technology in sport. Many candidates gained the first two even marking points but then did struggle to gain the development marks relating the statements to how it enhanced the spectator experience. The most common development point related to the spectator experience and was focused upon the frustration of spectators due to a reduction in the flow of the game.

Section C overview

Section C of the paper consists of three questions assessing a mixture of performance objectives one, two and three. This section includes one extended answer question focusing on performance enhancing drugs (PEDs).

Question 16 (a)

- 16** The chart below represents some of the different types of Performance Enhancing Drugs (PEDs) that have been used in the UK within the last two years.



 Anabolic agents  Beta blockers  Diuretics  Peptide hormones  Stimulants

- (a)** Using the information in the chart above, identify the type of drug that has been used the least.

..... [1]

This was an excellently answered question by the majority of candidates with few not gaining credit.

Question 16 (b)

- (b)** Justify one reason why some athletes continue to use PEDs even though there are huge health risks.

.....

.....

.....

.....

[2]

This proved to be an accessible question for a high number of candidates with the majority gaining at least one mark for stating one reason for continued use of PEDs. Some candidates did find it difficult to gain the second mark for justifying the reason stated. The most popular reasons related to pressure and to enhance performance.

Question 17*

- 17*** A number of performers have tested positive over the last two years and been banned for taking an illegal Performance Enhancing Drug (PED).

Discuss, using sporting examples, the impact of the use of PEDs on sport and the strategies being used to prevent this.

You should include:

- The impact of the use of PEDs on sports.
- The strategies being used to prevent the use of PEDs.
- Examples of the impact of PEDs on sport and the strategies for prevention.

[8]

This question is marked using a levels based 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 using a range of sporting examples.

A number of candidates impressed through their knowledge and understanding of this part of the specification and were able to effectively discuss using examples, the impact of PED use on sport with several strategies for prevention utilised with the responses.

The less successful responses simply identified a small number of impacts on the use of PEDs in sport with very little development or knowledge of prevention strategies. 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 of them. Candidates that showed a good understanding were well prepared by centres showing excellent structure to their responses hitting all areas outlined within the question.

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 the positive and negative effects during the hosting of a major sporting event, they should make a knowledge point (KU), develop that point (DEV) while including a range of sporting examples (EG), and it will stand them in a great position to achieving marks within the upper levels for these types of questions.

Exemplar 3

You should include:

- The impact of the use of PEDs on sports.
- The strategies being used to prevent the use of PEDs.
- Examples of the impact of PEDs on sport and the strategies for prevention.

untrustworthy

WADA

100% me

Protect sport

[8]

One impact on the sport due to PED use would be decrease in participation and spectator levels. This is due to people mistrusting results and questioning whether they are watching a clean, fair sport or not. This leads to them not wanting to watch due to them believing players are cheating and it's an untrustworthy sport. An example of this would be an Lance Armstrong who tested positive for EPO (steroids) and, as a consequence, his 7 Tour de France titles were stripped. This ^{lead} leads to a decrease in ^{the} popularity of cycling as people believed it ~~is~~ was rigged as someone was cheating for 7 years before they got caught.

An example of strategies used to eradicate PED use would be the educational programmes. These focus on teaching performers the risks and consequences of PED use, aiming to prevent them.

from using them; almost scaring them into not taking PEDs. An example of this would be the "100% me" scheme that aims to educate performers that whatever is found in their body is no one's fault but their own, regardless of intention. Meaning they will face the full consequences.

Another ~~sch~~ strategy would be the whistle-blowing strategy. This is to encourage fellow performers, coaches and family members to report the use of PED's if they have knowledge of someone who is using them. This will result in punishments for those found guilty, like ~~and~~ bans, meaning sport becomes cleaner. An example of a whistle-blowing scheme would be "Protect your Sport".

Another example of a strategy would be WADA. ~~which~~ WADA conducts random testing and aims to eradicate PED use in sport. Performers could be asked by WADA to test at any time and is ~~an~~ a

17 compulsory thing: cannot refuse or delay. If found guilty by WADA, bans and fines can be issued; this encourages sports people not to take PEDs as chance of being found out is extremely high.

This candidate provides a strong balanced answer using sporting examples to discuss the impact of PEDs on sport and the preventative measures being used. Knowledge points (KU) are developed (DEV) with examples (EG) as shown below within the commentary for this response:

In the first paragraph the candidate makes two KU with 5 DEVs and 1 EG. The candidate gains KU 1 from the mark scheme for decreased participation and then goes on to gain the following annotations in order KU1, KU2, DEV3, DEV3, DEV2, DEV1, EG7, DEV 8, finishing with an EG for point 2 for stating the impact Lance Armstrong had on the popularity of cycling.

In the second paragraph the candidate gains a developed paragraph with an example gaining a KU, DEV and EG all from point 9 from the mark scheme. KU 9 was awarded for educational programmes, DEV 9 for teaching the risks to performers followed by an EG 9 for 100% me.

The third paragraph gains marking points KU 11, DEV 11 KU 8, DEV 8 and EG 11 from the mark scheme for discussing about whistle blowing, punishments, bans and the scheme 'protect your sport' right at the end of the third paragraph.

The fourth paragraph gains one annotation for stating random testing which is Dev 6 from the mark scheme.

This response provided 5 KU 8 DEV 3 EG. This candidate provided a balanced discussion of both the impacts and the preventative methods used relating to PEDs in sport while using a range of examples. The response was given Level 3.

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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?

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