

CAMBRIDGE NATIONALS

Examiners' report

SPORT STUDIES



J803, J813

R051 January 2019 series

Version 1

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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. 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 can be downloaded from OCR.

R051 series overview

R051/01 Contemporary Issues in Sport is an examined unit, which, together with the moderated coursework units, contributes to accreditation in the Cambridge Nationals Sport in Society Level 1/2 specification.

Candidates are examined across a range of contemporary topics, relating to sport through a series of differing question types; from the more simplistic multi-choice, circling and tick box type of questions, through to longer structured questions and the extended 8 mark question.

Candidates who did well on this paper generally did the following:

- gained the maximum number of marks on the multi-choice and tick box questions
- used the detail and emphasis identified in the question to construct their answer, as opposed to using generic 'one size fits all' responses such as; use role models, build ramps, provide transport
- had a clear understanding and knowledge of the terminology contained in the specification e.g. **factors** that can impact on the popularity of a sport in the UK
- structured their extended question response to reflect the three clear elements relating to a national governing body.

Candidates who did less well on this paper generally did the following:

- repeated terms/phrases from the question as the basis of their response e.g. Question 2a Sarah works full time
- listed one word answers
- didn't read the questions fully, for example in Question 13a, several responses related to poor sporting behaviour rather than good sporting behaviour
- used the 'one size fits all' approach to multiple questions, where answers such as improve access or increase media coverage were not relevant to that particular question
- didn't address the three key areas identified in the extended question.

Question 2(a)

2 Sarah is a single parent with young children who works full-time. She is interested in participating in more sport.

(a) Identify **four** barriers that might prevent Sarah from regular participation in sport.

- 1
- 2
- 3
- 4

[4]

Candidates produced responses worth between 3 and 4 marks when they delved into the actual reasons that Sarah might have for struggling to take part in regular sport, rather than simply repeating phrases from the question; she works full-time or, she is a single parent.

A lack of time due to work commitments is a much more acceptable response than, work commitments, which in itself does not indicate why such commitments could impact on Sarah's free time.

Many candidates offered a lack of money as one of their alternatives, illustrating that they had perhaps not read the question carefully enough as Sarah is actually in full time employment.

Question 2(b)

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

- Solution 1
-
- Solution 2
-

[2]

Despite all four alternatives on the mark scheme being used by candidates, the average score for this question was one mark. Many candidates were not realistic in their suggestions as to how Sarah might participate in more sport; citing taking days of work or moving job as solutions.

A number of candidates referred to 'suitable sessions' as opposed to appropriate **timing** of sessions as one of their solutions.

Question 5(a)

5 (a) Give **three** testing methods used to detect the use of performance enhancing drugs.

1

2

3

[3]

A generally well answered question, with many candidates gaining the maximum three marks on offer.

Question 5(b)

(b) Suggest **two** reasons why a Tour de France cyclist might take performance enhancing drugs.

1

.....

2

.....

[2]

Whilst gaining an advantage or the desire to win were by far the most popular reasons offered, a number of candidates offered simplistic responses of wanting more power, speed or strength, without adding an appropriate reason for requiring such a fitness element.

Pressure, without qualification as to the source of the pressure, was offered on numerous occasions.

Question 6

6 Apart from social acceptability, describe **three** other factors that can impact upon the popularity of a sport in the UK.

Factor 1

Description

.....

.....

Factor 2

Description

.....

.....

Factor 3

Description

.....

.....

[6]

Reference to role models and media coverage, with correct descriptions frequently gained candidates 4 marks but the inclusion of a further incorrect factor, not on the mark scheme, restricted access to the full mark range.

It was evident that weaker candidates did not understand what was meant by a factor, offering such issues as gender, money or awareness and the associated description as their response.

Exemplar 1

Factor 1 Environment and climate
 Description It's what the place is like so cold, warm, dry, snowy, etc. For example in England there's not much snow so skiing isn't popular.

Factor 2 Media coverage
 Description Media coverage is how much it's shown in the media like TV. For example Football is covered a lot making it more popular.

Factor 3 Role models
 Description This is the people who inspire others to do sports. For example there are a lot of swimming role models making swimming more popular. [6]

This exemplar offers three factors, listed on the mark scheme, with three clear linked descriptions as to how the linked factor would impact on the popularity of a sport, resulting in a maximum scoring response.

Question 7

7 Lacrosse is an emerging sport in the UK in terms of its growing popularity.

Describe **two** factors that can lead to an increase in participation and spectators of an emerging sport.

.....

.....

.....

.....

.....

..... [2]

The use of role models, increased media coverage, together with the introduction of the sport in schools rewarded many candidates with the maximum score of two marks.

Question 8

8 Identify a current national sports initiative and describe its aim.

Initiative

Aim

.....

..... [2]

The term 'sports initiative' was understood by most candidates, with This Girl Can and Kick it Out featuring most frequently.

Question 9(a)

9 A local leisure centre would like to encourage more people over the age of 50 to use their sports facilities.

(a) Suggest **three** reasons why over 50s may not currently use the local leisure centre.

1

.....

2

.....

3

.....

[3]

Exemplar 1

1 lack of disposable income

2 lack of awareness

3 lack of transport

.....

[3]

Exemplar 2

1 lack of disposable income due to pension

2 issues with transport

3 few sports they can take part in

[3]

Exemplar 1 illustrates the clarity required for a maximum scoring response, whilst Exemplar 2 demonstrates the impact of a lack of specificity in the comments relating to transport and the range of sports available. Both these comments would have been acceptable had they identified exactly what the issue with transport is and referred to a lack of appropriate sports.

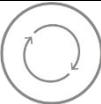
Question 9(b)

(b) Describe **three** ways that the leisure centre could increase the number of people over 50 using their sports facilities.

- 1
 - 2
 - 3
- [3]

Exemplar 1

- 1 Suitable pricing
 - 2 Suitable timed sessions due to grand children
 - 3 Provide transport for over 50s.
- [3]



Afl

This exemplar illustrates a lack of specific detail in relation to pricing, activity options and transport. Suitable pricing for example, is far too vague as a response. There must be some indication of a reduction in pricing in order to gain a mark.

Candidates should be encouraged to qualify and/or quantify all their responses and not leave responses open to interpretation, thereby creating ambiguity and resulting in the loss of marks.

Question 10

10 Russia held the football World Cup in 2018. There are both benefits and drawbacks to hosting a major sporting event.

Describe **three** drawbacks of hosting a major sporting event.

1

.....

2

.....

3

.....

[3]

Reference to the likelihood of a facility not being used after an event, a potential increase in terrorist threats and the negative impact on a nation of a badly run event allowed a significant number of candidates to gain between two and three marks.

The main mistake on this question was a lack of detail when describing points 1 and 3 on the mark scheme. Both contain very specific detail in relation to affordability and debt but many candidates simply wrote that it would cost too much.

Question 12

12 A regular and recurring sporting event such as Wimbledon is an annual event that is usually held in the same place each year.

For the following sporting events, give an example and description for each:

'One-off'

Example

Description

.....

Regular

Example

Description

.....

[4]

Exemplar 1

'One-off'

Example Hosting the Olympics

Description It only is hosted once in a generation in one place

Regular

Example Champions League Cup final

Description It is hosted in a different place every year.

[4]

This exemplar illustrates the degree of detail required when identifying the examples of a 'one off' and a regular sporting event. It was given 4 marks. Many candidates didn't gain marks for the regular example with use of the Champion's league cup as their example but without the word final being included. This subsequently also prevented access to the description mark.



Centres should make candidates aware that where a question requires a description or an example based on the initial factor/value/barrier, no marks will be awarded if the initial factor/value/barrier etc. is incorrect.

Question 13(a)

13 (a) Give **two** reasons why professional rugby players should adopt good sporting behaviour.

1

.....

2

.....

[2]

Whilst many candidates gained the 2 marks on offer, others didn't gain any marks as they described poor sporting as opposed to good sporting *behaviour*.

Question 13(b)

(b) Give **one** example of poor spectator etiquette when watching sport.

.....
 [1]

Generally this was well answered but it should be noted that reference to the audience being quiet must relate to an appropriate sport, where silence is usually a requirement during play.

Question 14

14 Complete the table below about the values that can be promoted through participation in sport.

Value	Description
(a)	Learning the importance of playing by the rules.
Team Spirit	(b)
Excellence	(c)
(d)	Getting involved in your local community through sport.
(e)	Developing an understanding of different countries and cultures.

[5]

Parts a, b and c were on the whole well answered. However, candidates were less successful in identifying the correct value for parts d and e, where the use of initiative was less productive, perhaps indicative of a lack of depth of knowledge of sporting values by many candidates.

This is part of a Level 3 response. The exemplar clearly illustrates the use of a plan by the candidate, with correct prompts being included under each of the three key areas of development, infrastructure and funding identified in the question.

Paragraphs are used throughout the response, with both developments and examples included to support the indicative content (k) points.

The exemplar clearly meets the assessment objectives of a Level 3 response:

Level 3 (7-8 marks)

A comprehensive response:

- shows detailed knowledge and understanding
- makes many points, many of which are well developed
- is well structured and consistently uses appropriate terminology
- there are few, if any, errors in grammar, punctuation and spelling.

Candidates should be encouraged to adopt such an approach in order to access upper Level 2 and Level 3 marks.

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