

SPORT STUDIES

INCLUDED ON THE
KS4 PERFORMANCE TABLES

Teacher guide

OCR Level 1/Level 2

Cambridge National in Sport Studies

J829

For first teaching in 2022 | Version 1

Exploring our exams: a guide to our Sample Assessment Material

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Introduction

This is Sample Assessment Material (SAM) which has been produced for the qualification OCR Level 1/Level 2 Cambridge National in Sport Studies.

The SAM is an example exam paper that we publish alongside a new specification to help illustrate its intended style and structure when a qualification is first launched. We wanted to share the story of our assessment approach with you so when you look through the paper you will find we have pointed out certain features and explained the decisions we have made.

Resources to help support in teaching different areas of content can be found on the Cambridge National in Sport Studies webpage under [‘Planning and teaching’](#).

Our exam papers are developed with our accessibility principles in mind. The Cambridge Nationals [Understanding the assessment: examined and moderated guide](#) tells you a little more about the principles and rationale underpinning our approach for the qualifications. The ‘Command Words’ are in both the ‘Understanding the assessment guide’ and the [specification](#). These tell you what we mean by each command word and how students should approach the question and understand its demand.

You said, we did

During the development of this qualification, we talked extensively with teachers, subject experts and our senior assessment teams to influence its structure, content and assessment materials. We then shared our final materials to make sure that they met the identified needs.

Examples of comments received are placed against the relevant sections/questions. Such as you told us that you wanted:

- To keep the exam as close to the current exam for the existing Cambridge National in Sport Studies, so that’s what we have tried to do by keeping:
 - o the new question paper as **close to the current paper style** for familiarity (tone, feel, questions styles)
 - o some **multiple-choice style questions** (MCQ) which may consist of:
 - selecting a single, correct response from a choice of four
 - matching responses in two columns (draw lines)
 - circle correct responses from a list of options
 - ‘fill the gap’ style words
 - o **scenarios accessible** – so they can be understood by students and make sure they are based on contexts they will have likely encountered
 - o **one Level of Response question** in the new question paper.
- We made the length of **the exam as short as possible** in duration, to meet your students’ needs. We did this by creating approximately a ‘one mark a minute paper’ (e.g. 70 marks (duration 1 hour 15 mins)).



Sample Assessment Material (SAM)

All students will sit the exam at the same time on the same day.

...day ... Month Year – Morning/Afternoon

Level 1/Level 2 Cambridge National in Sport Studies

R184: Contemporary issues in sport

The time allowed is designed to give students approximately one minute per mark.

Time allowed: 1 hour 15 minutes



No extra materials are needed



Write clearly in black ink. **Do not write in the barcodes.**

Centre number

Candidate number

First name(s) _____

Last name _____

If students require additional answer space, lined paper may be available at the end of the answer booklet in a live question paper. Remember the question number(s) must be clearly shown.

INSTRUCTIONS

- Use black ink.
- Write your answer to each question in the space provided. If students require additional answer space, lined paper may be available at the end of the answer booklet in a live question paper. Remember the question number(s) must be clearly shown.
- Answer **all** the questions.

INFORMATION

- The total mark for this paper is **70**.
- The marks for each question are shown in brackets [].
- This document has **16** pages.

ADVICE

- Read each question carefully before you start your answer.

This exam will always be set and marked by us. Exams will be available in January and June each year. The exam must be taken as terminal assessment. This means that the result from the exam taken in the final assessment series before certification will be the one that counts towards the student's overall grade.

The exam will always have 70 marks, across no more than 16 mandatory questions to be answered. Section A will always be worth 30 marks. Section B between 25-30 marks and Section C 10-15 marks.

Each exam will ask at least one question from each Topic Area in the unit.

2

Section A

1 Draw lines to match the **four** Paralympic Values to the correct definition.

Paralympic Value
Courage
Determination
Equality
Inspiration

Definition
Paralympic athletes maximise their abilities, empowering and exciting others to be active and participate in sport.
Paralympic athletes celebrate diversity and show that difference is a strength. As pioneers for inclusion, they challenge stereotypes, transform attitudes and break down social barriers and discrimination towards persons with disabilities.
Paralympic athletes support the development of tolerance and understanding between performers, spectators and citizens of all cultures.
Paralympic athletes perform sport in a manner that protects the health of the athlete and respects fair play and sports ethics.
Paralympic athletes, through their performances, showcase to the world what can be achieved when testing your body to its absolute limits.
Paralympic athletes have a unique strength of character that combines mental toughness, physical ability, and outstanding agility to produce sporting performances that regularly redefine the boundaries of possibility.

[4]

Section A will contain 30 marks in total, made up of MCQ and a few short to medium response questions.

This is an example of an MCQ question format. It tests PO1 knowledge questions, and requires the correct lines drawn to match the four values.

The number of marks assigned to a question will always be given at the end of the question and will always be right aligned.

Section A questions will mostly assess Performance Objective 1 (PO1) – Recall knowledge and show understanding of Sport Studies (without contextual application).

There may be some elements of PO2 – Apply knowledge and understanding.

This is an MCQ. These questions will only be included in Section A.

This will include a few different types of MCQ. In this sample paper there are two different types of MCQs, in Questions 1 and 2, totalling 5 marks. A maximum of 10 marks could be allocated in total to MCQ style questions.

2 Which **one** of the following is **not** a role of a National Governing Body?

Tick (✓) the correct answer.

- (a) Build facilities for grassroots clubs
- (b) Lobby for funding
- (c) Organise tournaments
- (d) Provide insurance guidance to members.

[1]

3 (a) Performance Enhancing Drugs (PEDs) are used by some athletes to increase their chances of winning.

Other than to increase their chances of winning, state **three** reasons why some athletes might use PEDs.

1.....

2.....

3.....

[3]

3 (b) Other than damaging the reputation of the sport, state **three** reasons why athletes should **not** take Performance Enhancing Drugs (PEDs).

1.....

2.....

3.....

[3]

In this traditional style of MCQ the format will always have four response options given in alphabetical order, consisting of the correct answer and three distractors.

For this style of MCQ students should use a tick (✓) in the box to show their response.

When a question asks for a specific number of points, we will always put numbers or response headings against the answer lines to show where students should write each point of their answer.

This is an example of a question where we would indicate to the examiner that any reasonable response would be acceptable.

This is an example of a question that contains specific instructions for students to follow in their responses. Zero marks would be given for answers that state 'increase their chances of winning' or 'damaging the reputation of the sport', as the question asks for reasons other than these to be given. Students need to be careful not to repeat facts given in the question in their answers.

4

4 (a) State the name of the international organisation responsible for eradicating drug use in sport by testing athletes.

.....
.....

[1]

4 (b) Identify **one** way this organisation tests athletes for drug use?

.....
.....

[1]

5 There are different types of major sporting events. Other than a 'one-off' event:

(a) identify a major sporting event

..... [1]

(b) identify the type of event this is

..... [1]

(c) state how the event is scheduled

..... [1]

6 Identify **one** example of sporting technology used by officials and describe **one** way it has helped the officials in a named sporting activity.

Example of sporting technology:

.....

How it has helped the officials to improve the accuracy of their decision making:

.....

.....

[2]

Appendix B of the Specification and the 'Understanding the assessment' guide contain a glossary of Command Words which will be used in our exams. The glossary tells you what we mean by each command word.

Where the stem forms a complete question, it will always be presented in this way.

7 Sports technology has both positive and negative effects on a sports performer.

(a) State **two** positive effects of technology on a sports performer.

1.....
.....
2.....
.....

[2]

(b) State **two** negative effects of technology on a sports performer.

1.....
.....
2.....
.....

[2]

Where contexts are given, these will be kept short and will not contain surplus information, not needed for the question.

When a question asks for a specific number of items (in this example it's **four** 'factors and explanations'), this layout format will be provided to show where students should write their answer.

8 Using sporting examples, explain how **four** different factors can increase participation.

Factor 1.....
Explanation.....

Factor 2.....
Explanation.....

Factor 3.....
Explanation.....

Factor 4.....
Explanation.....

[8]

Some questions will ask students to choose a sport/activity to focus their responses on, as in this example. Students should answer all elements of the question when forming their response, and they should use practical sporting examples to support their explanations. Answers which are not applied relevantly to a particular sporting activity will not obtain full marks, as the SAM mark scheme makes clear.

In this question we are testing application of knowledge and understanding to relevant sporting activities.

This 8 mark question is point marked for each factor and explanation.

Section B

9 (a) Kai is 15 years old and is a carer for his mother, who is a single parent.

Identify **three** barriers that might prevent Kai from regularly participating in sport.

1

.....

2

.....

3

.....

[3]

9 (b) Identify **three** solutions that could help Kai participate in sport more often.

1

.....

2

.....

3

.....

[3]

Most Section B questions will relate to a contextualised sentence. The scenario will always be introduced at the start of the question. Format of context may change depending on the question requirements.

Section B contains a total of 25 to 30 marks across different question types including:

- short answer
- closed response
- extended constructed response
- extended constructed response using images. (No images have been used in this example.)

These allow us to assess the following Performance Objectives:

- PO1 – Recall knowledge and show understanding of Sport Studies concepts
- PO2 – Apply knowledge and understanding of Sport Studies concepts.

The number of answers needed will always be written as a word in bold.

10 Describe **two different** ways that a performer can show sportsmanship whilst playing sport. For each way give a practical example.

Way 1.....

.....

Practical Example.....

.....

Way 2.....

.....

Practical Example.....

.....

[4]

Students should answer this type of question using practical sporting examples for their response. Answers that do not use a practical example will not be given full marks, as the SAM mark scheme makes clear.

Where a question asks for a specific number of points, we will always put numbers or response headings against the answer lines to show where students should write each point of their answer.

11 Technology has changed the way that spectators interact with sport.
State **two** examples of sporting technology that have changed the way spectators interact with sport. For each example, provide a positive and a negative effect on spectators. You must use different positive and negative effects for each example.

Example 1.....

Positive.....

Negative.....

Example 2.....

Positive.....

Negative.....

[6]

The number of lines given for a question indicate the approximate length of the answer required. (approximately 2 lines are provided per mark).

Where context is given, this will be kept short and will not contain surplus information, not needed for the question.

12 'Chance to Shine' is a national sporting initiative that works with County Cricket organisations in schools to give all children the opportunity to play and learn through cricket.

(a) State **one** other national sporting initiative.

.....

[1]

(b) Describe the aim and target group of the initiative you have named.

.....

.....

.....

.....

[2]

All topic areas and their teaching content may be assessed either as applied practical examples from a sporting activity of the candidate's choice or from a given sporting example. In this example the sporting example given is cricket.

Short and medium answer responses test knowledge and understanding from across the unit content and allow students the opportunity to give free responses.

13 State **three** different examples, using named sports, of good spectator etiquette.

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

[3]

14 Explain and give a practical example for each of the following sporting values.

National pride

Explanation.....

.....

Practical Example.....

.....

Inclusion

Explanation.....

.....

Practical Example.....

.....

Excellence

Explanation.....

.....

Practical Example.....

.....

[6]

There will always be medium response questions in Section B. These will be 3-6 mark questions.

Section C

- 15** Anika, who has two young children, is recovering from an injury and needs an exercise class which is low intensity. She works from Monday to Friday 9am – 3pm. She looks after her children in the evening, because her partner works nightshifts.

Tables provided for information will have the text left aligned and the numbers and data right aligned.

Students will not be expected to draw a table or graph but may be asked to interpret numbers and data in one, as in this example.

Classes (Intensity)	Pilates (low)	Zumba (medium)	Aqua aerobics (low)	Legs, Bums, Tums (medium)
Monday	10.15–11.15 am		6.00–6.45 pm	6.45–7.45 pm
Tuesday	12.15–1.15 pm	10.45–11.45 am		6.45–7.45 pm
Wednesday	9.30–10.30 am		10.15–11.00 am	
Thursday	No classes			
Friday	10.00–11.00 am			
Saturday	No classes			
Sunday	No classes			

Fig 1: Leisure centre activity class timetable

Using the information in **Fig 1**:

- (a)** Explain **one** barrier to participation that could prevent Anika from taking part in a low intensity exercise class.

Barrier to participation.....

Explanation.....

[2]

- (b)** Identify **one** solution to a barrier to participation for Anika. Explain the impact this solution would have on the leisure centre.

.....

[2]

This indicates to students there are no more questions to answer.

END OF QUESTION PAPER

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