

Clear**Revise**[®]

OCR Cambridge Nationals **Sport Studies**

Illustrated revision and practice

Levels 1/2

J829 (R184 & R185)

Contemporary issues in sport

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PREFACE

Absolute clarity! That's the aim.

This is everything you need to ace the examined components in this course and beam with pride. Each topic is laid out in a beautifully illustrated format that is clear, approachable and as concise and simple as possible. Each section of the PE specification is clearly indicated to help you cross-reference your revision. The checklist on the contents pages will help you keep track of what you have already worked through and what's left before the big day.

We have included worked exam-style questions with answers for almost every topic. This helps you understand where marks are coming from and to see the theory at work for yourself in an exam situation. There is also a set of exam-style questions at the end of each section for you to practise writing answers for. You can check your answers against those given at the end of the book.

LEVELS OF LEARNING

Based on the degree to which you are able to truly understand a new topic, we recommend that you work in stages. Start by reading a short explanation of something, then try and recall what you've just read. This has limited effect if you stop there but it aids the next stage. Question everything. Write down your own summary and then complete and mark a related exam-style question. Cover up the answers if necessary but learn from them once you've seen them. Lastly, teach someone else. Explain the topic in a way that they can understand. Have a go at the different practice questions – they offer an insight into how and where marks are awarded.

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THE SCIENCE OF REVISION

Illustrations and words

Research has shown that revising with words and pictures doubles the quality of responses by students.¹ This is known as 'dual-coding' because it provides two ways of fetching the information from our brain. The improvement in responses is particularly apparent in students when they are asked to apply their knowledge to different problems. Recall, application and judgement are all specifically and carefully assessed in public examination questions.

Retrieval of information

Retrieval practice encourages students to come up with answers to questions.² The closer the question is to one you might see in a real examination, the better. Also, the closer the environment in which a student revises is to the 'examination environment', the better. Students who had a test 2–7 days away did 30% better using retrieval practice than students who simply read, or repeatedly reread material. Students who were expected to teach the content to someone else after their revision period did better still.³ What was found to be most interesting in other studies is that students using retrieval methods and testing for revision were also more resilient to the introduction of stress.⁴

Ebbinghaus' forgetting curve and spaced learning

Ebbinghaus' 140-year-old study examined the rate at which we forget things over time. The findings still hold true. However, the act of forgetting facts and techniques and relearning them is what cements them into the brain.⁵ Spacing out revision is more effective than cramming – we know that, but students should also know that the space between revisiting material should vary depending on how far away the examination is. A cyclical approach is required. An examination 12 months away necessitates revisiting covered material about once a month. A test in 30 days should have topics revisited every 3 days – intervals of roughly a tenth of the time available.⁶

Summary

Students: the more tests and past questions you do, in an environment as close to examination conditions as possible, the better you are likely to perform on the day. If you prefer to listen to music while you revise, tunes without lyrics will be far less detrimental to your memory and retention. Silence is most effective.⁵ If you choose to study with friends, choose carefully – effort is contagious.⁷

1. Mayer, R. E., & Anderson, R. B. (1991). Animations need narrations: An experimental test of dual-coding hypothesis. *Journal of Education Psychology*, (83)4, 484–490.
2. Roediger III, H. L., & Karpicke, J.D. (2006). Test-enhanced learning: Taking memory tests improves long-term retention. *Psychological Science*, 17(3), 249–255.
3. Nestojko, J., Bui, D., Kornell, N. & Bjork, E. (2014). Expecting to teach enhances learning and organisation of knowledge in free recall of text passages. *Memory and Cognition*, 42(7), 1038–1048.
4. Smith, A. M., Floerke, V. A., & Thomas, A. K. (2016) Retrieval practice protects memory against acute stress. *Science*, 354(6315), 1046–1048.
5. Perham, N., & Currie, H. (2014). Does listening to preferred music improve comprehension performance? *Applied Cognitive Psychology*, 28(2), 279–284.
6. Cepeda, N. J., Vul, E., Rohrer, D., Wixted, J. T. & Pashler, H. (2008). Spacing effects in learning a temporal ridgeline of optimal retention. *Psychological Science*, 19(11), 1095–1102.
7. Busch, B. & Watson, E. (2019), *The Science of Learning*, 1st ed. Routledge.

CONTENTS AND CHECKLIST

R184: Contemporary issues in sport

Topic Area 1 Issues which affect participation in sport

Specification point			✓
1.1	User groups.....	2	□
1.2	Possible barriers to sport.....	4	□
1.3	Possible barrier solutions.....	6	□
1.3	Transport, equipment, access and pricing.....	8	□
1.4	Factors which can impact upon the popularity of sport in the UK.....	9	□
1.5	Emerging/new sports in the UK.....	12	□
	Examination practice: Topic area 1.....	14	□

Topic Area 2 The role of sport in promoting values

Specification point			✓
2.1	Sport values.....	16	□
2.2	The Olympic and Paralympic movement.....	18	□
2.3	Sporting values: Initiatives and campaigns.....	20	□
2.4.1	The importance of etiquette and sporting behaviour of performers.....	22	□
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2.5.1, 2.5.2	The use of Performance Enhancing Drugs (PEDs) in sport.....	24	□
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Topic Area 3 The implications of hosting a major sporting event for a city or country

Specification point			✓
3.1	The features of a major sporting event.....	30	□
3.2	Positive and negative pre-event aspects of hosting a major sporting event.....	32	□
3.3.1	Potential positive and negative aspects of hosting a major sporting event: During the event.....	34	□
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Specification point		<input checked="" type="checkbox"/>
4.1	National Governing Bodies (NGBs)	44 <input type="checkbox"/>
	Examination practice: Topic area 4	52 <input type="checkbox"/>

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Specification point		<input checked="" type="checkbox"/>
5.1	The role of technology in sport	54 <input type="checkbox"/>
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Task 2	Apply practice methods to support improvement in a sporting activity	65 <input type="checkbox"/>
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MARK ALLOCATIONS

Green mark allocations^[1] on answers to in-text questions throughout this guide help to indicate where marks are gained within the answers. A bracketed '1' e.g. ^[1] = one valid point worthy of a mark.

In longer answer questions, a mark is given based on the whole response. In these answers, a tick mark [✓] indicates that a valid point has been made. For a mark, a judgement should be made using the levels-based mark scheme on **page 73**.

There are often many more points to make than there are marks available so you have more opportunity to max out your answers than you may think.

COMMAND WORDS

The exam paper will use the following command words in each question.

Regardless of your level of knowledge, answering each question in the correct way can substantially increase your marks.

Study each of the command words below along with their explanations and sample responses.

Analyse / Discuss

1. Separate or break down information into parts and identify their characteristics or elements.
2. Explain the pros and cons of a topic or argument and make reasoned comments.
3. Explain the impacts of actions using a logical chain of reasoning.

Use full paragraphs.

The full answer will usually be around a page of text.

There are a range of reasons within society that can prevent or hinder different user groups from accessing physical activity and sport. These reasons are known as barriers.

Analyse possible barriers to participation for people with disabilities. [8]

People in wheelchairs encounter various challenges when attempting to engage in physical activities or sports.

- 1) *One of these barriers may be a lack of accessible facilities.*
- 2) *Many sports facilities may not be designed to accommodate individuals in wheelchairs. These may include a lack of ramps and lifts.*
- 3) *A lack of ramps and lifts, necessary to facilitate smooth entry and exit from sports venues, will impede the ability of wheelchair bound people to navigate various levels within a facility, restricting access to different areas and limiting the overall engagement in sporting events.*



The exemplar answer given is only a guide. Your response should be more detailed, with more examples to support your judgments.

Choose / Circle / Which

Select an answer from an option given.

Which **one** of these major sporting events is classed as regular and recurring? [1]

- A Champions League Final
- B F1 British Grand Prix
- C Olympic Games
- D Netball World Cup

Compare and contrast

Give an account of the similarities and differences between two or more items or situations.

Compare and contrast how a lack of disposable income serves as a barrier to sports participation for both teenagers and retired people. [2]

Both user groups may struggle with affordability for club memberships. (Compare = 1) However, while teenagers rely on parental support, retired individuals may contend with a fixed income from a pension. (Contrast = 1)

Complete / Fill in

Add all the needed or appropriate parts.

Add information, for example, to a table, diagram, or graph until it is final.

Complete Table 1 by identifying **two** other Paralympic Values. [2]

Table 1

WADA Testing Methods		
	Courage	
(i)	Determination	(1)
	Inspiration	
(ii)	Equality	(1)

Describe

Give an account including all the relevant characteristics, qualities, or events.

You do not need to include a justification or reason.

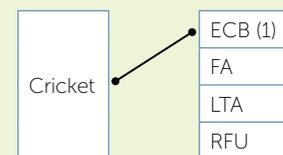
Describe what is meant by an 'uneven playing field' in sport. [2]

An uneven playing field means that the conditions are not fair for all participants.^[1] This creates an imbalance in competition.^[1]

Draw

Match one option to a choice of multiple possible answers.

Draw a straight line to match the sport to the correct National Governing Body. [1]



Explain

An explain question needs two parts:

1. Give reasons for and / or causes of.
2. Give a linked explanation of why this example answers the question.

Use words or phrases such as 'because', 'therefore' or 'this means that' in your answer.

A positive effect of technology in sport is quicker recovery from injury.

Explain **one** reason why cryotherapy helps athletes recover more quickly from injury. [2]

Cryotherapy involves exposure to extremely cold temperatures for a short duration. (Reason = 1) Therefore, reducing inflammation and alleviating muscle soreness, promoting a quicker recovery. (Linked explanation = 1)

TOPICS FOR THE EXAM

Unit R184 Contemporary issues in sport

Information about the externally assessed exam:

Specification coverage

Issues which affect participation in sport, the role of sport in promoting values, the implications of hosting a major sporting event for a city or country, the role National Governing Bodies (NGBs) play in the development of their sport, and the use of technology in sport.

The content for this assessment will be drawn from the essential subject content in Topic Areas 1 to 5 of the specification.

Assessment

Written exam: 75 minutes

70 marks

All questions are mandatory

40% of the qualification grade

Questions

A mix of multiple choice, short answer and longer answer questions assessing knowledge, understanding and application.

USER GROUPS

Physical activity and sport are popular with a wide range of people or **user groups**. However, different user groups face a variety of **barriers** that can impact their participation rate. It is important that **solutions** are made available to break these barriers down.

Different user groups who participate in sport

There is a wide range of people who take part in physical activity and sport. Those who choose to participate are categorised into a user group. An individual can belong to multiple user groups.

A user group is a specific group of people who share similar characteristics.



Gender

Different genders can have different needs, goals, and requirements for sport.

Traditionally, most sports are split into men's and women's categories. For example, football has male and female leagues. Men and women do not usually compete against each other or play in the same team.



People from different ethnic groups

An ethnic group shares a common background that could be based on culture, language, religion, traditions or heritage.



There are many ethnicity groups that could have different requirements and needs to participate in physical activity and sport. For example, there would be a greater demand for Kabaddi clubs and teams in East London than in the Southwest of England, as the Bangladeshi community is greater in East London.



Retired people/people over 60



As people get older and work less or retire, their leisure time will increase.

A work or government pension may not pay for sporting activities.



Families with children

Parents or carers who are raising children in their family of various ages.



Raising and caring for a young family takes up a lot of time.



Carers

Adults or children, caring for relatives, elderly people, parents, or siblings.

Caring for loved ones can be very time consuming. A child may be the main carer outside school hours for a parent or sibling.



POSSIBLE BARRIER SOLUTIONS

To make physical activity and sport as inclusive as possible to all user groups, **solutions** should be made available to minimise barriers to all. It should not matter which user group or groups someone falls into, nor where they live within the country.

Provision

Physical activity and sport facilities, such as leisure centres and swimming pools can offer alternative **provision** to accommodate and meet the needs of all user groups. This includes the type of programme, the sessions themselves and the timing of sessions.

Provision refers to what is provided. Provision should be adequate and equal to all user groups throughout the country.

Provision of:	Examples
Appropriate programmes	<ul style="list-style-type: none"> • Offer programmes for people over 60 with less strenuous exercise classes. • Taster days to be held in schools to encourage wider participation out of school. • Businesses to work together with leisure facilities to provide employee discounts.
Sessions	<ul style="list-style-type: none"> • Respect diverse cultures with, for example, female only swimming sessions. • Parent and child swim sessions to encourage physical activity from a young age. • Exercise classes for parents with a creche facility.
Activities	<ul style="list-style-type: none"> • Offer differentiated activities, e.g., walking football for people over 60 and wheelchair basketball. • Fun activity sessions for parents and children to enjoy together, e.g., Change4Life, Healthy Steps activity.
Times for different user groups	<ul style="list-style-type: none"> • Providers could open early or close late to allow for the employed to participate. • Online classes so the participant can access the class at a time that suits them around work. • Children only clubs at specific age groups to allow for more enjoyment and safety.

Paul is a retired 65-year-old and would like to participate in sport. Using an example, suggest what provision a local leisure centre could offer to encourage Paul to participate in sport. [2]

Offer appropriate programmes,^[1] e.g., over 60s exercise classes.^[1]
 Offer an appropriate session,^[1] e.g., low impact exercise classes.^[1]
 Offer appropriate activities,^[1] e.g., walking football.^[1] Offer appropriate times,^[1] e.g., during the day / off-peak times.^[1]

Promotion strategies

Promotional strategies are used to inform the various user groups of the different activities available to them, in the hope of increasing participation for all.

Promotion involves any form of advertising that is directed towards a specific audience or user group.

The use of targeted promotion

Advertising aimed at a particular user group to increase participation.

- A local fitness centre advertising in a college to encourage more teenagers to join.
- Women only sessions, e.g., women only swim advertised in a local mosque.

Role models

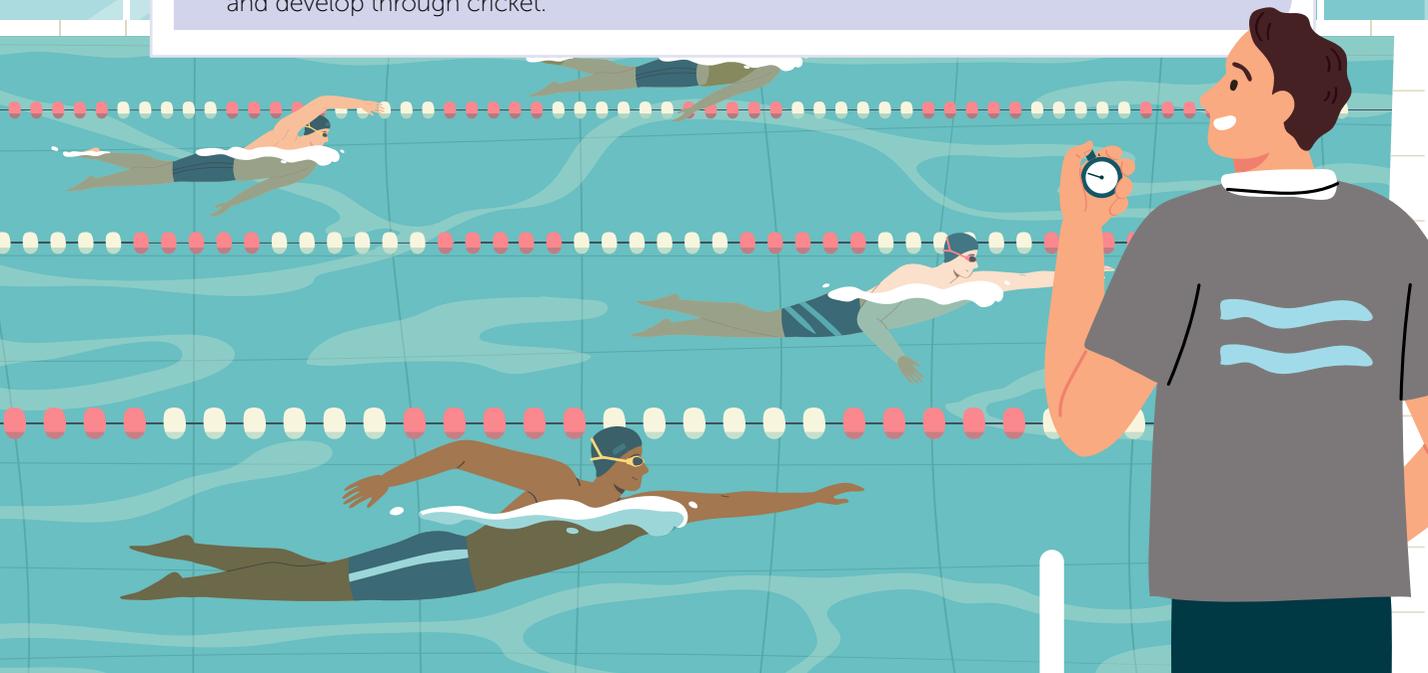
The use of a role model targeted at a particular user group to increase participation.

- Promoting the success of the England Women's Football team on the European and World stage to encourage more girls into local grass roots football teams.
- Jonnie Peacock and Ellie Simmonds became role models to many people with disabilities after their success at the Paralympic Games.

Sports initiatives

A series of campaigns to get user groups involved in sport and to promote physical activity.

- Sport England '*This Girl Can*' – A National Lottery funded campaign to celebrate a realistic vision of women and exercise in England and to tackle the gender activity gap.
- Sport England '*Join the Movement*' – Another National Lottery funded campaign helping all user groups to find ways to get active.
- *Chance to Shine* – A national charity that aims to give all children the opportunity to play, learn and develop through cricket.



SPORT VALUES

Sport is a great way to keep you physically, socially, and mentally healthy. It also plays a key part in encouraging and instilling values that can help shape your life, beliefs, and morals.

Values are principles or beliefs that are important to how we live and work, and motivate our actions.

Values which can be promoted through sport

Sport plays a key role in teaching people positive values that can be transferred into everyday life and help develop good citizens.

Team spirit



Team spirit refers to the support given to fellow team or squad members. This helps them to work together to reach a collective goal.

Example: The England Men's Football team comes together for international fixtures at various points throughout the year. Players are selected from a wide range of Premier League Clubs that are normally competing against each other in the Premier League. However, when they play against other countries, they must come together and play as a national team.

Fair play



Fair play requires performers to adhere to the rules, and not to cheat whilst performing.

Example: Maintaining silence when a golfer is about to take a shot.

Citizenship

Citizenship relates to how people create community links and community spirit by getting involved in local sports clubs and teams.

Example: Volunteering to help coach a grassroots rugby team in the local community.



Tolerance AND Respect



Tolerance AND Respect is one sporting value not two separate values. It relates to how sport can generate a greater understanding of other cultures.

Example: Respecting the national anthem of another country whilst competing at the Olympic Games.



THE OLYMPIC AND PARALYMPIC MOVEMENT

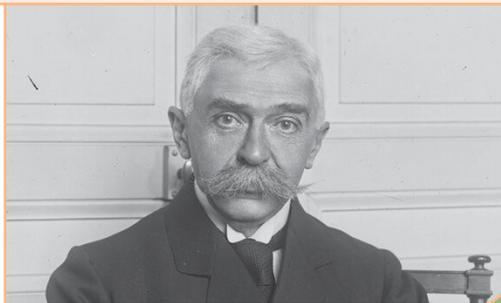
The pinnacle of any elite athlete's career is to compete in the **Olympic** or **Paralympic Games**. Winning a medal is the highest honour they can achieve.

Pierre de Coubertin was the co-founder of the International Olympic Committee (IOC) and of the modern-day Olympic Games.

The Creed – Pierre De Coubertin

The Olympic Creed is a moral message inspired by Pierre De Coubertin outlining a set of values the Games endeavours to symbolise.

"The most important thing is not to win but to take part, just as the most important thing in life is not the triumph but the struggle. The essential thing is not to have conquered, but to have fought well."



The symbol

The Olympic symbol comprises five interlocking rings that represent the closeness between the five continents of the world that participate in the Olympic and Paralympic Games.

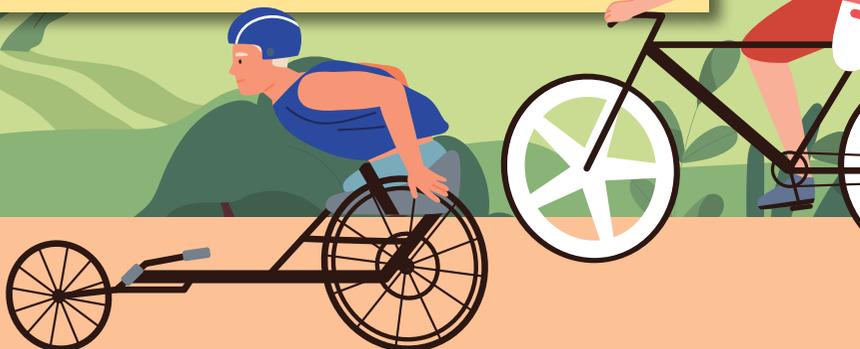


1 What do the five interlocking rings of the Olympic symbol represent? [1]

The union of the five continents of the world which take part in the Olympic and Paralympic Games.^[1]

2 Equality is **one** of the paralympic values. Name and describe **one** other Paralympic value. [2]

*Courage,^[1] showing the world what can be achieved when testing your body to its absolute limits.^[1]
Determination,^[1] produce sporting performances that redefine the boundaries of possibility.^[1]
Inspiration,^[1] maximise your abilities, empowering others to be active and to participate in sport.^[1]*



THE FEATURES OF A MAJOR SPORTING EVENT

Many different major sporting events happen throughout the year and around the world. They take a very long time to organise to ensure they run smoothly.

The types and scheduling of major sporting events

Major sporting events take place or are 'scheduled' across the world at regular intervals. Some of these events will happen in the same place every year, whilst others will rarely take place in the same city or country in a person's lifetime. There are three types of events:

Regular events

Regular events are held annually, at the same time of year in a different host city but could return there after a few years. Examples include:

- **UEFA Champions' League Final** – held at the Olympic Stadium, Istanbul in 2023, last held there in 2005.
- **British Open Golf Championship** – held at the Royal Liverpool Golf Club in 2023, last held there in 2014.



'One-off' events

One-off events are held in a different host city or country every two or four years. They can be known as 'once in a generation' events, meaning it won't be held in the same place for a very long time. These could be multi-sport or single-sport competitions. Examples include:

- **Olympics Games** - held in London three times, 1908, 1948 and 2012.
- **Rugby World Cup** - has been held in the UK in 1991, 1999 and 2015.



Regular and recurring events

Regular and recurring events are those sporting competitions that are held each year in the same venue or city. Examples include:

- **Formula 1 British Grand Prix** - held annually at Silverstone.
- **The Championships, Wimbledon** - held annually at the All-England Lawn Tennis and Croquet Club, London.



EXAMINATION PRACTICE

Topic area 4: The role National Governing Bodies (NGBs) play in the development of their sport

- 01 Which **one** of these is **not** a role of a National Governing Body (NGB)? [1]
- A – To develop coaches
 - B – To establish worldwide rules
 - C – To organise competitions
 - D – To promote participation
- 02 Which **one** of these is **not** a National Governing Body (NGB)? [1]
- A – British Gymnastics (BG)
 - B – England and Wales Cricket Board (ECB)
 - C – Rugby Football Union (RFU)
 - D – Union of European Football Associations (UEFA)
- 03 Which **one** of the following is a way to generate funding for a National Governing Body (NGB)? [1]
- A – Charging membership fees to athletes
 - B – Develop the coaching and officiating infrastructure
 - C – Establishing safety guidelines for the sport
 - D – Implementing fair play initiatives
- 04 Explain how could a National Governing Body provide technical support to a local club. [1]
- 05 State **two** ways England Handball could promote their sport. [2]
- 06 Explain **two** ways that coaching awards can support National Governing Bodies (NGBs) in offering opportunities for people to engage with and participate in their sport. [4]
- 07 Complete the table below by providing specific examples for each category, highlighting the roles and responsibilities of a National Governing Body (NGB). [4]

Aspect	Role of NGB Example
Player development	(a)
Governance	(b)
Safety and ethics	(c)
Promotion and marketing	(d)

THE ROLE OF TECHNOLOGY IN SPORT

Technology has transformed sports, enhancing the viewer experience and boosting athletic performance. From fan engagement to advanced training tools, the connection between sports and technology is widespread.

To enhance performance

Modern sporting technology is designed to help people perform better in sports. It can impact all levels of participation, providing **marginal gains** in various ways, for the amateur enthusiast to the elite athlete.

Examples:



Swimmers wear high-tech suits made from water-repelling materials to reduce drag and improve buoyancy. They are known as **tech suits** and are made from advanced materials such as Lycra or Spandex.

Marginal gains are small improvements in different aspects of performance, adding up to a significant overall enhancement.



Bike technology in road cycling has undergone significant advancements in recent years. Bike frames are made of **carbon fibre** which is a very light but strong material and contributes significantly to improving aerodynamics. The sleek, streamlined frames reduce air resistance, allowing the bike (and rider) to cut through the air more efficiently.

To increase the safety of participants

Sports technology is essential in protecting athletes' well-being, by offering innovative designs to enhance safety during their performances.

Examples:



Modern cricket **helmets** are designed using advanced materials and technologies to provide better protection to the head and face. The design includes reinforced areas to absorb and distribute impact forces, reducing the risk of head injuries.



The **halo** is a significant addition to the safety features of Formula 1 cars. The halo is a curved bar made of titanium that is positioned above the driver's head and in front of the cockpit. It contributes to head protection, debris deflection and forms an enhanced roll bar.

NEGATIVE EFFECTS OF THE USE OF TECHNOLOGY IN SPORT

While the development of technology in sport has brought about improvements, it is important to acknowledge that technology can also negatively impact the overall experience for the performers.

Unequal access to the same quality of technology

Not everyone in sport has equal access to technology, creating an uneven playing field. This inequality means that only some performers, officials, and sports can enjoy the benefits of the latest sports technology.

Increased cost of technological advances

Acquiring the latest sports technology can come with a substantial initial set up cost, making it challenging for all performers across different levels of sport to keep up with technological advances. Beyond the upfront costs, maintaining and updating sports technology and the need for skilled experts to handle the data generated adds to the financial burden.

Availability and affordability of technology

The accessibility and affordability of sports technology creates a competitive imbalance, disadvantaging performers, teams and nations with limited funding. The ongoing issue raises concerns about an uneven playing field, as those with greater financial resources can more easily access the latest technology.

Case Study: Formula 1

The accessibility and affordability of advanced aerodynamic simulations, wind tunnel testing and state of the art engineering technologies create a competitive imbalance. Teams with larger budgets, such as Mercedes or Red Bull Racing, can invest significantly in these technologies, allowing them to fine tune their aerodynamics and gain a performance advantage.

In contrast, smaller teams with more limited financial resources, like Haas or Williams, may struggle to access the same level of cutting-edge technology. This economic divide raises concerns about an uneven playing field in Formula 1, where teams with greater financial resources can more easily implement and benefit from the latest advancements in sports technologies.



NON-EXAM ASSESSMENT (NEA)

Unit R185: Performance and leadership in sports activities

Information about the non-examined assessment

Assessment

Assessed by teachers, moderated by OCR.

80 marks

40% of the qualification grade

Unit R185 has five assessments or tasks.

Task 1 Key components of performance (28 Marks)

In Task 1, you are required to develop your ability in **two sporting activities**, selected from the approved activity list:

Team sports: *Acrobatic gymnastics, association football, badminton, basketball, camogie, cricket, dance, figure skating, futsal, Gaelic football, handball, hockey, hurling, ice hockey, inline roller hockey, lacrosse, netball, rowing, rugby league, rugby union, sailing, sculling, squash, table tennis, tennis, volleyball, water polo. Specialist sports: blind cricket, goalball, powerchair football, table cricket, wheelchair basketball, wheelchair rugby.*

Individual sports: *Amateur boxing, athletics, badminton, canoeing, cross country running, cycling, dance, diving, equestrian, figure skating, golf, gymnastics, kayaking, rock climbing, sailing, sculling, skiing, snowboarding, squash, swimming, table tennis, tennis, trampoline, windsurfing.*

Specialist sports: *Boccia, polybat.*

To do this, you must keep a logbook for each activity, recording what you did in each session. This could be a PE lesson, extra-curricular time or a session with your local club.

Your two sporting activities can be either two individual sports, two team sports or one of each.



- Select two activities that you enjoy, and that you perform on a regular basis.
- Challenge your own ability to make improvements.
- Make sure you complete your logbook after every session while you remember the details of the session. Do not leave this until the end.

Evidence required for Task 1:

- **Two** Teacher Observation Records – Template provided by OCR.
- **Two** Logbooks – Template provided by OCR.



EXAMINATION PRACTICE ANSWERS

Topic 1: Issues which affect participation in sport

- 01 Three from: Gender [1], Families with children [1], Carers [1], People with Family Commitments [1], Teenagers [1], People with Disabilities [1], Parents (singles or couples) [1], People who work [1], Unemployed / Economically Disadvantaged People. [1] [3]
- 02 **Young Children** - Aged from birth to the end of Primary School. [1] **Retired people** - Those who do not work anymore due to their age. [1] **People from different ethnic groups** - Share a common background that could be based on culture, language, religion, tradition, or heritage. [1] [3]
- 03 **C** - This Girl Can. [1] [1]
- 04 (a) Employment [1], family commitments [1], lack of disposable income [1], lack of appropriate activity provision [1], lack of awareness of appropriate activity provision [1], the lack of equal coverage in media in terms of gender and ethnicity by the media. [1] [3]
- (b) Provision of appropriate programmes [1], provision of evening or weekend sessions [1], provision of activities [1], target promotion [1], promotion of role models [1], promotion of initiatives [1], availability of appropriate facilities and equipment [1], appropriate pricing. [1] [3]
- 05 If the fitness suite had automatic doors [1], it would be easier for Lesley to get into the fitness suite [1]. Ramps [1], would make it easier for Lesley to avoid steps [1]. Lifts [1] would make it easier for Lesley to get to the level of the building where the fitness suite was. [1] Disabled car parking spaces close to the leisure centre [1] would provide more space, closer to the building to help Lesley to get in and out of a car. [1] Low impact exercise machines [1], would help Lesley to access the equipment needed. [1] [4]
- 06 **Number of people participating** [1], The more people who participate in a sport, the more popular it will become as more people will be aware of it. [1] **Provision of facilities** [1], If you live close to facilities that provide sports activities that you can both watch and participate in, then you are more likely to do so. [1] **Environmental or climate conditions** [1], Some sporting activities require specific environmental conditions for sport to be feasible, for example skiing needs snow and mountains / sailing requires a large body of water. [1] **Live spectator opportunities** [1], The popularity of a sport will be increased when there are more opportunities for spectators to attend and / or watch live events. [1] **The amount and range of media coverage** [1], The greater the range of sports media coverage, the more people will see it and be encouraged to participate in sport. [1] **High level sporting success of individuals and teams** [1], When individuals or teams have great levels of success, it generally leads to an increase in the popularity for their sport. [1] **Social acceptability of a sport** [1], Some sports have a culture of, or are stereotyped as being socially acceptable or unacceptable. This can have an impact on the popularity of sport and on participation rates. [1] [4]
- 07 **Positives:** If the role model is successful, then people will want to be like them and therefore participate in the sport. [1] If the role model is inspirational and encourages others to play sport, this may set a trend and you may try to get others involved in the sport too. [1] If a role model comes from a specific user group for example a specific ethnic group, then more of the same ethnic group may look to take part in that sport, especially if those role models are lacking. [1] Role models may be created through high levels of success at a competition, this may increase the popularity of a sport. [1]
- Negatives:** If a role model is unsuccessful at a competition, then people stop looking up to them and participation in their sport will decrease. [1] If a role model is in the media for the wrong reasons, it could lead to people not liking them anymore and decreasing participation in the sport. [1] If there are no role models from a specific user group, for example, a lack of females in a sport, then fewer females will participate in that sport. [1] [4]
- 08 Indicative content:
- AO1**
Provision refers to what is provided. Provision should be adequate and equal to all user groups throughout the country. Provision of facilities refers to what is in the immediate area to where you live that caters for physical activity and sport.
- AO2**
You may live close to a wide variety of sports clubs and near a leisure centre, which provide many facilities that allow participation in many sports. For example, if you live near a local leisure centre you could access a fitness suite or a swimming pool. If you live near a rugby club, you could both participate in and spectate rugby.
- The location of facilities naturally lend themselves to specific activities. For example, if you live near an area of open water or coastline, water-based sports such as sailing and canoeing will be more popular. Alternatively, if you live near a mountainous area, rock climbing or other outdoor adventure activities would be popular.

LEVELS-BASED MARK SCHEME FOR EXTENDED RESPONSE QUESTIONS

What are extended response questions?

Extended response questions are worth eight marks. These questions are likely to have command words such as 'analyse' or 'evaluate'. You need to write in continuous **prose** when you answer one of these questions. This means you must write in full sentences (rather than in bullet points), organised into paragraphs if necessary.

You may need to bring together skills, knowledge and understanding from two or more areas of the specification. To gain full marks, your answer needs to be logically organised, with ideas linked to give a sustained line of reasoning.

Example level descriptors

Level descriptors vary depending on the quality of the response. Level 3 is the highest level and Level 1 is the lowest level. No marks are awarded for an answer with no relevant content. The table gives examples of the typical features that examiners are asked to look for in the eight-mark questions. Once a level has been determined for an answer, an examiner will justify if the response is at the top, middle or bottom of that mark range to determine a final mark for the question.

Level	6 Marks	Level descriptors
0	0	No rewardable content.
1	1–3	Demonstrates isolated knowledge and understanding, there will be major gaps or omissions. Few of the points made will be relevant to the context in the question. Limited assessment which contains generic assertions rather than considering the factors or events and their relative importance, leading to judgements which are superficial or unsupported.
2	4–6	Demonstrates some accurate knowledge and understanding, with only minor gaps or omissions. Some of the points made will be relevant to the context in the question, but the link will not always be clear. Displays a partially developed assessment which considers some of the factors or events and their relative importance leading to partially supported judgements.
3	7–8	Demonstrates mostly accurate and thorough/detailed knowledge and understanding. Most of the points made will be relevant to the context in the question, and there will be clear links. Displays a well-developed and logical assessment which clearly considers the factors or events and their relative importance, leading to supported judgements.

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EXAMINATION TIPS

When you practice examination questions, work out your approximate grade using the following table. This table uses a rounded approximation of boundaries for this qualification. Be aware that boundaries vary for each exam series by a few percentage points either side of those shown.

	Level 2				Level 1		
Grade	Distinction*	Distinction	Merit	Pass	Distinction	Merit	Pass
Code	2*	D2	M2	P2	D1	M1	P1
Boundary	90%	80%	70%	60%	50%	40%	30%

1. Be prepared with a black pen and a ruler.
2. Read each question carefully. Make sure you understand what the question is asking and follow the instructions. You cannot get marks for giving an answer to a question you think is appearing rather than the actual question.
3. Avoid simply rewriting the question or repeating examples that are already given in the question.
4. *Identify, outline* and *state* questions require you to recall a short piece of key information. No explanation is required. There will be one mark for each point you make.
5. Remember that *explain* questions have two marks. You need to make a point for the first mark, and then expand this point with a linked development for the second mark. To help you develop your responses, aim to include words such as 'because' or 'therefore'.
6. There is one long answer question on the exam paper worth 8 marks and could use the command verbs *analyse, discuss, or evaluate*. Remember that the answers to these questions need both advantages and disadvantages. An 'evaluate' question also needs a conclusion.
7. Answer questions in the spaces provided. If this is not possible e.g. due to deleting a wrong answer, indicate the location of the corrected answer on the paper (e.g. 'see next page' or 'my answer is on the last blank page').
8. Do not use the space allocated for answers to write plans for your answers, and do not add extra pages to your answer book with plans/scribbles/items that will not be marked.
9. Don't spend too much time on one question or leave any questions unanswered. If you have time left at the end, check your answers, and make any corrections.
10. Before you hand in your paper, read over your answers, and check for any mistakes or gaps.
11. Make sure your handwriting is clear and legible.
12. Cross out any errors neatly.
13. Don't let your nerves get the better of you. Remember that you have prepared well, and you can do this.
14. Lastly, try to relax, breathe deeply and focus on the task at hand. Don't compare yourself to others or worry about what they are doing.

Good luck!

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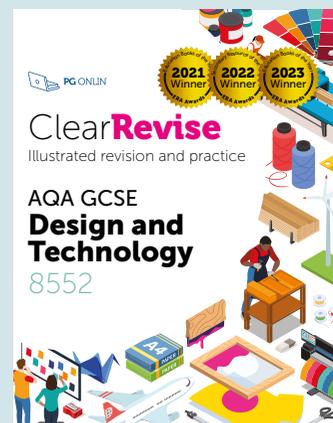
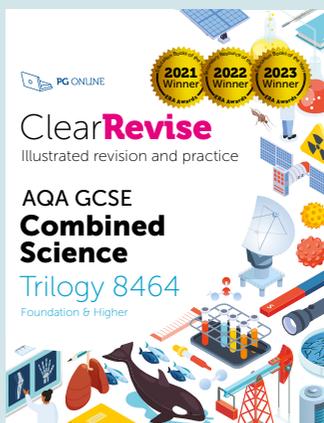
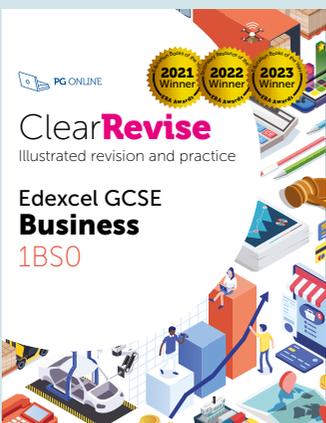
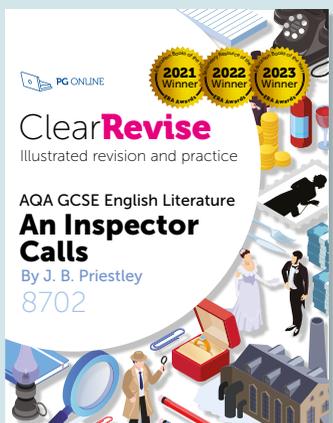
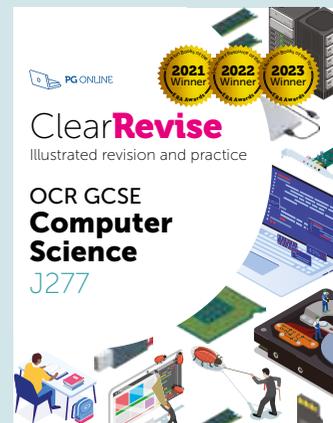
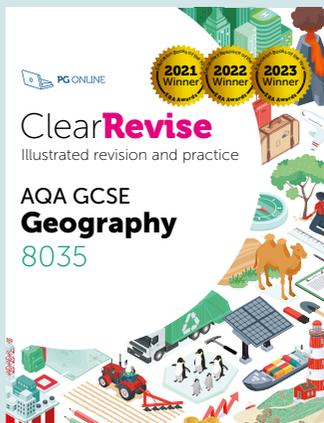
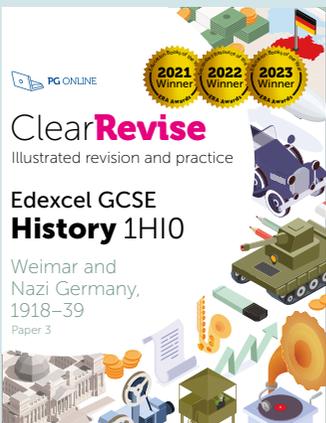
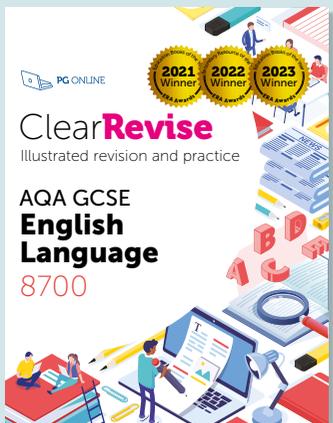
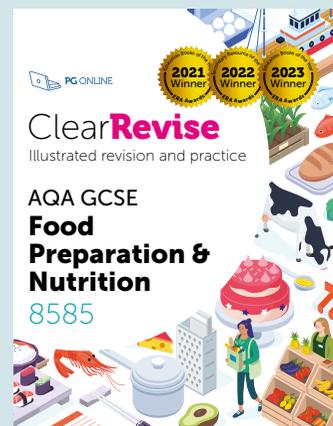
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