

SAMPLE ASSESSMENT MATERIAL

Level 3 Cambridge Technical in Sport and Physical Activity

05826/ 05827/ 05828/ 05829

Unit 3: Sports Organisation and Development

Date – Morning/Afternoon

Time Allowed: 1 hour



You must have:

- None

You may use:

- None

Do not use:

- None



First Name						Last Name					
Centre Number						Candidate Number					
Date of Birth											

INSTRUCTIONS

- Write your name, centre number and candidate number in the boxes above. Please write clearly and in capital letters.
- Use black ink.
- Answer all the questions.
- Read each question carefully. Make sure you know what you have to do before starting your answer.
- Do not write in the bar codes.

INFORMATION

- The total mark for this paper is **60**.
- The marks for each question are shown in brackets [].
- Quality of written communication will be assessed in the question marked with an *
- This document consists of **12** pages.

Answer **all** questions.

1 (a) Name **two** UK National Governing Bodies in sport.

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

(b) Identify **three** roles or responsibilities of a National Governing Body in sport.

.....
.....
.....
..... [3]

Organisations involved in sport in the UK sometimes work together.

(c) Give **two** examples of how National Governing Bodies work with different UK sports organisations.

Example 1
.....
.....

Example 2
.....
..... [4]

One role of sports organisations is to train and develop coaches.

- (d) Describe **two** ways in which training and developing coaches can help to improve levels of participation in sport and physical activity.

.....

.....

.....

..... [2]

3 The impact of sports development can be measured in a variety of ways.

- (a) Increased distances achieved in javelin throws is an example of measuring the impact of sports development on performance.

True or false?

..... [1]

The Great British Tennis Weekend is an initiative taking place at tennis clubs around the UK in May, June and August 2015. It will offer opportunities for children, adults and families to take part in a range of tennis-related activities free of charge.

- (b) Describe how the success of this initiative could be measured.

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.....

.....

..... [4]

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Sample Assessment Material

LEVEL 3 CAMBRIDGE TECHNICAL IN SPORT AND PHYSICAL ACTIVITY

Unit 3: Sports organisation and development

MARK SCHEME

Duration: 1 hour

MAXIMUM MARK 60

This document consists of 8 pages

Question		Answer	Marks	Guidance
1	(a)	<p>Any 2 recognised NGBs such as:</p> <ul style="list-style-type: none"> • The Football Association (FA) • The Rugby Football Association (RFU) • England and Wales Cricket Board (ECB) • Lawn Tennis Association (LTA) • English Basketball Association (EBBA) 	2	Accept any other correct NGBs
1	(b)	<p>Roles and responsibilities of NGBs :</p> <ul style="list-style-type: none"> • Sports development • Setting of rules and regulations • Organising competitions and tournaments • Increasing participation • Education • Training coaches/officials • Providing funding (e.g. for facilities) 	3	
1	(c)	<p>One mark for each of two appropriate organisations NGBs work with, such as:</p> <ul style="list-style-type: none"> • Government i.e. <ul style="list-style-type: none"> ○ Department for Culture, Media and Sport, ○ Department of Health ○ Department for Education • National Governing Bodies (e.g. Rugby Football Union (RFU), Badminton England, Rounders England, Lawn Tennis Association (LTA)) • National Disability Sports Organisations (NDSOs) • National Lottery • Sport England • UK Sport • Sport and Recreation Alliance • County Sports Partnerships • Local Councils 	4	

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> • Other organisations (e.g. Youth Sports Trust, Association for Physical Education (AfPE), Chartered Institute for the Management of Sport and Physical Activity (CIMSPA), English Federation for Disability Sport (EFDS)) <p>One mark for each of two examples such as:</p> <ul style="list-style-type: none"> • NGBs and Sport England – Sport England invests significant funds into individual NGBs and provides financial support to NGB elite development programmes • NGBs and EFDS – EFDS work in partnership with NGBs to promote inclusion and improve provision and participation amongst disabled people in the relevant sport/activity • NGBs and Government – e.g. UK athletics, DCMS and British Olympic Association working together to win bidding process and deliver London 2012 		
(d)	<p>6 marks available from:</p> <ul style="list-style-type: none"> • Secure funding from treasury for investment in sport • Distribute/receive funding to sports organisations • Help to attract sponsorship through their own support of sports events/initiatives/schemes • Promotion/initiatives to improve overall participation levels • Organising events and competitions in partnership with sports organisations • Funding and/or provision of education and training • Promotion of careers/roles within sport through curriculum/vocational education/careers advice • Retention of PE as part of core school curriculum 	6	

Question		Answer	Marks	Guidance
		<ul style="list-style-type: none"> • Policies which affect sport such as selling school playing fields, removal of funding for SSPs, etc... • Use of sporting role models to back government initiatives 		
2	(a)	Reasons include: <ul style="list-style-type: none"> • Health benefits from keeping active • More free time • May have more disposable income • Social benefits • Increased life expectancy makes it a growing sector • Government initiative • Increasing awareness 	2	
2	(b)	Answers may include: <ul style="list-style-type: none"> • Work commitments [1] can mean less free time [1] • Retired [1] can mean less disposable income [1] • Family commitments [1] can mean less free time and/or disposable income [1] • When they are available [1] may not match facility/event/class times [1] • Put off by [1] younger participants [1] • Unfamiliarity [1] with equipment/rules [1] • Lack of role models [1] for their age group [1] • Friends of similar age in same position [1] so no one to participate with [1] 	6	Maximum 3 marks for reasons and 3 marks for explanations. Explanation must make sense for the reason it is linked to in the answer but some are relevant to more than one reason.

Question		Answer	Marks	Guidance
2	(c)	<p>The description should include some or all of the 4 recognised stages:</p> <ul style="list-style-type: none"> • Foundation [1] • e.g. developing basic skills such as running, jumping, hitting a ball / being taught PE at school [1] • Participation [1] • e.g. being able to take part in a sport or activity / playing in organised sports sessions at school or at a club [1] • Performance [1] • e.g. opportunity to improve sporting ability / playing for a school or local club team at football [1] • Excellence [1] • e.g. development of performance excellence / playing at representative level, such as for a district, county or regional team [1] 	8	4 x synoptic marks for applying knowledge from Unit 2 LO3 (Understand methods to improve skills, techniques and tactics in sport) in providing each e.g.)
	(d)	<p>Answers could include:</p> <ul style="list-style-type: none"> • Having more coaches available will increase the amount of coaching provision • Provision will be better with more able/qualified coaches • Coaching young people is likely to lead to them being involved in the sport/activity for longer • Coaches help to promote sport and its benefits • If people want to take up a new sport but don't know where to start they need some coaching/guidance 	2	2 x Synoptic marks for applying knowledge from Unit 2 LO1 (Understand roles and responsibilities of sports coaches and leaders)
3	(a)	True	1	

Question		Answer	Marks	Guidance
3	(b)	<p>Description could include:</p> <ul style="list-style-type: none"> • The number of people attending the events • Increased on-going participation following the initiative... • ...could be at local or national level • New members gained by tennis clubs • Feedback from participants • Enquiries/hits on websites • Use of social media (trending hashtags) • Tennis court bookings/usage 	4	Any four from those listed
3	(c)	<p>Explanation could include:</p> <ul style="list-style-type: none"> • It could support applications for funding if successful/if numbers participating increase • Increased exposure of the sport could drive more participation and/or more investment • Attracts sponsorship to other LTA events • Increased participation feeding into NGB clubs/competitions • Supports talent identification • Helps promotion of future NGB initiatives • Developing links between clubs and the LTA 	6	Points made must show benefits to LTA
4	(a)	<p>Description could include:</p> <ul style="list-style-type: none"> • specific target audience, e.g. people in certain geographical areas, types of user, social group • meeting social needs, e.g. in an inner city area with lack of open space or facilities • Government Initiatives, e.g. to promote healthier lifestyles amongst young people • Raising public awareness, e.g. of how/where to participate in activities • fashion/popularity of the sport(s) in the event/initiative • how to establish needs of participants/target 	4	

Question			Answer	Marks	Guidance
			audience <ul style="list-style-type: none"> • how to have broad appeal for varying levels of interest/expertise 		
4	(b)		Possible benefits to performer could include: <ul style="list-style-type: none"> • develop their skills • improve performance • access to better coaching • access to more support (e.g. physiotherapy) • provide framework/infrastructure in the sport they perform in (e.g. competitions, training camps) • raise their profile • wider range of competition • attract sponsorship • financial gain/more able to earn money • may be able to train full time/turn professional 	4	Points made must be about the <u>performer</u>
4	(c)	*	Indicative content: Numbered points are knowledge and understanding; bullet points are more developed points. Advantages could include: <ol style="list-style-type: none"> 1. They are low cost/free <ul style="list-style-type: none"> • with only training being a cost • means limited financial resources can be spent on other costs 2. They want to help <ul style="list-style-type: none"> • have usually expressed an interest in the event/initiative so are a willing workforce • committed/don't require motivating • should be easy to manage 	8	Level 3 (7-8 marks) A comprehensive answer: <ul style="list-style-type: none"> • Detailed knowledge and understanding • Effective analysis/evaluation and/or discussion/explanation/development • Clear and consistent practical application of knowledge • Accurate use of technical and specialist vocabulary • High standard of written communication. At Level 3 responses <u>are likely to include:</u> <ul style="list-style-type: none"> • Detailed discussion of both advantages and disadvantages of use of volunteers in sports events and initiatives. • Several points are developed Level 2 (4–6 marks)

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> • enthusiastic – can motivate/enthuse others <p>3. They are (often) local</p> <ul style="list-style-type: none"> • More flexible in terms of hours volunteered • May be available at short notice • Sense of community <p>Disadvantages could include:</p> <p>4. May need a lot of supervision or training</p> <ul style="list-style-type: none"> • So could be costly in terms of time • May lack the necessary expertise • Could reflect negatively on the event or initiative <p>5. Limited experience of event management</p> <ul style="list-style-type: none"> • Could lead to inefficient use of resources (time, money, facilities, etc...) • Could impact on overall success of event/initiative • Could mean that if not successful will not attract funds/investment/support in the future <p>6. May find other areas of interest/commitment may not be high</p> <ul style="list-style-type: none"> • have no contract • relying on loyalty/people honouring their commitments • if project starts to go wrong it is easy for volunteers to drop out • other commitments take priority (e.g. family, work) 		<p>A competent answer:</p> <ul style="list-style-type: none"> • Satisfactory knowledge and understanding • Analysis/evaluation and/or discussion/explanation/development attempted with some success • Some success in practical application of knowledge • Technical and specialist vocabulary used with some accuracy • Written communication generally fluent with few errors. <p>At Level 2 responses <u>are likely</u> to include:</p> <ul style="list-style-type: none"> • Satisfactory knowledge and understanding of use of volunteers in sports events and initiatives • Points made but generally not developed • There may be a lack of balance between the two parts of the question. <p>Level 1 (1–3 marks)</p> <p>A limited answer:</p> <ul style="list-style-type: none"> • Basic knowledge and understanding • Little or no attempt to analyse/evaluate and/or discuss/explain/develop • Little or no attempt at practical application of knowledge • Technical and specialist vocabulary used with limited success • Written communication lacks fluency and there will be errors, some of which may be intrusive. <p>At Level 1 responses <u>are likely</u> to include:</p> <ul style="list-style-type: none"> • Basic knowledge of the of use of volunteers in sports events and initiatives • Only advantages may be addressed <p>[0 marks] No response or no response worthy of credit.</p>