

Cambridge **TECHNICALS LEVEL 3**



# ***SPORT AND PHYSICAL ACTIVITY***

Combined feedback on the January 2017  
Exam Paper (Including selected exemplar  
candidate answers and commentary)

Unit 3 – Sports organisation and development

Version 1

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# INTRODUCTION

This resource brings together the questions from the January 2017 examined unit 3, the marking guidance, the examiners comments and the exemplar answers into one place for easy reference.

We have also included exemplar candidate answers with commentary for questions 1b and 4a.

The marking guidance and the examiner's comments are taken straight from the Report to Centre for this question paper.

The Question Paper, Mark Scheme and the Report to Centre are available from Interchange.

**OCR**  
Oxford Cambridge and RSA

**Level 3 Cambridge Technical in Sport and Physical Activity**  
**05827/05828/05829/05872**

**Unit 3: Sports organisation and development**  
**Friday 13 January 2017 - Afternoon**  
**Time allowed: 1 hour**

You may use:  
- none

First Name  Last Name   
Centre Number  Candidate Number   
Date of Birth

**INSTRUCTIONS**

- Use black ink.
- Complete the boxes above with your name, centre number, candidate number and date of birth.
- Answer all the questions.
- Write your answer to each question in the space provided.
- Additional paper may be used if required but you must clearly show your candidate number centre number and question number(s).

**INFORMATION**

- The total mark for this paper is 60.
- The marks for each question are shown in brackets [ ].
- This document consists of 8 pages.

FOR EXAMINER USE ONLY	
Question No	Mark
1	17
2	20
3	10
4	13
<b>Total</b>	<b>60</b>

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**Sport**

Unit 3: Sports organisation and development  
Level 3 Cambridge Technical Certificate/Diploma in Sport  
**05826-05829, 05872**

**Mark Scheme for January 2017**

Oxford Cambridge and RSA Examinations

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**OCR Report to Centres - January 2017**

Oxford Cambridge and RSA Examinations

## GENERAL EXAMINER COMMENTS ON THE PAPER

There were some good scripts offered in response to the January 2017 Unit 3 Sports organisation and development examination paper, although very few learners managed to get into the higher end of the mark range. Evidence would suggest that learners understood what was required of them throughout all 4 learning outcomes and there was almost no evidence of learners misinterpreting questions. A common downfall for some learners was examination technique, with many examples of responses offering too few points for the marks available for that questions and a number of learners repeating points in responses rather than being able to make separate, distinct points in relation to the question set. Learners did address the command words in the majority of cases, especially in the shorter answer questions.

In response to the 8-mark levels of response question that required a longer answer and different examination technique, learners showed evidence of knowing the five generic elements being sought (knowledge and understanding; development of points; use of examples/application; suitable technical vocabulary; and good quality of written communication). Those achieving the top level managed to balance their answer well between each parts of the question. Overall guidance for Centres for the extended questions would be to focus on providing balance across the different elements to the answer, providing pertinent examples to help develop the points being made.

Considering this is the first series responses from this challenging yet achievable paper were pleasing overall. Going forward, sharper examination technique for the shorter answer questions is needed to make the best use of learners' time in the exam, as there was a lot of evidence of unnecessary 'padding' in answers. When lower mark totals were evident, the key reason was lack of fundamental knowledge. For example in question 1b (UK Sport), few learners achieved full marks, many explaining the role generally (e.g. 'give funding') rather than addressing the need to explain with more detail (e.g. 'distribute lottery funding'). While as much credit was given as possible where knowledge was shown, identification of basic points will only go so far on questions where the command requires explanation/analysis, etc....

Perhaps understandably after one term of delivery, at times a lack of clearly expressed knowledge was an issue, leading to 'NBD' (No Benefit of the Doubt) being stamped on responses. This was particularly evident with descriptions of county sports partnerships and their role in increasing participation, where a lot of the responses offered were quite vague.

For the final question in the paper 4d, it was evident that some learners had not attempted it and received a NR (no response); as it was on the back page of the question paper, it is possible that many learners had not turned the page and therefore missed the question. Centres are urged to remind learners to check all pages to ensure they have attempted all questions.

## Question 1a and b

Answer **all** questions.

- 1** In the UK, National Disability Sports Organisations (NDSOs) work to develop and promote sporting opportunities for individuals with disabilities or impairments. Examples of NDSOs include British Blind Sport and the British Wheelchair Athletics Association.

- (a)** Describe **two** ways in which National Disability Sports Organisations (NDSOs) develop and promote sporting opportunities.

1. Support NGBs to deliver a more inclusive programme / work with NGBs
2. Work with the English Federation of Disability Sport (EFDS) to ensure all disabled people can be active for life
3. Organises sports events and competitions from juniors to adults
4. Supports gifted and talented athletes to train and compete in national and international competitions
5. Provides opportunities to learn new skills and meet others / provide opportunities to participate
6. Provide funding for facilities and / or equipment

**[2]**

- (b)** Explain the role of UK Sport.

1. Develops a strategy / gives strategic help / works with excellence / elite / medal hopefuls
2. Manages or distributes lottery / exchequer funding
3. Manages the World Class Programme / podium / podium potential
4. Promotes ethical behaviour or drug free sport / runs anti-doping programme / 100% ME
5. Attracts major events / got the Olympics for London 2012
6. Enhances the organisation and administration of sport
7. Supports and works with NGBs or Home County Councils (HCCs) or National Institutes (High Performance Centres) or top coaches
8. TASS Talented Athlete Scholarship system
9. Provides Performance Lifestyle Advice (PLA)
10. Launches Talent ID campaigns, looking for future Olympians/Paralympians /high performance athletes

**[7]**

## MARK SCHEME GUIDANCE

- 1a** Point 1 – mark the first two attempts only.  
Accept relevant example.
- Point 3 – accept relevant example.
- 1b** Point 2 – do not award if gives funding on own.
- Point 5 – accept relevant example eg Gold Series Event.
- Point 7 – Accept any named institute e.g. EIS.
- Do not award educates coaches.
- Point 8 – accept even though has been run by Sport England since 2014.
- Point 10 – accept e.g. of Talent ID programme.  
DiscoverYourPower (British Cycling).

## EXAMINER COMMENTS

### Question 1

Overall, the learning outcome 1 'Understand how Sport is organised' questions proved to be the most challenging, with a spread of marks. The trend was for learners to miss marks by not relating their answers to the demands of the questions and sometimes writing everything they knew about an organisation, which in some cases was inaccurate. This section proved to be the most challenging for learners with 3 demanding questions within 1b-1d.

- 1a** Responses to this question were on the whole good. It is evident that most learners were able to provide some examples of initiatives and events which gained credit.
- 1b** This question was not well answered with the majority of learners struggling to relate their responses to 'the role of UK Sport'. A large number of learners did not answer this question correctly and it was evident that they were not able to differentiate between Sport England and UK Sport in some cases. This question was challenging and needed specific detailed knowledge. Common errors included saying that UK Sport funds sport, where the question demanded distributes lottery funding.



## Exemplar candidate work

## Question 1b – low level answer

(b) Explain the role of UK Sport.

They are responsible for the ~~the~~ performers at the excellence level of the continuum. They provide high level coaches for the players to develop their skills. They also ~~send~~ <sup>spend</sup> distribute funds <sup>M&D</sup> based on their <sup>sports</sup> performance levels which ~~are~~ is measured by the amount of gold medals they achieve. They also make sure that the athletes get the best healthcare and physiotherapists they can so that injuries can be fixed as quickly as possible.

[7]

**COMMENTARY**

The answer provided by the candidate is too vague and therefore reflected in the mark awarded. The candidate obviously understands the role of UK Sport (working with the excellence level) and what it does, however at Level 3 we require this information to be specific.

The candidate states that UK Sport distribute funds, technically this is correct, but this needs to be specific and to secure the mark they needed to say, distributes lottery/exchequer funding (Point 2 on the mark scheme).

They also state that athletes get the best healthcare and physiotherapists, this is the work of the English Institute of Sport (EIS), which UK Sport manage. To improve the answer and to access point 7 on the mark scheme the candidate could put that UK Sport works with National Institutes (EIS).

## Exemplar candidate work

## Question 1b – medium level answer

(b) Explain the role of UK Sport.

Uk Sport help promote and fund elite levels of sport. They work mostly with the national side of sport, organising events for England. ~~such as~~ They train coaches to a high level so progression in the sport increases. They do this by educating ~~them~~ the sports person in the sport they are competing in. E.g. different tactics. They also ~~set~~ <sup>use</sup> the rules and regulations within sports for example a referee in the sport uses the rules to have disipline in the current game. They also help with sports development.

[7]

3

## COMMENTARY

The candidate demonstrates knowledge and understanding of the role of UK Sport. Marks have been awarded for Point 1 work with elite level, Point 6 for organising events and Point 7 for working with high level coaches.

The remainder of the answer addresses the role of the national governing body and therefore is not credit worthy in relation to the question.

This answer could have been improved by explaining how UK Sport distributes lottery funding (Point 2 on the mark scheme) to support excellence. On the theme of excellence this could have developed into the work that they do in launching talent ID campaigns to find the next batch of Olympians (Point 10 on the mark scheme). From this point the candidate could then highlight the management of the world class programme (Point 3 on the mark scheme).



## Exemplar candidate work

## Question 1b – high level answer

(b) Explain the role of UK Sport.

UK Sport aims to develop elite athletes in the UK. They provide funding for elite athletes and help them to achieve their potential. They can put athletes on a podium or podium potential programme / pathway and supply top quality coaches and services (e.g. nutritionists, physio therapists) to help them achieve. UK Sport work with NGBs to put athletes onto a talent identification programme. They also provide top facilities for the athletes they work with. As well as this, they give out an Athlete Personal Award, which can vary depending on the athlete's success. UK Sport may also work with organisations to run initiatives such as Discover Your Gold, Chance to Shine or the UK School Games.

[7] 5

**COMMENTARY**

This is a very good and well-constructed answer that with a few small additions would be a full mark answer.

Marks have been awarded for Point 1 on the mark scheme for stating they develop elite athletes. Point 3 for podium or podium potential programme. Point 7 has been awarded for stating that they work with national governing bodies (NGB's), which is quickly supported with Point 10 talent identification programme. The final mark was awarded for Point 6 for the work of enhancing organisations through running initiatives.

To achieve the full marks, they provide funding in line 2 is too vague, although correct this needs to be provide lottery/exchequer funding, to achieve Point 2 on the mark scheme. The final marking point could be achieved from when stating about the support that they provide for the athletes towards the end of the answer. This would achieve a mark (Point 9 on the mark scheme) for stating they provide performance lifestyle advice (PLA).

## Question 1c and d

3

**(c) Describe how County Sports Partnerships attempt to increase participation in sport.**

1. Implementation of promotional campaigns to raise awareness .....
2. Organise networking groups and conferences .....
3. Share good practice and case histories .....
4. Help to implement the School Games Programme / competitions .....
5. Implements the community games .....
6. Create a legacy from London 2012 .....
7. Support young workers to volunteer .....
8. Sportsmakers / the workplace challenge / Sportivate / Satellite centres .....
9. Work with target groups .....

**[4]**

**(d) International organisations such as the Federation Internationale de Football Association (FIFA) oversee the development of football across the world. Describe how the work of an international sporting organisation impacts on sport in the UK.**

1. Provide administrative and promotional support .....
2. Co-ordinate events / competitions / tournaments .....
3. Agree and amend the laws / rules of the game / doping policy .....
4. (Uses sport) to unite / remove barriers to participation .....
5. (Uses sport) to improve education .....
6. (Uses sport) to improve health and quality of life .....
7. Provides financial support / distributes resources .....

**[4]****MARK SCHEME GUIDANCE**

1c Point 9 accept example of target group.

1d Point 2 accept relevant example eg FIFA / World Cup that England participate in.

**EXAMINER COMMENTS**

**1c** Learners struggled with this question and it was clear that they did not understand the role of county sports partnerships in depth. In fact only a handful actually named their own county sports partnership. The most common error was repetition of "increase participation" which was in the question so they were not able to access many of the marks from the mark scheme.

**1d** There were mixed responses in this question but only a small percentage managing full marks. Clearly learners were well prepared to answer rules and regulations for international organisations which gained credit as well as funding. Not many learners were able to achieve all 4 marks.

## Question 2

**2** Knowledge and understanding of sports development is vital to ensure sport survives.

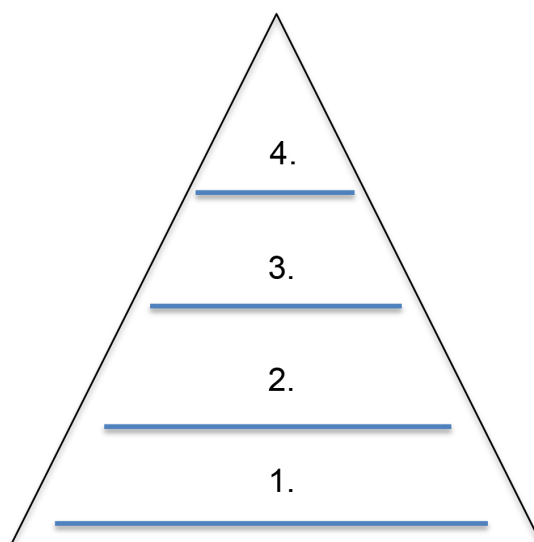
**(a)** Define Sports Development.

1. The development of performance and participation .....
2. The use of sport for social benefit .....
3. The marketing or publicising of sports activities for a particular community [1]

**(b)** Other than a Sports Development Officer identify **one** additional role involved within sports development.

1. Coaches / Leaders .....
2. PE Teachers .....
3. Officials [1]

**(c)** The following diagram below is known as the sports development continuum. Identify the **four** stages of the continuum.



- 1 Foundation .....
- 2 Participation .....
- 3 Performance .....
- 4 Excellence / Elite .....

[4]

- (d) As well as developing specific skills in chosen activities, sports development also aims to promote values and attributes needed to lead and coach through sport. Describe the leadership attributes needed to coach that can be generated through participation in sport.

1. Problem solving / tactics to beat opponents .....
2. Leadership / motivation / be a positive role model .....
3. Communication / good voice projection / control of the group / clear instructions .....
4. Organisational skills / planning to organise equipment and or people .....
5. Empathy / respectful of participants .....
6. Knowledge of the activity / sport / rules and regulations .....
7. Able to establish and maintain relationships / group rapport / can build confidence in others .....

[6]

- (e)\* Young adults (16-24) are a target group for increasing sports participation.

Discuss the barriers to participation for this target group.

1. Opportunity (Limited or No) .....
2. Religious beliefs .....
- ... • Asian women and swimming restrictions .....
3. Don't like exercise / choose not to / negative attitude towards physical activity .....
- opt to do other things e.g. consoles / social media .....
- don't like getting hot and sweaty .....
4. No time / other commitments e.g. part-time job, studying .....
5. Lack of role models .....
- friends / family don't participate .....
- peer pressure (not to participate) .....
6. Bad school experience .....
7. Not enough money e.g. for memberships or kit .....
- withdrawal of government funding .....
- not working .....
8. Poor health / injury e.g. asthma or other health related condition .....
9. Tired / lethargic / can't be bothered .....
10. Risk of being out at night / parents may stop you going out / danger / risk of injury .....
11. Provision (limited or no) .....
12. Lack of equipment or facilities / live in a rural or disadvantaged area e.g. no swimming pool nearby or suitable example .....
13. No transport / no buses or trains .....
- can't get there / parents won't take you .....
14. Esteem (limited or no) .....
15. Lack of confidence e.g. not good at it / everybody is better than me / lack of ability .....
16. Self-conscious / negative body image .....

## MARK SCHEME GUIDANCE

- 2a** Accept combinations.
- 2b** Mark the first attempt only (accept any relevant job role).
- 2c** Do not award grassroots.
- 2d** Synoptic 6 marks from Unit 2 LO1 and LO2.  
Generate a healthy session - benefit of doubt.

### **2e Level 3 (7-8 marks)**

#### **A comprehensive answer:**

- 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 are likely to include**

- Detailed balanced discussion of the barriers ensuring coverage from opportunity (Points 1-10), provision (Points 11-13) and esteem (Points 14-18)
- Several development of points made.

### **Level 2 (4–6 marks)**

#### **A competent answer:**

- 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.

#### **At Level 2 responses are likely to include**

- Satisfactory knowledge and understanding of the barriers
- Points made but generally not developed
- Lack of balance in terms of coverage from opportunity (Points 1-10), provision (Points 11-13) and esteem (Points 14-18), two areas visited.

### **Level 1 (1–3 marks)**

#### **A limited answer:**

- 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.

#### **At Level 1 responses are likely to include**

- Basic knowledge of the barriers
- No development of points made
- Only one area addressed from opportunity (Points 1-10), provision (Points 11-13) and esteem (Points 14-18).



## EXAMINER COMMENTS

Overall, the learning outcome 2 'Understand Sports Development' questions proved to be the questions where learners performed the best. Learners were available to recite factual information and show good levels of understanding, but at times struggled to articulate this in relation to the question, this was especially evident for question 2d.

- 2a** The majority of learners were able to develop an answer that was accurate to this question, with common answers relating to increasing participation.
- 2b** Again the majority of learners identified accurately an additional role involved within sport development other than a sports development officer.
- 2c** This was the most consistently well answered question of the paper. The vast majority of learners scored full marks. There was a small contingent who entered their answers in the wrong order which left them with 0 marks.
- 2d** A challenging question specifically because the learners were unable to relate this to the question focus. Some learners managed to gain 4 marks maximum not many went higher than that. The most common error was that they related it to playing sport rather than leading sports activities and therefore this by nature generated a different set of leadership characteristics and thus not credit worthy.
- 2e** (Levels of Response) This question was generally well answered. Most learners were able to provide a solid level 2 answer with the higher end able to hit level 3 and provide a balanced answer that covered opportunity, provision and esteem barriers. Responses showed a wide range of knowledge but were sometimes poorly structured. The best learners structured their response into three parts – opportunity, provision and esteem and also based this on personal experience. Learners need to be encouraged to include practical examples, to support the point they have made. Very few learners scored 0. Some learners based their response on the sample assessment material and attempted to approach the command verb discuss by counter arguing what the question wanted and therefore gaining no credit.

## Question 3

- 3 (a)** Identify **three** methods which can be used to measure the impact of a sports development initiative and state what each one measures.

1. (Method) benchmarks and quality schemes/self-assessment/external assessment
2. (What it measures) measuring performance
3. (Method) surveys/uptake of NGB schemes
4. (What it measures) measuring participation levels
5. (Method) against local policy or targets
6. (What it measures) measures impact on society

**[6]**

- (b)** Name **one** example of a sport development initiative.

1. Swim 21
2. Great British Tennis Weekend
3. Chance to Shine (cricket)

**[1]**

- (c)** Outline the purpose of measuring the impact of sports development initiatives.

1. Demonstrate success
2. Justify funding
3. Identify areas to improve
4. Illustrate best practice

**[3]**

### MARK SCHEME GUIDANCE

- 3a** Accept e.g. of benchmark and quality scheme (Clubmark).

Accept e.g. of survey (Active People)

Accept e.g. NGB scheme (Swim 21).

Accept e.g. of policy or targets such as obesity.

- 3b** Mark the first attempt only.

Accept any other relevant example.

## EXAMINER COMMENTS

Overall, the learning outcome 3 'Understand how the Impact of Sports Development can be Measured' questions proved to be the most inconsistent responses where learners performed either extremely well, with many achieving 8-10 marks for the section, or poorly with scores of 1-2 marks.

- 3a** Responses to this question were variable. It is evident that in some Centres this had been delivered in a manner that satisfied the question with learners achieving all 6 marks in a very succinct and time effective manner. They structured their answer with participation example performance example and society example. The learners who struggled with this question tended to respond more generally and therefore did not access many of the marks available
- 3b** The majority of learners managed to achieve the one mark available and there was a wide range of initiatives presented, from local to nationwide initiatives, which is encouraging. It is obvious that learners understand what a sports development initiative is.
- 3c** For those learners who performed well on Q3a these tended to be extremely accurate with their responses to this question and scored highly. Many learners answered the purpose was to see if the event was a success or not, common mistakes were saying how they would measure it, questionnaire or a survey rather than stating the purpose of measuring it.

## Question 4

- 4 (a) Describe how an international sporting event such as Wimbledon supports the aims of sports development.

1. Media coverage heightens the profile of the sport/raises the public's awareness
2. Increased participation feeding into clubs/teams
3. Education on the rules/regulations
4. Role models generated inspires people to get involved
5. More participation will give NGB's a bigger pool to find talent/increase the standard of performance

[5]

- (b) Name **two** national sports events.

1. FA Cup/Football League Cup
2. Rugby League Challenge Cup
3. Twenty20 Cricket
4. British Swimming Championships

[2]

- (c) Describe how sport development is funded in the UK.

1. Government
2. National Lottery
3. NGB
4. Princes Trust
5. Membership subscriptions
6. Sponsorship

[3]

- (d) Identify **three** methods used to promote sports development initiatives.

1. TV advertising campaign
2. Social media (Facebook/Twitter)
3. Local newspaper / radio

[3]

## MARK SCHEME GUIDANCE

- 4a** Accept relevant e.g. TV/social media.  
Accept relevant e.g. Wimbledon Fortnight.  
Accept relevant role models.
- 4b** Accept first **two** only, REP if from the same sport.  
Accept any other national sports event.  
Do not award any international/regional/local event.
- 4d** Accept name only.  
Accept named newspaper or radio station.

## EXAMINER COMMENTS

Overall, the learning outcome 4 'Understand Sports Development in Practice' questions proved to be a challenge to the majority of learners. Learners struggled at times to display a breadth of knowledge of the wider aims of sports development as well as the different ways that sports development can be funded. It was evident for Q4d that some learners had not turned the page and therefore not attempted it and received a NR (no response). I urge all Centres to inform learners to check all pages to ensure they have attempted all questions.

- 4a** This question was not particularly well answered. Learners' responses were limited in this question and not many scored more than 3 marks. Many learners had difficulty interpreting this question, being unsure of how an event like Wimbledon supports the aims of sports development. Many learners answered with social improvements that initiatives can develop rather than specifically events and therefore missed opportunities such as increasing the profile of the sport. The majority answered that it would create role models and increase participation and thus achieving 2 of the available 5 marks.
- 4b** It was clear that some learners did not understand the difference between national and international events. Many learners included Wimbledon as an example, this demonstrated confusion that a national event is not only where it is played, it is also the countries/teams that are represented within it. Whenever a learner is presented with such a question it is important the events come from two different sports, some learners fell foul to this by putting the Premier League and the EFL Cup, both examples are correct but they both come from the same sport, football, therefore only achieved 1 mark.
- 4c** The vast majority of learners managed to achieve the two of the sub-max marks available for correctly identifying Government and lottery or NGB funding streams but were limited to that and were not able to consider funding from the private and voluntary sectors and thus achieving the third mark.
- 4d** A mixed response for this question, but the majority of learners did score marks. It appears that some learners may not have turned the page for this answer and therefore awarded a no response.



## Exemplar candidate work

## Question 4a – medium level answer

- (a) Describe how an international sporting event such as Wimbledon supports the aims of sports development.

Wimbledon supports the ~~2~~ aims of sports development by ~~which are~~ increased participation, impacting society, increasing funding for such events, demonstrating 'role models' behaviour. With all of this sports development can be measured after the event to see what impact has been made. ~~With~~ Wimbledon is perfect for advertising or promoting schemes and initiatives within the sport of Tennis.

[5]

3

## COMMENTARY

The candidate can clearly describe how international sporting events supports the aims of sports development from their response to this question.

Sports development is about promotion, creating role model with a view to increasing participation. These points have all been made by the candidate and therefore they have been awarded Points 1,2 and 4 on the mark scheme.

To achieve a high answer on this question the candidate expand the general information they have given. When describing how it promotes the game and heightens the profile the game the candidate could consider how this is done, such as educating people on the rules of the game and therefore access point 3 on the mark scheme.

To achieve the final mark when describing how participation will increase the candidate should look to expand their answer to look at the impact of that, so more people participating will generate a greater talent pool and increase the standard, in putting that they would access point 5 on the mark scheme and therefore full marks.

## Exemplar candidate work

## Question 4a – high level answer

- 4 (a) Describe how an international sporting event such as Wimbledon supports the aims of sports development.

Events such as Wimbledon supports the aims of sports development in the following ways: - the event is covered on television and therefore raises the profile of the sport. It creates role models like Andy Murray who people aspire to be like. Also because of the coverage on television people are educated and learn about the rules and regulations. This then raises the number of people who go out and participate in tennis at local parks or clubs. By more people participating this will raise the standard of performance. [5]

**COMMENTARY**

This is a succinct yet comprehensive answer that addresses all areas of the mark scheme and thus awarded maximum marks. The answer displays comprehensive knowledge and understanding as well as application of how major sporting events support the aims of sport development. It takes the basic concepts of raising the profile of a sport and the impacts that has on education, participation, standard of performance and creation of role models.



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