

## **Cambridge Technicals**

### **Sport**

#### **Unit 3: Sports Organisation and Development**

Level 3 Cambridge Technical in Sport and Physical Activity  
**05826 - 05829**

### **Mark Scheme for June 2017**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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## Annotations

Annotation	Meaning
<b>Tick</b>	correct
<b>Cross</b>	incorrect
<b>BOD</b>	benefit of the doubt
<b>Eg</b>	example
<b>Und</b>	understanding
<b>Max</b>	maximum marks reached / sub-max reached
<b>L1</b>	Level 1 (for 'Levels-marked' questions only) – put at end of response to indicate level awarded
<b>L2</b>	Level 2 (for 'Levels-marked' questions only) – put at end of response to indicate level awarded
<b>L3</b>	Level 3 (for 'Levels-marked' questions only) – put at end of response to indicate level awarded
<b>Id</b>	identification (use for levels questions instead of 'knowledge' with <b>Und</b> being used for more developed points)
<b>R</b>	Repeat of point already made
<b>NBD</b>	no benefit of the doubt - use as alternative to Vg (vague) and also for SEEN

Examiner Guidance on annotations

1. Read and obey the instructions that preface the mark scheme.
2. General guidance:
  - mark in red ink (supervisors mark scripts they are sampling in green)
  - record the total mark for each **part question** (e.g. question 4 (a)) in the right hand margin
  - record the total mark for each **whole question/section** (e.g. question 4 (a), (b) and (c) total) at the end of the question in right hand margin – circle this total mark
3. For Multiple-Choice Questions (MCQs), use a **tick** or a **cross** to the right hand side of the option indicated by the learner as being their answer.
4. For points-marked questions (the majority):
  - Structured scheme: one mark = one point, represented by a **tick**
  - Keep referring to the requirements of each question

- Take into consideration the sub-max for parts of the question where applicable and indicate 'max' has been reached for each part as appropriate
- Ringed mark at the end of each whole question only
- Use only the agreed annotations when marking.

5. For the levels marked questions:

- Keep checking for relevance of the response to the requirements of the question
- Give 'Id' for each numbered point in the MS indicative content (don't record the numbered point)
- Give 'Und' for every point that has been sufficiently developed and shown understanding (often, but not always, indicated by a bullet point in the MS)
- Put 'Eg' in the LH margin if a valid, relevant and accurate practical example is given
- Use other usual annotations on the body of the script.
  
- Now review again the answer.
- Remember to keep checking whether the response actually answers the question set.
- REVIEW THE LEVELS' DESCRIPTORS AND ESPECIALLY THE DISCRIMINATOR POINTS TO PINPOINT THE MARK.
- Write the final mark for the question at the end of the response in the RH margin and also indicate the level awarded (**L1, L2 or L3**).

FINALLY – remember that

- Some learners may make relatively few points but develop them well to show good understanding, meet well the generic criteria descriptors in the top level and answer all parts of the question and therefore score well.
- Some learners may make many points but may not show the depth of analysis required to match the generic criteria descriptors in the top level and therefore score less well.
- Do not be afraid to give full marks if all descriptors / discriminators are met at the required level.
- It is unlikely for learners to score 0 (nil) marks if they have attempted to answer the question set, unless the material is entirely irrelevant.
- Use your professional judgement and contact your Team Leader if you need help in applying the scheme.

THEN:

- Add up the marks for the whole question and put in RH margin and circle.
- Record all question totals on the front of the script in the grid provided on the cover.

- Add up these question totals to give a final mark and record on top left of script encircled.
- Check for arithmetical errors.
- Transfer question totals to the online mark sheet and make sure the total mark on the online mark sheet agrees with the total on the question paper.
- Ensure marks are legible on the question paper.
- Ensure every page of script is annotated – cross through blank pages and if additional pages/material has been provided and considered in the marking, annotate this in the usual way to indicate any credit given or use '**NBD**' if the material has not attracted additional marks to show it has been seen.

Question			Answer	Marks	Guidance	
1	(a)	1	Department of Health	2		
		2	Department of Education			
1	(b)	1	Works with the Department of Education and/or Department of Health	4		
		2	Increases participation/get people involved			
		3	Funds Sport England/UK sport			DNA- just funding
		4	Promotes lifelong involvement amongst 14-25 year olds			
		5	Contributes to the 'school games programme'			
		6	Provides more opportunities to play (competitive) sport			
		7	Promotes major sporting events throughout the UK			
1	(c)	1	Increases participation/gets more people involved/try to reduce dropout/more involved at grass roots level/foundation level	6		
		2	Launches campaigns/initiatives			Accept any relevant campaign (Sport Action Zones) DNA – works with schools
		3	Supports the government targets			Accept relevant strategies PESSYP
		4	Provides or distributes <b>lottery</b> or <b>government</b> funding			DNA – funding on own or funds for equipment/facilities
		5	Promotes or encourages volunteers/coaches/leadership/officials			
		6	Targets priority groups (e.g. Disabled)			

Question		Answer	Marks	Guidance
	7	Works with other organisations (e.g. NGB/YST/UK Sport/CSP/School Games/National Lottery)		Accept any relevant organisation
	8	Responsible for funding some elite sports. e.g. squash/netball)		DNA – funds elite performers on own
	9	Provides information and expertise (Active Lives/people survey)		
	10	Protects community playing fields/provides community facilities		
<b>1</b>	<b>(d)</b>	<b>(Sub Max 1 mark)</b>	<b>5</b>	
	1	E.g. of IGB such as FIFA/IOC/FINA/IAAF/IRF		Mark 1 <sup>st</sup> answer only Accept any relevant IGB
		<b>(Sub Max 4 marks)</b>		
	2	Promotes the game/event/increases participation		
	3	Organises tournaments/events/decide on host nation		
	4	Creates and amends the laws of the game (FIFA)		
	5	Uses the game/event to unite people/remove barriers		
	6	Uses the game/event to improve education		
	7	Uses the game/event to improve ethics and fair play		
	8	Tackles drug problems		
	9	Promotes equality in sport and the participation of women		

Question			Answer	Marks	Guidance
2	(a)	1	School, amateur or club team involvement	3	Accept examples of points for a mark
		2	Extra-curricular		
		3	Recreational involvement		
		4	For health and fitness		
		5	Take part for friendship/social reasons		
		6	Take part for fun and enjoyment		
		7	Do it as a hobby/chosen to do it		
		8	Done in their own time (leisure time)		
2	(b)		<b>Sub max 2 marks for Characteristics (points 1-6 on MS)</b>		
		1	High levels of commitment/motivation/dedication/Mental strength (& tenacity) of performer	6	
		2	Serious competitor/Experience of winning and losing/extensive knowledge of sport		
		3	Engages in activities which are highly organised		
		4	It's their job/professional		
		5	High levels of skill and /or fitness/playing at national level		
		6	Adept at dealing with media coverage/spectators and fans/sportsmanship and gamesmanship/prizes/trophies/fame/recognition		



			<b>Sub Max 4 marks for support needed to achieve excellence (points 7-15 on MS)</b>		
		<b>7</b>	NGB support and influence		
		<b>8</b>	Employment/college support to allow a dedicated time for training and performing		Time-related
		<b>9</b>	Use of modern technology design and/or availability		Accept any relevant example
		<b>10</b>	Have access to <b>top quality</b> facilities/equipment		DNA good facilities/equipment
		<b>11</b>	Have access to sports science support		Accept e.g. of discipline (physio, dieticians)
		<b>12</b>	Have access to <b>high quality</b> coaching		DNA good coaching
		<b>13</b>	Parental support/transport the person to tournaments and/or events		
		<b>14</b>	Financial support/funding/sponsorship to buy equipment/entry fees		Cost-related Accept any relevant example eg world class programme

2	(c)*	1	Ability level of ability or disability <ul style="list-style-type: none"> <li>• (+/-) what you are able to do</li> </ul>	8	<p><b>Level 3 (7-8 marks)</b> A comprehensive answer:</p> <ul style="list-style-type: none"> <li>• Detailed knowledge and understanding</li> <li>• Effective analysis/evaluation and/or discussion/explanation/development</li> <li>• Clear and consistent practical application of knowledge</li> <li>• Accurate use of technical and specialist vocabulary</li> <li>• High standard of written communication.</li> </ul> <p><b>At Level 3 responses are likely to include</b></p> <ul style="list-style-type: none"> <li>• Detailed balanced discussion of the facilitators and barriers ensuring coverage from opportunity (Points 1-3), provision &amp; opportunity (Points 4-7) and esteem (Points 8-11)</li> <li>• Several development of points made</li> </ul> <p><b>Level 2 (4–6 marks)</b> A competent answer:</p> <ul style="list-style-type: none"> <li>• Satisfactory knowledge and understanding</li> <li>• Analysis/evaluation and/or discussion/explanation/development attempted with some success</li> <li>• Some success in practical application of knowledge</li> </ul>
		2	Transport whether or not you can drive or have a car or transport or can get to venue/ <ul style="list-style-type: none"> <li>• Cost of getting to venue</li> </ul>		
		3	(Paralympics/role models/media) limited coverage or advertising <ul style="list-style-type: none"> <li>• people don't know what is available</li> <li>• few role models</li> <li>• positive impact of Paralympic</li> <li>• Games exposure of role models or increased participation</li> </ul>		
		4	Provision & Opportunity <ul style="list-style-type: none"> <li>• range of specialist/adapted activities on offer</li> <li>• cost to organisation</li> <li>• regularity of sessions</li> <li>• limited demand/numbers taking part affecting types of activity which are viable</li> </ul>		

		5	Facilities/equipment <ul style="list-style-type: none"> <li>• ramps presence or absence of specialist or adapted facilities or equipment</li> <li>• presence or absence of wheelchair access or ramps or other adapted features</li> <li>• cost of specialised equipment</li> </ul>		<ul style="list-style-type: none"> <li>• Technical and specialist vocabulary used with some accuracy</li> <li>• Written communication generally fluent with few errors.</li> </ul> <p><b>At Level 2 responses are likely to include</b></p> <ul style="list-style-type: none"> <li>• Satisfactory knowledge and understanding of the facilitators and barriers</li> <li>• Points made but generally not developed</li> <li>• Lack of balance in terms of coverage from (Points 1-3), provision &amp; opportunity (Points 4-7) and esteem (Points 8-11)</li> </ul> <p><b>Level 1 (1-3 marks)</b> A limited answer:</p> <ul style="list-style-type: none"> <li>• Basic knowledge and understanding</li> <li>• Little or no attempt to analyse/ evaluate and/or discuss/explain/develop</li> <li>• Little or no attempt at practical application of knowledge</li> <li>• Technical and specialist vocabulary used with limited success</li> <li>• Written communication lacks fluency and there will be errors, some of which may be intrusive.</li> </ul> <p><b>At Level 1 responses are likely to include</b></p> <ul style="list-style-type: none"> <li>• Basic knowledge of the facilitators or barriers</li> <li>• No development of points made</li> </ul> <p>Only one area addressed from opportunity (Points 1-3), provision &amp; opportunity (Points 4-7) and esteem (Points 8-11).</p>
		6	Coaches <ul style="list-style-type: none"> <li>• presence or absence of specialist or suitably qualified coaches</li> </ul>		
		7	Clubs <ul style="list-style-type: none"> <li>• presence or absence of specialist clubs or teams or classes or competitions</li> <li>• not enough volunteers</li> <li>• limited choices of activities available</li> </ul>		
		8	Self Esteem		
		9	Society <ul style="list-style-type: none"> <li>• (+/-) attitudes or discrimination societal views</li> <li>• respect or regard from others</li> <li>• discrimination or unfair treatment</li> <li>• stereotyping or typecasting regarding what you can do</li> </ul>		

		<b>10</b>	Confidence <ul style="list-style-type: none"><li>• have self-confidence, self-belief, self esteem</li><li>• embarrassment, don't feel welcome, don't feel comfortable</li><li>• 'social stigma'</li></ul>		
		<b>11</b>	Inclusion <ul style="list-style-type: none"><li>• encouragement whether school has inclusion policy</li><li>• support or encouragement (from school or friends or family)</li><li>• friends don't, so you don't</li><li>• not enough others to join in with</li></ul>		

<b>3</b>	<b>(a)</b>	<b>1</b>	A reduction in body fat /reduce obesity	<b>4</b>	Accept examples of points for a mark – e.g. healthier heart for point 6
		<b>2</b>	Healthy body weight/prevent overweight		
		<b>3</b>	Improved psychological health/mental health/look better and feel better/improved emotional well-being/reduce stress/		
		<b>4</b>	Healthier joints/prevent osteoarthritis		
		<b>5</b>	Improved muscular health/strength		
		<b>6</b>	Improved cardiovascular health		
		<b>7</b>	Improved respiratory health		
		<b>8</b>	Improved bone health/bone density		
		<b>9</b>	Increase life expectancy/limits long term illnesses/disease/easier to do daily tasks		
<b>3</b>	<b>(b)</b>		Participation – possible effects	<b>6</b>	
		<b>1</b>	Increased numbers taking part overall, including at grassroots level		If candidate does not split answer into participation and performance sections but mentions increased numbers/ they can only score pt 1
		<b>2</b>	Increased numbers taking part in target groups		
		<b>3</b>	Greater frequency/regularity of participation		
		<b>4</b>	More uptake/use of the activity in schools		

		<b>5</b>	Increased level of demand on providers/increase in hire of equipment/facilities		
		<b>6</b>	Increased membership/number of registrations with the NGB		
		<b>7</b>	More popularity/demand for NGB events		

			Performance – possible effects		
		<b>8</b>	Increasing numbers in performance programmes		They must mention performance stage to get this point
		<b>9</b>	Improved outcomes achieved in age-group levels		
		<b>10</b>	Improved performance at events at different levels/increase in elite performers		
		<b>11</b>	Increased number of coaches required at different levels		
		<b>12</b>	Increased standard of coaches required at different levels		

4	(a)	1	Media coverage heightens the profile of the sport/raises the public's awareness/engages people in sport	4	
		2	Encourages increased participation (feeding into clubs/teams)		
		3	Education on the rules/regulations of the sport/promotes values		
		4	<b>Role models</b> generated inspires people to get involved		
		5	More participation will give NGB's a bigger pool to find talent		
4	(b)	1	<b>(Cost)</b> Upfront costs/ongoing investment in event/cost to promote	6	Accept any relevant e.g. of cost
		2	<b>(Time)</b> Time taken to organise/time to carry out the event/time to measure the results		Accept any relevant e.g. of time
		3	<b>(Expertise/Ability Required)</b> staff skills available to plan and/or deliver the event		Accept any relevant e.g. of expertise/ability Need coaches who have qualifications
		4	<b>(Human Resources)</b> staff are needed to run the event/requires volunteers/staff need to be trained		Accept any relevant e.g. of human resources Require lots of marshalls/volunteers to help with event
		5	<b>(Levels of Accountability)</b> who is accountable for the results and/or success/who are they accountable to?		Accept any relevant e.g. of Accountability May lose funding
		6	<b>(Success measures)</b> the community have not understood the aim of the initiative/there has been no change in terms of participation numbers/no improvement in performance		Accept any relevant e.g. of success measures Not many people turn up for the event

4	(c)			6	Synoptic 6 marks from Unit 2 LO1 Accept examples of points for a mark
		1	Promotes values through sport		e.g. better behaviour/reduces crime
		2	Provides role models		
		3	Develops understanding and tolerance		
		4	Promotes social inclusion/breaks down barriers		Racism lowered/prevent discrimination
		5	Promotes (sense of) fair play		
		6	Provides constructive activity for people		e.g. after-school community sports for young people
		7	Contributes to the economy/ bring in tourist income		e.g. creates employment/job opportunities
		8	Increase/improve sense of community/bring together/teamwork		e.g. increase the number of local volunteers
		9	Improves health of community		e.g. reduces the burden on the NHS/reduce obesity
		10	Events can also raise the <b>profile</b> of a community		Accept any e.g. of this (i.e.) London Marathon



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