

Cambridge Technicals

Sport

Unit 3: Sports organisation and development

Level 3 Cambridge Technical Certificate/Diploma in Sport
05826-05829, 05872

Mark Scheme for January 2018

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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
Tick	correct
Cross	incorrect
BOD	benefit of the doubt
Eg	example
Und	understanding
Max	maximum marks reached / sub-max reached
L1	Level 1 (for 'Levels-marked' questions only) – put at end of response to indicate level awarded
L2	Level 2 (for 'Levels-marked' questions only) – put at end of response to indicate level awarded
L3	Level 3 (for 'Levels-marked' questions only) – put at end of response to indicate level awarded
Id	identification (use for levels questions instead of 'knowledge' with Und being used for more developed points)
R	Repeat of point already made
NBD	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	(ai)	1	FIFA (Football)	2	Accept any relevant example
		2	FINA (Swimming)		
		3	IAAF (Athletics)		
		4	IOC (Olympics)		
1	(aii)	1	Generating profits	1	
1	(b)	1	Allows focus on strengths and weaknesses of players /What the performer needs to improve on	6	Synoptic 6 marks from Unit 2 LO3 (identify methods to improve skills, techniques and tactics in sport) Must have points to access full marks
		2	Uses video platforms e.g. Dartfish/slow motion replays		Accept relevant e.g.s
		3	Support the training environment through use of video/data monitoring-statistical data e.g.s GPS trackers/amount of successful passes made/tackles made		
		4	Enhances performance / Helps them progress		Accept relevant e.g.s
		5	<u>Understand</u> where performers are in terms of their performance		
		6	Uses video/data in real-time to provide improved feedback during performance		
		7	Allows focus on strengths and weaknesses of opposition players		
		8	Provides post event analysis		

Question		Answer	Marks	Guidance
1	(c)		4	Mark 1 st four responses only,
		1		
		2		
		3		
		4		
		5		
		6		
		7		
		8		
		9		

Question			Answer	Marks	Guidance
1	(d)	1	Provides more opportunities/new experiences for those not engaged in competitive sport	6	
		2	Provides access to a range of competition formats		
		3	Develops a young person's <u>skills</u> /values		
		4	Develops active/healthier lifestyles		
		5	Allows young people to challenge themselves/be competitive		
		6	Allows young people to have fun/enjoyment		
		7	Develops leadership skills through volunteer roles e.g. officials		
		8	Develops experience of emotions linked to winning and losing		
		9	May improve attainment/engagement in school		
		10	Compliments other school initiatives/improves extra-curricular clubs/improves school networks		
		11	Increases the reputation/standing of the school		

Question			Answer	Marks	Guidance	
2	(a)	1	Develops Understanding /Tolerance	3	Mark 1st three responses only. Accept any relevant example	
		2	(Social) inclusion			Accept Equality
		3	Fair play/Sportsmanship/Honesty			
		4	Motivation/work ethic			
		5	Teamwork			
		6	Respect			
		7	Resilience			
		8	Citizenship/helping others			
		9	Discipline			
2	(b)	1	Developing higher level skills/techniques/specific skills	3		
		2	Participating at county/regional level			
		3	Regular training/requires high level of commitment/motivation/dedication			
		4	Access to high quality coaching			
		5	Access to high quality facilities			
		6	May be involved with NGB/have NGB support			

2	(c)	1	Helps maintain cognitive skills/thinking	4	
		2	Reduces cardiovascular risk/heart disease/stroke/help reduce blood pressure		
		3	Helps maintain ability to carry out daily tasks		
		4	Improves mental health/improves mood/self-esteem/reduces risk of depression/boost confidence		
		5	Meet new people/social benefits		
		6	Manage their weight/reduce obesity/lower cholesterol		
		7	Maintain muscle tone		
		8	Reduces the risk of bone/joint disorders (eg. osteoporosis /arthritis)		
		9	Maintain or improve their mobility/flexibility		
		10	Reduces the risk of falls		
		11	Improve quality of life/live longer/increase life expectancy		

Question		Answer	Marks	Guidance
2	(d)*	HEALTH FACTORS	8	<p>Level 3 (7-8 marks) A comprehensive answer:</p> <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. <p>At Level 3 responses are likely to include</p> <ul style="list-style-type: none"> Detailed discussion of the facilitators and ensuring coverage from health (Points 1-8), Provision (Points 9-12) and Promotion (Points 13-16) Many points made and they are developed At the top of this level the answer would include development points in all 3 areas
		1 Greater health awareness and the benefits of exercise		
		2 To keep fit (Physical) <ul style="list-style-type: none"> Control body weight/lower obesity levels Keep toned Build muscle Look like celebrities 		
		3 Help recover from illness/injury (Physical) <ul style="list-style-type: none"> Accept any example GP referrals Heart condition Advice from healthcare professionals 		
		4 To relieve stress/relax (mental) <ul style="list-style-type: none"> Due to work commitments/more stressful jobs/people work longer hours Due to school commitments 		
		5 Improve confidence (mental) <ul style="list-style-type: none"> have self-confidence, self-belief, self esteem 		
		6 Body conscious (mental) <ul style="list-style-type: none"> Pressure to look good on social media (Facebook, twitter) 		
		7 Enjoyment (mental)		

Question			Answer	Marks	Guidance
		8	Socialising (social) <ul style="list-style-type: none"> Meet new friends Fashionable to participate Meet up with existing friends Accompany children and get involved (eg. Gymnastics club) 		Level 2 (4–6 marks) A competent answer: <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. At Level 2 responses are likely to include <ul style="list-style-type: none"> Satisfactory knowledge and understanding of the facilitators At the bottom of this level several points made but generally not developed At the top of the level several points are developed Coverage of TWO areas from Health (Points 1-8), Provision (Points 9-12) and Promotion (Points 12-16)
			PROVISION FACTORS		
		9	Inclusion <ul style="list-style-type: none"> Support or encouragement (from school or friends or family), High government priority now Friends do, so you do 		
		10	Clubs <ul style="list-style-type: none"> New clubs in the area More choice than before (e.g. gyms) Opportunity to volunteer It is cheaper than before, free or subsidised Allows them to compete at a better/higher standard 		
		11	Facilities <ul style="list-style-type: none"> More facilities close by Good standard of facilities 		

Question		Answer	Marks	Guidance
	12	More jobs available in sport (e.g. personal trainer)		<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 are likely to include</p> <ul style="list-style-type: none"> • Basic knowledge of the facilitators • Limited points made • Development of points made unlikely • Only one area addressed from health (Points 1-8), Provision (Points 9-12) and Provision (Points 12-16)
		PROMOTIONAL FACTORS		
	13	Impact of Major sporting events <ul style="list-style-type: none"> • Olympics/commonwealth games • Success of national teams/events • Inspire to take part • Legacy of facilities 		
	14	Impact of new initiatives <ul style="list-style-type: none"> • Sport England • Role of NGB • This Girl can • Chance to shine • Park run • Accept any relevant eg 		
	15	More advertising/Media coverage <ul style="list-style-type: none"> • Greater TV coverage (eg. Sky Sports, BT Sport) • More role models developed 		

Question			Answer	Marks	Guidance
		16	Technological developments <ul style="list-style-type: none">• Social media• Apps eg Strava• Fit Bits		

Question			Answer	Marks	Guidance
3	(a)	1	Easy to administer/take less time	4	Advantages (sub Max 2) 1-6
		2	Can be developed in less time (compared to other data-collection)		Accept any relevant practical e.g.
		3	Cost-effective/cheap		Accept opposite
		4	Can be administered remotely via online, mobile devices, mail, email, or telephone.		
		5	Capable of collecting data from a large number of people		
		6	Can ask lots of questions and get a lot of data		
		7	May not get honest answers		Disadvantages (sub Max 2) 7-15
		8	People may not want to portray themselves in a negative way		
		9	People may not be aware of the reasons for conducting the survey		
		10	People may not understand the questions		
		11	People may not answer all the questions/may not complete the survey		
		12	Could be bored and rush through it		
		13	May not provide clear answers/inaccuracy		
		14	Poor validity rate for closed questions compared to open questions		
		15	The answer they may want to give is not an option		

Question			Answer	Marks	Guidance
3	(b)	1	Participation levels increased/increase in club numbers	5	
		2	More satisfaction amongst participants		
		3	A positive impact on local priorities/campaigns		Eg reduction in crime rate
		4	Improved behavior in schools/links to inner city		
		5	Levels of performance increased		
		6	Created opportunities to volunteer		
		7	Creates a greater talent pool of cricketers		
		8	Improved health and so less burden on the NHS		
		9	Greater uptake and demand for facilities		

Question			Answer	Marks	Guidance
4	(a)	1	Build new facilities/improved facilities	4	No to Funding of events/equipment
		2	Provides access to a wide range of sport and leisure facilities/Hosting the event		
		3	Maintaining outdoor park space		
		4	Responsible for the health of local population		Accept any relevant e.g.
		5	Run/Publicise/promote campaigns (e.g. Sportivate)		Accept any relevant e.g.
		6	Reduce costs/provide subsidised sessions (e.g. Free Swimming)		
		7	Provide staffing - coaches and administration		
4	(b)	1	Upfront costs to get the event started FOR EXAMPLE Cost of facilities or equipment/Promotion of the event /insurance costs/hospitality costs Cost of the bid	2	Accept 1 st two responses only
		2	On-going costs/investment to maintain the event/pay for unexpected occurrences FOR EXAMPLE staffing costs- coaches/change of venue/transport costs		
		3	Financial benefits/gain		

Question			Answer	Marks	Guidance
4	(c)	1	(Football) Champions League, Europa League, World Cup, European Cup	2	DNA Any National Championships Accept 1 st two responses only, Accept any relevant other e.g. of any sport
		2	(Tennis) Wimbledon, US Open, French Open, Australian Open		Accept any relevant e.g.
		3	(Cricket) Ashes, Any Test match/20/20/one day		Accept any relevant e.g.
		4	(Cycling) Tour de France		Accept any relevant e.g.
		5	(Rugby) 6 Nations		Accept any relevant e.g.
		6	Olympic Games/Paralympic Games		Accept any relevant e.g.

Question			Answer	Marks	Guidance
4	(d)	1	Provides opportunities for all to participate in sport through a multi-sport offer/more clubs	6	Accept any relevant e.g. with a suitable explanation
		2	Reduce crime levels/improve social inclusion		
		3	Increase participation (with all members of the community)		Accept any e.g.
		4	Develop understanding and tolerance of others		
		5	Bring community together/make new friends/develop social skills		
		6	Creates employment/job opportunities-coaches/leaders		Accept any e.g.
		7	Improves the local facilities/provide more places to participate/raise the profile of the area/regenerate the area		Accept any e.g.
		8	Improves health of community/quality of life		
		9	Provide fun, friendly and engaging sessions		
		10	Improve self-esteem/confidence/motivation		Accept any e.g.

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