

Cambridge Technicals

Sport

Unit 3: Sports Organisation and Development

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

Mark Scheme for June 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.

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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	(a)	(i)	1. Dept of Health 2. Dept of Education	1	Accept to DDCMS as a valid answer (DCMS changed to Dept of Digital, Culture, Media and Sport in 2017 – but unit refers to DCMS)
1	(a)	(ii)	1. UEFA (Football) 2. European Boxing Union (EBU) 3. European Cricket Council (ECC) 4. European Athletic Association/European Athletics 5. Badminton Europe 6. Rugby Europe 7. Netball Europe	2	Accept any relevant example
1	(b)	(i)	1. False	1	
1	(b)	(ii)	1. True	1	
1	(b)	(iii)	1. False	1	
1	(c)		1. Setting of rules and regulations 2. Organising competitions/tournaments/initiatives/events 3. Increasing participation rates 4. Involvement with target groups 5. Talent development 6. Raising awareness/increased publicity/promote sport 7. Develop grassroots (e.g. Just Play) 8. Providing education to athletes and performers Eg Anti-doping/nutrition/equality 9. Training coaches/officials providing the framework for coaches (e.g. FA Level 1) 10. Providing/distribute funding	5	Accept any relevant example of each

Question		Answer	Marks	Guidance
1	(d)	<ol style="list-style-type: none"> 1. Improve provision/opportunity/increase participation/eg set up competitions/events 2. Meet government recommendations for physical activity for 14-25 year olds 3. Reducing barriers for under-represented groups (e.g. Female) /more accessible for target groups 4. Develop projects aimed at disabled people to increase participation 5. Provides funding for NGB elite development programmes 6. Improves coaching standards (through The Coaching Plan) 7. Help support the delivery of Whole Sport Plans 8. Provides safeguarding and support resources to the NGB's 9. Deliver 'The High Performing NGB programme. 10. Develop grass roots provision to identify and develop talent. 	5	Accept any relevant example
2	(a)	<ol style="list-style-type: none"> 1. Coach 2. PE Teacher 3. Sports Leader/Development officer 4. Official 5. Provides coaching points for skill development 6. Provides feedback before/during/after performance 7. Make sport enjoyable 8. Encourage all ages and ability/target groups to participate/increase participation 9. Understand rules and regulations/make activity safe 10. Ensure fairness and respect/values 11. Encourage lifelong participation 12. Develop community sport 13. Organise competitions 14. Be a good role model/Inspirational 	6	<p>Synoptic Marks 6 from Unit 2 LO1.1 know the roles and responsibilities of sports coaches and activity leaders</p> <p>Pts 1-4 Sub max of 3 for identifying roles</p> <p>Pts 5-13 sub max of 3 for description of role</p> <p>ONLY ONE DESCRIPTION PER ROLE TO BE CREDITED</p>

Question		Answer	Marks	Guidance
2	(b)	<ol style="list-style-type: none"> 1. Provides opportunities for those who may not have traditionally participated (e.g. BAME groups/females) 2. Reduce crime levels by offering alternatives (e.g.) Kickz programme/stay off the streets 3. Education on social issues such as drug awareness and healthy eating 4. Provides role models/promote values for young people 5. Tackle health initiatives such as obesity (e.g. Change for life)/reduce strain on the NHS 6. Creates opportunities for volunteering / involvement 7. Develop leadership qualities of the local community 8. Improve social cohesion by bringing different people together/teamwork/increased awareness of different beliefs/cultures 	6	<p>Accept any relevant examples</p> <p>DO NOT ACCEPT IMPROVING PUBLIC HEALTH OR DISCRIMINATION IT IS IN THE QUESTION</p>
2	(c) *	<p>Foundation</p> <ol style="list-style-type: none"> 1. developing basic skills such as running, jumping, hitting a ball 2. being taught PE at school 3. provide the emphasis on fun to develop enjoyment and love for the sport 4. Grass roots 5. Will start to look for a team/club to join <p>Participation</p> <ol style="list-style-type: none"> 6. Taking part in a particular sport or activity/Playing in organised sports sessions/extra-curricular clubs 7. Playing for a school/club 8. Specific/basic skills taught 9. Knowledge of rules and regulations 10. Access to a coach 11. school clubs link with competitions and external clubs 12. attend trials for district/county teams/identifying talent 	8	<p>Level 3 (7-8 marks)</p> <p>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 <u>are likely to include</u></p> <ul style="list-style-type: none"> • Detailed balanced discussion of how an individual can progress through <u>ALL</u> stages of the sports development continuum • At the top of this level there are many developments of points or examples made across

Question	Answer	Marks	Guidance
	<p>Performance</p> <p>13. e.g. opportunity to improve sporting ability / playing for a county/regional</p> <p>14. require structured training focusing on tactics and improvement</p> <p>15. High level of commitment/dedication/skill</p> <p>16. Access to high level coaching/facilities</p> <p>17. parental support to drive to fixtures/training</p> <p>18. financial support to buy equipment/enter competitions</p> <p>19. school support to have time away to attend matches/competitions</p> <p>20. Talent ID programme /invited/scouted/qualified to progress</p> <p>Excellence</p> <p>21. Elite performers</p> <p>22. Playing at professional club/Academy</p> <p>23. National level competition</p> <p>24. has to become part of their lifestyle/sacrifice/full time training</p> <p>25. highest levels of skill/commitment/dedication/fitness</p> <p>26. financial support to stay at the top/sponsorship</p> <p>27. do it as a job/get paid/professional</p> <p>28. Access to world class facilities/coaches</p> <p>29. Access to physios/conditioning coaches/psychologists etc</p>		<p>all 4 stages</p> <ul style="list-style-type: none"> • Links to be made between the stages <p>Level 2 (4–6 marks) 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 to include</u></p> <ul style="list-style-type: none"> • Satisfactory knowledge and understanding of how an individual can progress through the stages of the sports development continuum • At the top of this level many points will be made across all 4 stages (some will be developed/have examples) • At the bottom of this level points will be made from each of the 4 stages <p>Level 1 (1–3 marks) 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

Question			Answer	Marks	Guidance
					<p>knowledge</p> <ul style="list-style-type: none"> • 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 to include</u></p> <ul style="list-style-type: none"> • Basic knowledge of how an individual can progress through the stages of the sports development continuum • It is unlikely to have any development of points • At the top of this level candidates are likely to cover points from 3 stages
3	(a)		<ol style="list-style-type: none"> 1. Benchmarks and quality schemes (e.g. Clubmark) 2. Self-assessment (eg Quest Scheme) 3. External assessment (eg Quest Scheme) 	2	Accept any relevant example
3	(b)	(i)	<ol style="list-style-type: none"> 1. More female/BAME coaches enroll/apply/complete FA coaching courses 2. More qualified female/BAME coaches working at local/grass roots level 3. More qualified female/BAME coaches working for the FA or in senior (club) coaching roles 4. More female/BAME applicants for coaching roles with clubs / the FA 5. Greater awareness of coaching opportunities amongst female/BAME population because there are more Role Models 6. Fewer barriers / more opportunities reported by female/BAME population (e.g. through surveys) 	4	Examples need to be suitably specific – e.g. do not accept ‘more female coaches’ for point 1 as too vague.
3	(b)	(ii)	<ol style="list-style-type: none"> 1. Makes coaching pool more diverse/higher quality coaches 2. Could encourage more participation in female/BAME 	2	Benefits must be relevant to the scenario (i.e. the initiative & FA)

Question		Answer	Marks	Guidance
		<p>groups/less ethnic inequality</p> <ol style="list-style-type: none"> 3. which creates a bigger talent pool 4. Could also increase number of supporters in female/BAME groups 5. Positive publicity/recognition/ good for the profile of the FA/FA looks better 6. Helps promotion of future FA events 7. Could increase levels of funding if the initiative is successful and the number of people participating increases 8. Attract sponsorship to other FA events 		
4	(a)	<ol style="list-style-type: none"> 1. Regional NGB events (North West Counties football league) 2. North West Championship League Netball 	2	Regions of England and Wales are; Eastern, East Midlands, London, North East, North West, South East, South West, Wales, West Midlands, Yorkshire & Humber. Event must be linked to those. Accept any example Examples must be from different sports.
4	(b)	<ol style="list-style-type: none"> 1. Enhance the reputation of the organisation 2. Increase participation 3. Increased chance of success at major events (e.g. British Cycling at the Olympics) 4. Develop talent/more elite performers 5. Increase interest in sport/media interest/greater awareness/wider recognition (e.g. England Lioness's and increase attendances at Women's football matches) 6. Continued/increased funding if the event is a success 	4	
4	(c)	<ol style="list-style-type: none"> 1. There is a low cost (for training) or they are free 2. They are enthusiastic/passionate and can motivate others/want to be involved/engaged/they are interested in sport 3. They are committed and do not require motivating 	4	

Question		Answer	Marks	Guidance
		4. They are local to the area 5. They are flexible with the hours they can volunteer 6. They may be available at short notice 7. They have pride in the local area/community		
4	(d)	1. Aim/Purpose 2. What is the event/initiative attempting to achieve 3. Cost/Funding 4. Is there an ongoing cost/ongoing investment/is there profit to be made 5. Time/Duration 6. The time to organise the event/carry out the event/to measure the impact of the event/frequency 7. Expertise/Ability required 8. Is there a pool of talent available/individuals with the ability to plan and organise an event 9. Levels of accountability 10. Who is accountable for the event/who are they accountable to 11. Success measures 12. How long will the event need to run before success can be demonstrated/clarity of cause an effect/what measurement is in place to demonstrate the success. 13. Target Group/Number of participants 14. e.g. of specific target group in the local area/are there enough performers to run the event 15. Facilities & Equipment 16. Are the correct facilities available to run the session/are they affordable/do they have them already or need to buy them 17. Scale	6	The description must link to the consideration. Sub max 3 from points 1, 3, 5, 7, 9, 11, 13, 15, 17,19, 21

Question	Answer	Marks	Guidance
	<p>18. How big is the event/how much space is needed to host it/is it local, regional or national</p> <p>19. Health and Safety</p> <p>20. First Aid implications/Risk assessments/safety of spectators</p> <p>21. Promotion of the event</p> <p>22. How is the event going to be publicised- newspaper,radio,poster/when will the event need to be advertised</p>		

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