

**Cambridge Technicals Level 3**

**Sport & Physical Activity**

**05826-05829 & 05872**

**Unit 3 Sports Organisation and Development**

**OCR Report to Centres June 2018**

## About this Examiner Report to Centres

This report on the 2018 Summer assessments aims to highlight:

- areas where students were more successful
- main areas where students may need additional support and some reflection
- points of advice for future examinations

It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the examination.

The report also includes links and brief information on:

- A reminder of our **post-results services** including **reviews of results**
- Link to **grade boundaries**
- **Further support that you can expect from OCR**, such as our CPD programme

## Reviews of results

If any of your students' results are not as expected you may wish to consider one of our Reviews of results services. For full information about the options available visit the [OCR website](#). If University places are at stake you may wish to consider priority service 2 reviews of marking which have an earlier deadline to ensure your reviews are processed in time for university applications: <http://www.ocr.org.uk/administration/stage-5-post-results-services/enquiries-about-results/service-2-priority-service-2-2a-2b/>

## Grade boundaries

Grade boundaries for this, and all other assessments, can be found on [OCR website](#)

## Further support from OCR



Attend one of our popular CPD courses to hear exam feedback directly from a senior assessors or drop in to an online Q&A session.

<https://www.cpdhub.ocr.org.uk>

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## Unit 3 Sports Organisation and Development

### General Comments

The quality of scripts offered in response to the June 2018 Unit 3 Sports Organisation and Development examination paper was of a higher standard than in previous series. Although once again relatively few learners managed to get into the higher mark range.

Evidence would suggest that learners understood what was required of them throughout all 4 learning outcomes and there was little evidence of learners misinterpreting questions. A common downfall that continues to still exist for some learners is examination technique, with many examples of responses offering too few points for the marks available for that question 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.

The quality of written communication was mostly sound, although a minority wrote notes in bullet form which is not recommended, particularly on Question 2c, the 8-mark levels of response question as quality of written communication is assessed in the question identified with an asterisk (\*) in each Unit 3 paper.

It is recommended that centres continue to highlight to their learners the key organisations and how they work together as well as how current developments and initiatives in sport impact on the local community.

When lower mark totals were achieved, the main reason was a lack of fundamental knowledge. For example in question 1d (Sport England and NGB's), few learners achieved full marks, with many describing what they do as individual organisations (e.g. 'increase participation') rather than considering what they do jointly (e.g. 'improve coaching standards or reduce barriers for under-represented groups').

At times a lack of clearly expressed knowledge was an issue, leading to 'NBD' (No Benefit of the Doubt) being indicated on responses. This was particularly evident with Question 3b (i) on how the success of the BAME initiative could be measured.

At the end of the question paper there are 3 blank pages. Centres are asked to remind learners to use this space if they require extra space for their answers, rather than write down the sides of the answer booklet or in other ways which potentially make the response difficult to read and therefore mark.

## Comments on Individual Questions

### Question No.1

Overall, this proved to be a very challenging question, with a real spread of marks. While 1a (i) 1b and 1c were answered relatively well, 1a (ii) and 1d proved difficult for many. Learner's knowledge of European Governing Bodies and how NGB's and Sport England work together were in the main quite limited.

Q1 a (i). Responses to this question were on the whole very good, with the majority of learners identifying either the Department of Health or Department of Education as the key government departments which are directly involved in sport in the UK.

Q1 a (ii) A large number of learners did not answer this question very well and often gave either National Governing bodies or International governing bodies in their answers. Some learners were able to identify UEFA as one of the organisations but only a small percentage were able to identify two European governing bodies.

Q1b. In the main the three multiple choice questions were answered well and many scored a maximum. The third question which considered the Sport and Recreation Alliance was the most challenging.

Q1c. Learners, in the main, answered this question very well and showed a good understanding of National Governing Bodies. Most candidates scored at least three marks on this question and many scored full marks. The question asked about the roles and responsibilities of an NGB and it was good to see that because there were five marks available, learners gave 5 answers. Where candidates did not score full marks this was because they only gave two or three answers.

Q1d. Learners struggled with this question for two main reasons. Firstly it was worth 5 marks and they did not put enough detail into their answers. They were unaware of what the two organisations offer jointly (increased participation/provision and developing talent were the main 2 answers given by candidates) They did not have sufficient knowledge to access the higher marks in this question by giving 4 or 5 joint roles. Secondly, responses were also often very vague and so typical responses referred to what Sport England's role is and what an NGB's role is rather than answering what the question asked.

Question No.2

Overall, this question is where the learners performed the best.

Q2a This appeared a very straight forward question based on identifying the different roles within sports development and then describing why each one is important. Learners in the main, did answer this well and many were able to access five or six marks. Where it was not answered well was when learners wrote about sports development in general terms and how it might help increase participation or they might help host events. Where learners clearly understood what a role was then they were able to access full marks relatively easily.

Q2b. This question was worth six marks but in the majority of responses learners only scored two, three or four marks. The answers lacked detail and depth and although learners typically wrote about reducing crime rates, offering more opportunities for minority groups or trying to reduce obesity they also included in their answers it reduces discrimination and it improves public health which were actually stated in the question. However, few learners were able to give enough detail in their description to access the higher range of marks. Again, moving forward centres need to continue to make sure that learners are able to give both breadth and depth to their answers in order to access the higher marks on the 6 mark questions.

Q2c (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 achieve level 3 and provide a balanced answer that covered an explanation of all stages of the sports development continuum. Learners were able to provide detail on all four stages and were able to provide some typical examples of performers at each stage. The best answers structured their response so that it detailed each stage, gave relevant examples and then crucially explained how the performer could move through to the next stage. Weaker answers were brief and list-like of the typical characteristics of a performer at each stage but not really explaining how they moved through each stage. Learners need to be encouraged to include practical examples in their answers, to support the point they have made. Very few learners scored 0.

Question No.3

This question proved to be the most challenging question on the paper. Learners struggled to understand and provide detailed answers to most parts of the question.

Q3a. Learners had real difficulty with this question. Answers to this question were in the main often vague and in quite a few instances irrelevant. The question needed very specific answers in relation to the methods of measurement and unfortunately learners were unable to provide this. Moving forward centres need to make sure that learners are taught the specific detail on the specification in relation to the measurable methods of sports development on performance.

Q3b (i). The answers to this question were some of the weakest on the exam paper. The majority of learners only scored 1 or 2 marks. Many did not seem to realise that the question was asking for four specific examples of how the success of the Female/BAME initiative could be measured. Many of the examples given were very general and did not relate to female or BAME coaches. Typically candidates wrote about an increase in coaches and participation but did not relate this to the minority groups. If they had done this then they would have been able to access the marks available. As a result they scored no marks because it did not specifically relate to the female/BAME coaches. It is absolutely essential that learners read the question carefully and then apply their knowledge to the question.

Q3b (ii) This was the most accessible part of question 3. Learners in the main showed a good understanding of the benefits that this initiative would bring to the F.A. A wide range of answers were given by candidates and many were able to access the maximum two marks. Increased quality of Female/BAME coaches, good publicity and increased funding were the most common answers. Weaker candidates' answers were not specific enough and stated that the initiative simply increased participation.

#### Question No.4

Overall, this question was reasonably well answered and in particular on part d learners often scored maximum marks.

Q4a. Learners' responses were extremely poor and very few actually scored maximum marks on what should have been a straight forward question. It was very apparent that candidates understanding of regional sporting events was weak and they often gave whole country type events/initiatives like the London Marathon and the FA cup in their answers. For future reference it is very important that centres make sure that their students are made aware of the differences between International/European/National/Regional and Local type events.

Q4b. This was another question where learners scored quite well but if they had actually given four benefits as stated in the question rather than two or three then they would have been able to access full marks. Candidates had a good understanding of the question and were easily able to identify the main benefits as increased participation, enhanced reputation and increased funding but if they are to access all the marks then it is crucial that four benefits are given.

Q4c Almost the same could be said for this question as the previous question. Learners had a good understanding of the advantages of using volunteers and were easily able to access the mark scheme. Typical answers included the low cost, the enthusiasm and commitment of volunteers and their local availability. However they failed to score full marks because they did not give four advantages. Again, moving forwards centres need to continue to make sure that learners are able to give four answers in order to access the four marks that are available.

Q4d. This was a very accessible question, with many learners managing to score a maximum six marks. The extensive mark scheme allowed students to easily identify three other considerations before running a sports development event and then describe how these would impact on the event. Learners typically wrote about the cost and duration of the event, the facilities and equipment that are needed, who is accountable and how could the events success level be measured. Weaker answers on this question identified the consideration but then did not describe how it would impact the event.

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