

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

SPORT AND PHYSICAL ACTIVITY



Unit 3 January 2019 series

Version 1

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Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates. The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report. A full copy of the question paper can be downloaded from OCR.

Unit 3 series overview

The quality of scripts offered in response to the January 2019 Unit 3 Sports Organisation and Development examination paper were of a higher standard than in previous papers, with a noticeable increased amount of candidates managing to get into the higher end of the mark range.

Evidence would suggest that candidates understood what was required of them throughout all four learning outcomes and there was little evidence of candidates misinterpreting questions. A common downfall that continues to still exist for some candidates is examination technique, with examples of responses offering too few points for the marks available for that question and a number of candidates repeating points in responses rather than being able to make separate, distinct points in relation to the question set. Candidates 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 4d, the eight mark levels of response question as quality of written communication is assessed in the question identified with an asterisk (*) in each unit 3 paper.

When lower mark totals were achieved, the main reason was a lack of fundamental knowledge. For example in question 1b (Physiological benefits and values), few candidates achieved full marks as many described just the values (e.g. 'increase tolerance') rather than considering the physiological benefits (e.g. 'increased bone density or decreased resting heart rate').

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 describing the advantages of using surveys as a method of measuring participation.

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

Question 1(a)

- 1 There are many organisations and departments that are involved in the organisation of sport in the UK.
- (a) In addition to the Department for Health, identify **two** other Government departments who are involved in the organisation of sport in the UK.

.....
[2]

Responses to this question were overall very good, with the majority of candidates identifying both the Department of Culture, Media and Sport (DCMS) and the Department for Education (DfE) as the two government departments, which are directly involved in sport in the UK.

Question 1(b)

- (b) "Nationally, 'less active' tends to refer to children who do not undertake the recommended daily minimum of 60 minutes of moderate to vigorous intensity physical activity."

The Department of Health

The Department of Health fund the Youth Sports Trust to run the 'Change 4 Life' sports clubs, which encourage less active children to take part in more physical activity.

Describe the values developed and physiological benefits for a child participating in regular physical activity through a Change 4 Life club.

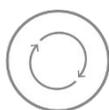
.....

[6]

Candidates struggled with this question for two main reasons.

In the first instance, it asked for both the values and physiological benefits of a child participating in regular physical activity. Many students simply wrote about the values and if they did write about the physiological benefits, they were often vague. This immediately restricted the amount of the marks they could score. This question was a synoptic link with Unit 1 and so required the necessary detail from this unit in the candidates answer.

Secondly, it was worth six marks and the candidates did not put enough detail into their answers. They often only gave two or three points and so this once again meant that the candidates could not access the full range of marks.



AfL

Candidates should be encouraged to give the relevant number of points according to how many marks are awarded for the question ie six points = six marks.

Question 1(c)(i)

(c) (i) Which one of the following is a National Governing Body?

Put a tick (✓) in the box next to the correct answer.

(a) Sport England

(b) English Federation for Disability Sport

(c) Lawn Tennis Association

(d) Youth Sport Trust

[1]

This question was well answered. Candidates had a good understanding of which organisation was a National Governing Body.

Question 1(c)(ii)

(ii) Which one of the following is **not** an International sports organisation?

Put a tick (✓) in the box next to the correct answer.

(a) Fédération Internationale de Football Association (FIFA)

(b) The European Union (EU)

(c) European Cricket Council (ECC)

(d) World Rugby (WR)

[1]

This question was well answered. Candidates had a good understanding of which organisation was not an International sports organisation.

Question 1(d)

- (d) National Governing Bodies (NGBs) have a range of roles and responsibilities to fulfil within their sports.

For each example of an action by an NGB in the table below, tick the correct column for which role or responsibility it shows.

Example of an action by an NGB	Sports Development	Setting rules and regulations	Administration and funding	Organising competitions and tournaments
Enable members to gain insurance for their club				
Updating anti-doping policy for the sport				
Reviewing progression pathways in the sport				
Run inter-school competitions in the sport				
Primary and junior school sessions introducing young people to the sport				

[5]

This was a very straightforward question based on identifying an NGB's roles and responsibilities within sport. Candidates in the main answered this extremely well and so were able to access the maximum five marks relatively easily.

Question 1(e)

(e) Complete the statements below about UK Sport using appropriate terms from the word bank provided.

performance	initiatives	participation development programme
participation	World Class Programme (WCP)	National Governing Bodies (NGBs)

The primary role of UK Sport is to invest money to maximise the

of UK athletes in the Olympic and Paralympic Games and other global events.

To achieve this UK Sport invests some of its income through central funding for sporting

....., enabling them to operate a

and ensuring athletes have access to outstanding support personnel and training

environments to ensure they are among the best prepared in the world.

Source: <https://www.uk sport.gov.uk/our-work/investing-in-sport/how-uk-sport-funding-works>

[3]

Candidates, in the main, answered this question well and showed a sound understanding of the role of UK Sport. Many candidates scored at least two marks on this question and where candidates did not score full marks this was because there was some confusion over how UK Sport invested some of their central funding. Many candidates incorrectly thought that this was through initiatives rather than through the NGB's.

Question 2(a)

2 (a) Link each of the examples of sports development initiatives and events described below to the correct purpose for running the event or initiative.

Event/initiative	Purpose
(a) Campaign to encourage greater respect for referees and officials	1 Increase participation
(b) Project to make sport more widely available for disadvantaged young people	2 Progression in sport
(c) Initiative aimed at getting women over 16 who stopped playing Netball to play the sport again	3 Promotion of values
(d) Programme for developing young coaches	4 Support social policy

[4]

This was a very accessible question, with many candidates managing to score a maximum four marks. The question was set out in a way, which allowed the candidate to link the sports development initiative/event to the purpose in a very easy and straightforward way.

Question 2(b)

(b) The British Heart Foundation found that:

34% of people are physically inactive, with the majority of these coming from the 'over 50's and retired people' group.

Explain the barriers to participation for this target group.

.....

.....

.....

.....

.....

[5]

This was a well-answered question on the paper. Many candidates scored full marks. Answers were varied and candidates showed a good understanding of the barriers to participation for the 'over 50's'. Very few candidates did not access marks on this question.

Question 2(c)

(c) Coaches play an important role in the delivery of sports development.

Give **four** other examples of roles in sports development.

.....
.....
.....
.....[4]

This appeared a very straightforward question based on identifying the different roles within sports development. Candidates in the main, did answer this well and so were able to access three or four marks. However, where it was not answered well was when candidates wrote about sports development in general terms and how it might help increase participation or they might help host events. Where candidates clearly understood what a role was then they were able to access higher marks relatively easily.

Question 2(d)

(d) Sports development can benefit different groups in a variety of ways. Suggest **four** positive effects sports development could have on young adults.

.....
.....
.....
.....[4]

The majority of candidates managed to score two or three marks on this question with 'reduction in crime', 'increasing participation' and 'reducing stress' the most common answers. However, only some candidates were able to give enough detail in their description to access full marks. Again, moving forwards centres need to make sure that candidates are able to give both breadth and depth to their answers in order to access all the marks on these questions.

Question 3(a)

3 The impact of sports development can be measured in a variety of ways.

(a) The number of medals won at the Olympics is an example of measuring the impact of sports development on performance.

True or false?

.....[1]

This question was well answered. Candidates had a good understanding of how the impact of sports development can be measured.

Question 3(b)

(b) The Active People survey is one method of collecting data concerning participation rates in sport in the UK.

Describe **four** advantages of using surveys as a method of measuring participation in physical activity.

.....
.....
.....
.....[4]

Candidates scored quite well on this question. They were in the main able to identify two or three advantages, and typical answers included 'it is easy to administer, it is cheap and it is quick'. However, the less able candidates often wrote about how surveys are used to show the impact on participation, rather than writing in general terms about why surveys are used as a method of measurement.

Question 3(c)

(c) Explain why measuring the impact of sports development is important.

.....
.....
.....
.....[4]

This appeared to be a very straightforward question based on why measuring the impact of sports development is important. However it was not answered particularly well, it seemed that some candidates were unsure about the term 'measuring the impact' and therefore their answers did not reflect what was asked of them and they scored poorly. Where candidates clearly understood what the term meant then they were able to access full marks more easily.

Question 4(a)

4 Sports Development can be delivered through various initiatives.

(a) Name **two** national initiatives aimed at delivering sports development.

.....
.....[2]

The majority of candidates answered this question well, scoring maximum marks with a wide range of initiatives identified across a number of sports, Where candidates did not score full marks this was because they often named organisations such as the LTA or FA rather than naming the initiative 'Great British Tennis weekend' or 'This Girl Can'.

Question 4(b)

(b) Name **two** organisations involved in delivering sports development initiatives and events.

.....
.....[2]

Although this was a very straightforward question, it was not particularly well answered. Many candidates incorrectly named the type of organisation rather than an actual name of an organisation. So typically, candidates may have written NGB's and Local Authorities rather than the FA or Nottinghamshire County Council.

Question 4(c)

- (c) Mo Farah has been a successful athlete for Team GB, participating in the 5000m and 10000m athletic events at the highest level. Describe how the success of Mo Farah at the Olympics and World Championships could help the development of the sport of athletics.

.....

.....

.....

..... [4]

The majority of candidates managed to score two or three marks on this question with 'acting as a role model', 'increasing participation' and 'increased funding' the most common answers. However, only some candidates were able to give enough detail in their description to access full marks. Again, moving forwards centres need to make sure that candidates are able to give both breadth and depth to their answers in order to access all the marks on these questions.

Question 4(d)

- (d)* The Olympics is a global sporting event held every four years, and is one of the biggest opportunities to promote sports development.

Describe the characteristics of a big sports event such as the Olympics, and explain the advantages and disadvantages of organising and hosting such an event.

.....

.....

.....

..... [8]

This question assessed candidates understanding of the characteristics, the advantages and disadvantages of hosting a big sports event such as the Olympics. Most candidates were able to provide a solid level 2 answer but only a few students were able to achieve a level 3 answer and provide a balanced answer that covered all three parts of the question. Candidates, in the main, were able to provide detail on the advantages and disadvantages and were able to explain some of these factors using London 2012 as their example. The best answers structured their response so that it included a description of the characteristics as well as a detailed explanation of the advantages and disadvantages. Weaker answers were brief, list-like and only included one or two advantages and disadvantages. Candidates need to be encouraged to include more detail in their answers, to support the point they have made. Very few candidates did not access marks on this question.

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