

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

SPORT AND PHYSICAL ACTIVITY



05826–05829, 05872

Unit 3 January 2020 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.

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Remember to keep your eye on ExamBuilder as we continue to update the bank of questions post exam series in line with our past paper policy. Therefore, you can be assured that new assessment material will continually be fed into ExamBuilder on an annual basis.

Online post series external feedback

Keep an eye out for updates on our post series feedback on Exams for Cambridge Technicals Webinars available in the autumn term.

Paper Unit 3 series overview

The quality of scripts offered in response to the January 2020 Unit 3 Sports Organisation and Development examination paper were of a higher standard than in June 2019.

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. Overall it was felt that candidates were well prepared for the exam.

In the main, candidates do address the command words in the shorter answer questions, however when answering the longer answer questions that use command words such as 'describe or explain' candidates often respond by simply identifying factors, which makes it more difficult to access the higher marks.

The quality of written communication was mostly sound, although a minority still continue to write notes in bullet form which is not recommended, particularly on Question 4c, 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.

When lower mark totals were achieved, the main reason was lack of detail in the students' responses. 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.

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 1c on describing how county sports partnerships increase participation in sport.

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 (a) Name **one** international organisation involved in sport in the UK. Explain how its work impacts on sport in the UK.

International Organisation:.....

Explanation:

..... **[3]**

Most candidates were able to identify an international organisation so typically FIFA and IOC were given as answers. In relation to the second part of the question, some candidates were only able to access one mark because they only gave one impact, when in actual fact the question asks for impacts. Typically candidates gave answers such as 'they set rules and regulations', 'they organise tournaments' or they 'promote values within sport'.

Question 1 (b)

- (b) Complete the paragraph below about UK Sport using the correct terms from the word bank provided.

UK Sport invests National Lottery and _____ funding into both Olympic and _____ sport.

UK Sport aims to support athletes in order to maximise their chance of _____ success.

They run a _____ which helps athletes by providing top class coaching and _____ support as well as other sports science services.

Grass roots programme	Lifelong	Medal	Government
World Class Programme	Commercial	Sponsorship	Sports medicine
Popular	National Governing Bodies (NGBs)	Health	Paralympic

[5]

Candidates, in the main, answered this question well and showed a sound understanding of UK Sport. Many candidates scored at least 3 or 4 marks on this question and where candidates did not score full marks this was because they were not aware of the sports medicine support that was given to athletes by UK sport. Many candidates incorrectly thought that it was health support they provided.

Question 2 (d)

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

Event/Initiative	Purpose
Campaign to encourage greater respect for referees and officials	Increase participation
Project to make sport more widely available for young offenders	Progression in sport
Initiative aimed at getting women over 16 who stopped playing netball to play the sport again	Promotion of values
Programme for developing young coaches	Support social policy

[4]

This was a very straightforward question based on linking sports development initiatives/events to the correct purpose for running the event/initiative. candidates in the main answered this extremely well and so were able to access the maximum 4 marks relatively easily.

Question 2 (e)

(e) An official is a role involved within sports development.

Identify **four** ways that an official can contribute towards the development of sport.

1.....
.....

2.....
.....

3.....
.....

4.....
.....

[4]

The majority of candidates managed to score one or two on this question with 'enforcing rules', 'promoting values' and 'keeping performers safe' the most common answers. However, only some candidates were able to give enough detail in their description to access full marks. Another common error was that they often gave two or three values, fair play, respect or equality which repeated the same point-promoting values, but this only secured the candidates one mark. 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 (a)

4 Sports development can be delivered through sporting initiatives and events.

(a) For each of the examples tick (✓) the correct column for whether it is an initiative or an event.

Example	Initiative	Event
This Girl Can		
Chance to Shine		
High Five Netball Taster Session		
Swim 21		

[4]

In the main this question was answered well. Candidates showed a good understanding of the difference between an initiative and an event. However sometimes candidates confused 'Chance to Shine' and 'Swim 21' and identified them as events rather than initiatives.

Question 4 (b) (i)

(b) Sports development initiatives and events have a variety of characteristics that need to be considered; two of these are:

- the scale of the initiative or event; and
- the organisations involved.

(i) Describe **three** considerations about the scale of a sports development event which would need to be planned for.

.....

.....

.....

.....

.....

.....

.....

..... [3]

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 considerations that had to be taken into account in relation to the scale when planning a sports development event. Very few candidates did not access marks on this question.

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