

Cambridge Technicals Sport

Unit 3: Sports Organisation and Development

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

Mark Scheme for January 2021 – Post Exam Correction

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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 used by examinersMultiple Choice Questions

Examiners indicate if answer given is correct or not by indicating '1' or '0' on the right hand side of the question.

All questions other than Multiple Choice and Extended response question

Tick = correct

Cross = incorrect

BOD = benefit of the doubt given

NBD = no benefit of the doubt given / also used where additional material may have been seen but no more marks gained

NR = no response attempted

SEEN = response been read but no credit given

REP = Point repeated and no further credit given

Extended response question

Please note that on the extended response question ticks and crosses are not used as it is not 1 tick = 1 mark.

Where applicable:

Id is used to indicate that a knowledge point from the mark scheme indicative content has been used.

Und is used to indicate that a more developed or detailed point has been made (showing greater understanding).

Eg is used to indicate where an example has been used or applied to support or develop the response.

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

Question		Answer	Marks	Guidance
1	(a)	1 The FA 2 The RFU 3 England Athletics 4 The ASA 5 England Netball	3	Mark first three answers only. Accept any suitable answer. Do not accept European/International
	(b)	Department for Digital, Culture, Media and Sport National Lottery National Governing Bodies participation elite	5	
	(c)	1 Disagreement over players – e.g. Transfers/contracts/ eligibility Club vs Country 2 Disagreement over use of facilities 3 Financial reasons – e.g. Premier League and FA unable to agree how to best support England team as PL focus is on it's own competition and commercial interests, not the England team 4 Hosting / Political / differences – e.g. EU law vs UK law 5 Specific sports differing from wider/overarching view – e.g. WADA vs. an international governing body 6 Different agendas/aims/goals – e.g. Dept of Health focus on participation rather than on excellence/elite	4	Accept any relevant example of each Points made may overlap/be hard to distinguish between one another, so allow BOD on number of points made in responses rather than mark first four only. DNA Disagreement between each other – the disagreement must be qualified

Question		Answer	Marks	Guidance
	(d) (i)	True	1	
	(d) (ii)	False	1	
	(d) (iii)	False	1	
2	(a)	<ol style="list-style-type: none"> 1 Pulse Raiser of suitable intensity and type – e.g. walk on the spot; march on the spot; knee lifts 2 Appropriate Static stretches – e.g. seated hamstring stretch; calf stretch against a wall for support; seated shoulder stretch 3 Mobility exercises/ sport specific exercises/ Dynamic stretching – e.g. bending and straightening arm and legs/knees can be done in a chair or holding on to something as support A passing drill 	3	<p>3 Synoptic Marks from Unit 1 LO 1.8/2.6 – The Impact of physical activity, training and lifestyle on the skeletal (1.8) and muscular system (2.6)</p> <p>Answers must apply to the target group – e.g. The emphasis must be on low intensity</p> <p>Must be in correct order Pulse raiser first points 2 and 3 can be interchangeable</p> <p>Accept other suitable examples of stretches</p>
	(b)	<ol style="list-style-type: none"> 1 Maintain muscle tone 2 Increased muscle strength 3 Maintain bone density/ stronger bones 4 Reduce risk of onset of osteoarthritis 5 Reduce risk of onset of osteoporosis/ bone disease 6 Increased ligament strength 7 Increased thickness of cartilage 8 Increase in joint strength 9 Increase in flexibility/ mobility 	3	<p>Mark first three answers only.</p> <p>3 Synoptic Marks from Unit 1 LO 1.8/2.6– The Impact of physical activity, training and lifestyle on the skeletal (1.8) and muscular system (2.6)</p> <p>Accept any suitable alternative answer Do not accept any answer that is cardiovascular or respiratory benefits</p>

Question		Answer				Marks	Guidance
(c)		Example	Foundation	Participation	Performance	Excellence	4 Accept Foundation OR Participation for 'playing hockey in school'. Both could be judged correct depending on interpretation.
		Being in the swimming team at your local club		*			
		Learning to throw and catch a ball	*				
		Attending a County netball training camp			*		
		Playing Hockey in school PE	*	*			

Question	Answer	Marks	Guidance
(d)*	<ol style="list-style-type: none"> 1 Reduced fees <ul style="list-style-type: none"> • Disabled people may have less disposable income • Discounted /Free sessions 2 Accessibility <ul style="list-style-type: none"> • Make reasonable adjustments so everyone can attend • (e.g.) wheelchair ramps 3 Adapting equipment) <ul style="list-style-type: none"> • (e.g.) pool hoists • (e.g.) bell in the ball for partially sighted/blind people 4 Adapting Sports <ul style="list-style-type: none"> • (e.g.) sitting volleyball for those in wheelchairs • Adapting facilities 5 Transport <ul style="list-style-type: none"> • Increase the links to the sports facility • Provide transport to pick people up as part of the membership package • Having sufficient parking near to the facilities 6 Training staff <ul style="list-style-type: none"> • Ensure staff can meet the needs of the individual • Have the knowledge to adapt sessions to meet the needs of the individual • Specialist coaches 7 Education <ul style="list-style-type: none"> • On the benefits of physical activity • Changing the attitudes of parents/themselves 8 Disabled only sessions <ul style="list-style-type: none"> • Build confidence in those who are new/returning to physical activity • Promotion of disabled sport 	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 balanced discussion of the solutions to the barriers ensuring coverage from a number of points • A significant number of points are developed <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.

Question	Answer	Marks	Guidance
	<p>9 Promotion of what is available locally</p> <ul style="list-style-type: none"> • More role models generated through better coverage in the media • Need to promote what is available to generate demand for sessions to run / provision to be made • Work with other local sports centres to generate sufficient numbers for adapted team sports e.g. for two wheelchair rugby teams to play/compete • Promotion of initiatives and events <p>10 Role models</p> <ul style="list-style-type: none"> • Better promotion of disabled sport through role models – e.g. Paralympian’s • Increased media coverage • NGBs to promote adapted versions of their sports more actively • Recognise that there are routes to elite level sport within adapted provision <p>11 Raise awareness</p> <ul style="list-style-type: none"> • Disabled people not having chance to experience sport from a young age can be a barrier • Need help from NHS / health providers to ensure that they know that there are opportunities to get involved in sport • Develop talent ID systems 		<p>At the top of this level</p> <ul style="list-style-type: none"> • A good discussion of the solutions to the barriers ensuring coverage from a number of points • Several points are developed <p>At the bottom of this level</p> <ul style="list-style-type: none"> • A sound discussion of the solutions to the barriers • Points made but only one or two are developed <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 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 the top of this level</p> <ul style="list-style-type: none"> • Basic knowledge of the solutions to the barriers • Some development attempted <p>At the bottom of this level</p> <ul style="list-style-type: none"> • Only one/two solutions to the barriers are identified

Question		Answer	Marks	Guidance
3	(a)	1 Attract funding 2 Investment in new equipment/facilities/allows the club to grow 3 Increase membership/amount of people in the club 4 Parents aware that it is a safe club/safeguarding is in place/will take their child there 5 Develop coaches 6 Leading to better quality provision/ success/ improved player performance 7 Helps the club run more effectively/more organized systems/allows for continued improvement	4	Accept suitable examples of each DNA Improves reputation as it is in the stem of the question On Pt 6 Accept any example of leading to better quality provision Eg it provides facilities for disabled performers/all genders/all ethnic groups
	(b)	1 Participation rate/level / numbers participating 2 Impact on society	2	Mark first two answers only. Accept suitable examples of each
	(c)	1 Cost effective/cheap to do 2 Can reach a large number of people/saves travelling to ask questions 3 Can be done electronically/data can be analysed/compared 4 Easy to do/can be done quickly 5 Can be shared on social media 6 Can be done online/phone/paper	3	Mark first three answers only. Accept additional suitable response

Question		Answer		Marks	Guidance								
	(d)	<table border="1"> <thead> <tr> <th>Description</th> <th>Purpose of Measurement</th> </tr> </thead> <tbody> <tr> <td>Data showing that levels of participation have increased.</td> <td>Identifying areas to improve</td> </tr> <tr> <td>Data showing varying involvement of different social groups in a sports development programme</td> <td>Illustrating best practice</td> </tr> <tr> <td>Survey showing high levels of satisfaction among those attending a sports development event</td> <td>Justify activity funding</td> </tr> </tbody> </table>	Description	Purpose of Measurement	Data showing that levels of participation have increased.	Identifying areas to improve	Data showing varying involvement of different social groups in a sports development programme	Illustrating best practice	Survey showing high levels of satisfaction among those attending a sports development event	Justify activity funding		3	
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4	(a)	False		1									
	(b)	<ol style="list-style-type: none"> 1 Some methods very widespread / catch more people – e.g. TV advert or billboard poster Using a range gives most access to widest variety of people/increases participation 2 Different methods reach different audiences (e.g. social media = young people; local paper = older people) 3 Social media platforms allow people to forward/share the message to others 4 Costs vary – e.g. social media relatively cheap/free to do; TV advertising is expensive 5 Depends on scale of event – e.g. probably wouldn't use TV adverts for a local sports event 		3	Accept suitable examples as equivalent points Accept the opposite of each of the points								

Question		Answer	Marks	Guidance
	(c)	<ol style="list-style-type: none"> 1 Cost 2 Increased house prices 3 Increased taxes 4 People have to move house to build stadia 5 Elitist 6 Benefits restricted to the host city rather than the country as a whole (e.g.) limited benefit of London 2012 in Manchester 7 Potential for scandal (e.g.) drug use 8 Wasted facilities 9 Increased risk of terrorism 10 Poor reputation if event is unsuccessful 11 Long preparation and planning time 12 Environmental impact / congestion 13 Anti-social behavior e.g. crime rates / hooliganism 	4	<p>Mark first four answers only</p> <p>Accept suitable examples of each</p>
	(d)	<ol style="list-style-type: none"> 1 Improves confidence / self-esteem/ mental well being 2 Meet new people 3 Able to watch major sporting events 4 Pride of being involved/sense of achievement 5 Gain training/ Learn new skills 6 New experience / provides opportunities 	3	<p>Mark first three answers only</p> <p>Accept suitable examples of each</p>
	(e)	<ol style="list-style-type: none"> 1 Raise the profile of the sport/ reputation 2 Attracts new sponsorship opportunities (e.g.) Sky and cycling 3 Increases participation numbers 4 Generates a bigger talent pool 5 Make the sport more successful/Win more medals/championships/major events 6 Increases Funding 7 Increases audience/popularity/spectatorship 	4	<p>Accept suitable examples of each</p>

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