

# **Cambridge Technicals Sport**

## **Unit 3: Sports Organisation and Development**

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

## **Mark Scheme for January 2022**

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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)	(i)	<p>Developing their provision according to a Whole Sport Plan. <input type="checkbox"/></p> <p>Funding elite performers via the World Class Performance Programme. <input checked="" type="checkbox"/></p> <p>Setting and enforcing rules and regulations. <input type="checkbox"/></p> <p>Working in partnership with Sport England. <input type="checkbox"/></p>	1	
1	(a)	(ii)	False	1	
1	(a)	(iii)	True	1	

Question		Answer	Marks	Guidance
1	(b)	<ol style="list-style-type: none"> <li>1. Invests/distributes National Lottery or Government money</li> <li>2. Invests / fund Olympic/ Paralympic/ Elite sport.</li> <li>3. Supporting and coaching athletes to achieve their full medal winning potential or operates / funds the World Class Performance Programme/works with NGB</li> <li>4. Works in partnership with home country sports councils (e.g. Sport England, Sport Scotland).</li> <li>5. Access to high class facilities/ funds the EIS</li> <li>6. Runs talent identification initiatives (e.g. Discover Your Gold).</li> <li>7. Develops elite coaches (e.g. via the Elite Coaching Apprentice Programme or progressing athletes into coaches).</li> <li>8. Represents/oversees UK Sports internationally / promotes the reputation of UK Sports.</li> <li>9. Ensures UK organisations are involved in changes or developments to international rules or regulations.</li> <li>10. Ethics -e.g. Works with Anti-doping agencies such as WADA UKAD,</li> </ol>	4	Do not accept: <ul style="list-style-type: none"> <li>• Bidding to host major sports events as it is in the question.</li> </ul>
1	(c)	<ol style="list-style-type: none"> <li>1. Promote high performance / elite sport / talent ID schemes</li> <li>2. Setting of rules and regulations (e.g. anti-doping, safeguarding, codes of conduct).</li> <li>3. Providing opportunities for competition (e.g. Initiatives competitions and tournaments).</li> <li>4. Providing sports education (e.g. healthy lifestyles, decrease in crime rates knowledge of coaching practice, research &amp; policy developments).</li> <li>5. Training coaches / officials / Volunteers</li> <li>6. Provision of funding (e.g. for facilities, equipment, or initiatives).</li> </ol>	4	Do not accept: Increase participation rates which is in the stem of the question  BOD sporting examples on its own

Question			Answer	Marks	Guidance
1	(d)	(i)	<ol style="list-style-type: none"> <li>1. Increased capillarisation at the alveoli.</li> <li>2. Increased strength of the respiratory muscles (e.g. diaphragm, external intercostals, sternocleidomastoid).</li> <li>3. Increased volume of the thoracic cavity/ VO<sub>2</sub> Max / Lung capacity.</li> <li>4. Increased tidal volume.</li> <li>5. Reduced resting breath frequency.</li> <li>6. Reduce risk of chronic lung/respiratory disease</li> <li>7. Increase in minute ventilation</li> </ol>	2	Do not accept: Improved respiratory system or efficiency of, as it is stated in the question.
1	(d)	(ii)	<ol style="list-style-type: none"> <li>1. Increased / hypertrophy / strength of cardiac muscle.</li> <li>2. Increased capacity of atria / ventricles / heart chambers.</li> <li>3. Increased stroke volume.</li> <li>4. Reduced <b>resting</b> heart rate.</li> <li>5. Reduced blood pressure.</li> <li>6. Increased maximal cardiac output.</li> <li>7. Increased capillarisation at the muscles.</li> <li>8. Reduce risk of CHD/ Strokes</li> <li>9. Increase red blood cell production</li> </ol>	2	Do not accept: <ul style="list-style-type: none"> <li>• Improved cardiovascular fitness or endurance, as it is stated in the question.</li> </ul>

Question		Answer	Marks	Guidance
2	(a)	<p>Roles:</p> <ol style="list-style-type: none"> <li>1. Coaches</li> <li>2. <u>Sports</u> Leaders</li> <li>3. <u>Sports Development</u> Officers</li> <li>4. <u>Physical Education</u> Teachers</li> </ol> <p>Examples:</p> <ol style="list-style-type: none"> <li>5. Develop / improve performance in sport.</li> <li>6. Making participation fun and enjoyable.</li> <li>7. Building confidence / social skills.</li> <li>8. Encouraging inclusion of all ages / all abilities / socially excluded / target groups.</li> <li>9. Increase level and numbers of participation</li> <li>10. Increasing the intensity of participation / effort / commitment / motivation</li> <li>11. Implement initiatives / projects to increase activity levels.</li> <li>12. Organise / provide opportunities to compete (e.g. leagues / tournaments).</li> <li>13. Building lifelong physical activity habits.</li> <li>14. Using sport to educate (e.g. nutrition / anti-doping).</li> <li>15. Utilising sport to improve academic performance.</li> <li>16. Promote values (e.g. sportsmanship / fair play / respect).</li> <li>17. Act as a role model</li> </ol>	6	<p>Sub-max 3 for roles, points 1-4. Sub-max 3 for examples, points 5-17.</p> <p>Accept:</p> <ul style="list-style-type: none"> <li>• Any relevant example from points 5-17 providing the candidate response makes their relevance to the role clear.</li> </ul> <p>Do not accept: Examples given in the question:</p> <ul style="list-style-type: none"> <li>• Enforce rules.</li> </ul> <p>Protect safety / safeguarding.</p> <p>DNA repetition of points 5-17</p> <p>Role must be correct to award explanation</p>

Question		Answer	Marks	Guidance
2	(b)	<ol style="list-style-type: none"> <li>1. Autocratic: Leader makes all the decisions / dictatorial / doesn't involve others in decision making / dangerous situations / time sensitive / large numbers of participants / unfavourable relationship with team.</li> <li>2. Democratic: Leader seeks or values opinions or input from others before making the final decisions / safe situations / time-rich / small numbers of participants / favourable relationship with team.</li> <li>3. Laissez-faire: Leader is passive / allows others to make the majority of decisions / delegates tasks to others / simple tasks / competent or experienced or motivated participants / favourable relationship with team.</li> </ol>	2	<p>Only mark responses for the first two leadership styles.</p> <p>Accept:</p> <ul style="list-style-type: none"> <li>• Accurate explanation point given via an example, such as 'The leader would make all the decisions team during a rugby half time team-talk.'</li> </ul> <p>Do not accept:</p> <ul style="list-style-type: none"> <li>• Names of leadership styles alone.</li> </ul>



Question		Answer	Marks	Guidance
2	(c)	<p>Performance.</p> <ol style="list-style-type: none"> <li>1. Developing higher level skills / techniques / specific skills / tactics.</li> <li>2. Participating at county / regional level.</li> <li>3. Requires commitment / motivation / dedication / tenacity.</li> <li>4. Regular or structured training.</li> <li>5. Support from parents / school (e.g. transportation or time-off).</li> <li>6. Possible financial support from club or NGB.</li> <li>7. Competitive (e.g as opposed to playing for fun/enjoyment).</li> <li>8. Follows the set rules (e.g NGB rules as opposed to adapted/conditioned rules)</li> <li>9. Some access to performance support (Physiotherapy, S&amp;C)</li> <li>10. Better quality officials</li> </ol> <p>Excellence.</p> <ol style="list-style-type: none"> <li>11. Elite levels of performance / highly skilled/part of the world class programme</li> <li>12. Participating at national / international level.</li> <li>13. High levels of commitment / motivation / dedication / tenacity.</li> <li>14. Highly organised and planned training.</li> <li>15. Serious competitor extensive knowledge of sport.</li> <li>16. Professional / employed as an athlete (funded) / paid / elite academy / sponsorship.</li> <li>17. Adept at dealing with media coverage/spectators and fans/sportsmanship and gamesmanship/prizes/trophies/fame/recognition.</li> <li>18. Access to performance support (e.g. physiotherapy, S&amp;C, psychology, nutrition, analysis of performance).</li> <li>19. High quality officials / more officials e.g. VAR</li> </ol>	6	<p>Only mark first three responses for each level.</p> <p>Sub-max 3 for points 1-10. Sub-max 3 for points 11-19.</p> <p>Do not accept:</p> <ul style="list-style-type: none"> <li>• Responses referring to coaching, equipment or facilities, as they are given in the question.</li> </ul>

Question			Answer	Marks	Guidance
2	(d)	(i)	<ol style="list-style-type: none"> <li>1. Ability level / particular disability (e.g. what you are able to do).</li> <li>2. Limited disposable income</li> <li>3. Transport (e.g. access to a car, ability to drive / cost of alternative transport).</li> <li>4. Access restrictions (e.g. ramps, specialist changing areas, wider doorways for wheelchairs).</li> <li>5. Promotion (e.g. advertising of opportunity / publicising of role models / viewership of disability sports).</li> <li>6. Opportunity (e.g. lack of specialist or adapted activities on offer / timing of sessions / limited demand / numbers taking part affecting types of activity which are viable).</li> <li>7. Provision / Clubs (e.g. accessible or adapted facilities or equipment such as hoists / absence of specialist clubs or teams or classes or competitions).</li> <li>8. Self Esteem (e.g. lack of self-confidence / self-belief, / embarrassment / don't feel welcome / don't feel comfortable / 'social stigma').</li> <li>9. Coaches or volunteers (e.g. absence of specialist or suitably qualified coaches / volunteers).</li> <li>10. Society / discrimination (e.g. attitudes or societal views / respect or regard from others / unfair treatment / stereotyping or typecasting).</li> <li>11. Social support or prior inclusion (e.g. lack of encouragement from peers or family / encouragement during early years or school).</li> </ol>	5	Reference to cost requires further explanation e.g. cost of transport / equipment
2	(d)	(ii)	<ol style="list-style-type: none"> <li>1. Teamwork</li> <li>2. Tolerance</li> <li>3. Respect</li> <li>4. Inclusion</li> <li>5. Citizenship</li> </ol>	2	<p>Only mark first two responses. Do not accept:</p> <ul style="list-style-type: none"> <li>• Fair play / sportsmanship as it is in the question.</li> </ul>

Question			Answer	Marks	Guidance
3	(a)	(i)	<ol style="list-style-type: none"> <li>1. Increased grassroots participation.</li> <li>2. Increased participation in 14-25 year olds in their sport.</li> <li>3. Increased adult participation in their sport.</li> <li>4. Increased participation of disabled / target group participants in their sport.</li> <li>5. Increased uptake of their sport in schools.</li> <li>6. Increased registrations with the NGB or Club memberships/increase in clubs being formed</li> <li>7. Increased demand on facilities / activity providers.</li> <li>8. Increased frequency / regularity of participation.</li> <li>9. Increased popularity / demand for NGB events / competitions.</li> <li>10. Reduced drop-out rate from their sport.</li> <li>11. Production of more high level athletes (via success of their talent development programmes / pathways into elite performance).</li> </ol>	3	<p>Only mark first three responses. Do not accept:</p> <ul style="list-style-type: none"> <li>• Increased participation alone as it is part of the question.</li> </ul>
3	(a)	(ii)	<ol style="list-style-type: none"> <li>1. Benchmarks / quality schemes (e.g. Clubmark).</li> <li>2. Self-assessment (e.g. Quest Scheme).</li> <li>3. External assessment (e.g. Quest Scheme).</li> </ol>	2	<p>Only mark first two responses. Only one mark available for 'Quest'.</p> <p>May award 2 marks if candidate response includes (for example) Self-Assessment AND Quest, ONLY if clearly stated as two points. Do not award 2 marks if the candidate response does not differentiate and states (for example) 'External Assessment such as Quest' = ONE mark awarded.</p>
3	(b)		<ol style="list-style-type: none"> <li>1. Crime</li> <li>2. Antisocial</li> <li>3. Employment</li> <li>4. Life expectancy</li> </ol>	4	

Question		Answer	Marks	Guidance
4	(a)	<ol style="list-style-type: none"> <li>1. National event (e.g. FA Cup / Twenty20 Cricket / British Swimming Championships).</li> <li>2. Regional event (e.g. North West Counties Football League / South East Sunday Cricket League / West Midlands Swimming Championships).</li> </ol>	2	<p>Accept: Correct relevant events which may not contain the name of the region in its title:</p> <ul style="list-style-type: none"> <li>• E.g. The Mayor's Cricket Cup (a West Midlands regional event).</li> </ul> <p>Events based in the following regions:</p> <ul style="list-style-type: none"> <li>• North East, North West, East of England, East Midlands, South East, South West, London, West Midlands, Yorkshire and the Humber.</li> </ul>
4	(b)	<ol style="list-style-type: none"> <li>1. Financial gains (e.g. prizes / salary / sponsorship deals/ funding)</li> <li>2. Becoming a positive role model.</li> <li>3. Access to high quality coaches.</li> <li>4. Access to high quality support networks (e.g. sports psychology / nutrition).</li> <li>5. Opportunity to use the best facilities / equipment.</li> <li>6. Travel the world when competing / represent your country.</li> <li>7. Career opportunities in sport after finishing competing (E.g. media work, paid personal appearances).</li> </ol>	5	<p>Do not accept: Responses given in the question</p> <ul style="list-style-type: none"> <li>• Elite success / medals / titles</li> <li>• Fame / recognition / media coverage</li> </ul>

Question		Answer	Marks	Guidance
4	(c)*	<ol style="list-style-type: none"> <li>1. Cost.               <ol style="list-style-type: none"> <li>a. Upfront costs (higher for international event, lower for national event).</li> <li>b. Ongoing investment / running the event</li> <li>c. Financial benefit / gains (eg.. be sustainable vs intend to produce profit).</li> </ol> </li> <li>2. Time.               <ol style="list-style-type: none"> <li>a. To organise (more required for international event, less for national event).</li> <li>b. To carry out (dependent on the scale of the event).</li> <li>c. To measure / see results (dependent on the intended aims / outcomes of the event).</li> </ol> </li> <li>3. Expertise / ability required.               <ol style="list-style-type: none"> <li>a. Pool of talent / participants who can benefit.</li> <li>b. Ability to plan / deliver the event/ Make it safe</li> </ol> </li> <li>4. Human resources.               <ol style="list-style-type: none"> <li>a. Staffing / employees (eg. more required for international, less for national).</li> <li>b. Volunteers (reference to number required for each event).</li> <li>c. Training needs (relevant in terms of achieving goals or upholding the values of the event).</li> </ol> </li> <li>5. Levels of accountability.               <ol style="list-style-type: none"> <li>a. Who is accountable (may vary from an individual at national level to a committee at international event).</li> <li>b. Sustainability (reference to whether the event could be repeated).</li> </ol> </li> <li>6. Success measures.               <ol style="list-style-type: none"> <li>a. Impact over time (reference to intended outcome such as raising awareness, participation in a specific sport, or providing opportunity to compete.)</li> <li>b. Clarity of cause &amp; effect (discussion of whether the impact can be directly associated with the event itself Economic benefits and Health benefits to society).</li> </ol> </li> </ol>	8	<p>Accept:</p> <ul style="list-style-type: none"> <li>• Reasonable practical application of a numbered point if supported by a relevant example of either the national or international event.</li> </ul> <p>eg: (1a) the upfront costs for the international event will be significantly higher due to having to provide infrastructure, more accommodation and catering facilities.</p> <p>See over for Levels of Response grading guidance.</p>

	<p><b>Level 3 (7-8 marks)</b></p> <p>A comprehensive answer:</p> <ul style="list-style-type: none"> <li>Detailed knowledge and understanding</li> <li>Effective analysis/evaluation and/or discussion/explanation/development</li> <li>Clear and consistent practical application of knowledge</li> <li>Accurate use of technical and specialist vocabulary</li> <li>High standard of written communication.</li> </ul> <p><b>At Level 3 responses are likely to include:</b></p> <ul style="list-style-type: none"> <li>Detailed balanced discussion of advantages and disadvantages comparing both events.</li> </ul> <p><b>At the top of this level</b></p> <p>A very good range of points are discussed</p> <p>Most of these points are compared</p>	<p><b>Level 2 (4–6 marks)</b></p> <p>A competent answer:</p> <ul style="list-style-type: none"> <li>Satisfactory knowledge and understanding</li> <li>Analysis/evaluation and/or discussion/explanation/development attempted with some success</li> <li>Some success in practical application of knowledge</li> <li>Technical and specialist vocabulary used with some accuracy</li> <li>Written communication generally fluent with few errors.</li> </ul> <p><b>At Level 2 responses are likely to include:</b></p> <ul style="list-style-type: none"> <li>Satisfactory knowledge and understanding of the advantages and disadvantages of delivering two contrasting events.</li> <li>Points made but not always compared</li> </ul> <p><b>At the top of this level</b></p> <p>A good range of points are discussed</p> <p>Many of these points are compared</p> <p><b>At the bottom of this level</b></p> <p>Several points are discussed</p> <p>Some of these points are compared</p>	<p><b>Level 1 (0-3 marks)</b></p> <p>A limited answer:</p> <ul style="list-style-type: none"> <li>Basic knowledge and understanding</li> <li>Little or no attempt to analyse/evaluate and/or discuss/explain/develop</li> <li>Little or no attempt at practical application of knowledge</li> <li>Technical and specialist vocabulary used with limited success</li> <li>Written communication lacks fluency and there will be errors, some of which may be intrusive.</li> </ul> <p><b>At Level 1 responses are likely to include:</b></p> <ul style="list-style-type: none"> <li>Basic knowledge of the advantages &amp; disadvantages of delivering two contrasting events.</li> <li>No development of points made.</li> </ul> <p><b>At the top of this level</b></p> <p>3/4 points are discussed</p> <p>One of these may be compared</p> <p><b>At the bottom of this level</b></p> <ul style="list-style-type: none"> <li>1 or 2 points are discussed</li> </ul>
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