

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

SPORT AND PHYSICAL ACTIVITY

05826–05829, 05872

Unit 3 January 2022 series

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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 and the mark scheme can be downloaded from OCR.

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Unit 3 series overview

The quality of scripts offered in response to the January 2022 Unit 3 Sports Organisation and Development examination paper were of a similar standard to those of January 2021.

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.

It is pleasing to see that most candidates are now addressing the command words of 'discuss' or 'explain' in the longer answer questions, which makes it easier for them to access the higher marks.

The quality of written communication was mostly sound, although a minority of candidates still continue to write notes in bullet form which is not recommended, particularly on Question 4 (c), the 8-mark levels response question as quality of written communication is assessed in this question.

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 1 (b) on describing the roles and responsibilities of UK 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 makes the response more difficult to read and therefore mark.

<i>Candidates who did well on this paper generally did the following:</i>	<i>Candidates who did less well on this paper generally did the following:</i>
<ul style="list-style-type: none"> • made sure that they attempted all the questions • if the question was worth 4 marks, they gave 4 answers to the question • in the extended answer (levels question – Question 4 (c)) they made sure that they showed good written communication. They clearly compared the advantages and disadvantages of hosting a national and international event • gave answers that were clearly expressed and showed good knowledge. 	<ul style="list-style-type: none"> • had a lack of detail in their responses • when answering the longer answer questions (e.g. Question 1 (c)) that use command words such as 'describe or explain', candidates often responded by simply identifying factors, which made it more difficult to access the higher marks • gave too few points for the marks available for that question and then often repeated points in their response rather than being able to make separate, distinct points in relation to the question set • in the extended answer (levels question – Question 4 (c)) they did not compare the advantages and disadvantages of hosting a national and international event. They simply gave the characteristics of both these events.

Question 1 (a) (i)

- 1 (a) (i) Which of the following is **least** likely to be a sports development role of National Governing Bodies?

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

(a) Developing their provision according to a Whole Sport Plan.

(b) Funding elite performers through the World Class Programme.

(c) Setting and enforcing rules and regulations.

(d) Working in partnership with Sport England.

[1]

This question was not well answered. Candidates were unsure of the sports development roles of National Governing Bodies. Moving forwards centres need to make sure that this area of the specification is fully covered.

Question 1 (a) (ii)

- (ii) The Sport and Recreation Alliance works to provide subsidised physical activity opportunities for local communities.

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

True

False

[1]

This question was well answered. Candidates had a good understanding of the Sport and Recreation Alliance and knew that it did not provide subsidised physical opportunities for local communities.

Question 1 (a) (iii)

(iii) Sport England works to increase the level of lifelong participation in sport and physical activity in the UK.

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

True

False

[1]

This question was well answered. Candidates showed a good understanding of Sport England and their work in relation to lifelong participation.

Question 1 (b)


(b) UK Sport has a number of roles and responsibilities including bidding to host major sporting events.

Describe **four** other roles or responsibilities of UK Sport.

- 1
- 2
- 3
- 4

[4]

The majority of candidates managed to score 1 or 2 on this question with 'supporting athletes to achieve their medal winning potential' and 'accessing high class facilities' the most common answers. However, only some candidates were able to give enough detail in their description to access full marks. Answers like 'it increases participation' and 'they provide better facilities and coaching' were typical of the weaker responses. Another common error was that they repeated the point that was made in the stem of the question, so candidates wrote 'bidding to host a major event'.

	AfL	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. This question was worth 4 marks and so required 4 answers
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Question 1 (c)

- (c) One of the many aims of sports organisations in the UK is to increase participation rates in sport and physical activity.

Use sporting examples to describe **four** other aims of sports organisations in the UK.

.....

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.....

.....

[4]

This question was answered in a very similar way to the previous question. Most candidates showed some understanding of the aims of sporting organisations in the UK and managed to score 1 or 2 marks. Typical answers included examples of 'providing sports education', e.g. they help to develop a healthy lifestyle and 'providing opportunities for competition' being the most common answers. However, very few candidates were able to give enough detail in their description to access the full 4 marks. Once again, candidates often repeated the point that was made in the stem of the question that it increases participation. It is vital that centres need to make sure that candidates can give both breadth and depth to their answers in order to access all the marks on these questions. This question was worth 4 marks and so required four answers; many candidates only gave one or two answers.

Question 1 (d) (i)

- (d) Regular participation in sport and physical activity can have many long-term positive effects.

- (i) Identify **two** long-term effects that exercise may have on improving respiratory health and fitness.

1

2

[2]

This question was synoptically linked to Unit 1 and appeared very straightforward. However it was not well answered. A substantial numbers of candidates answered the question with very vague responses such as 'it helps breathing' or 'it makes you fitter', also a number of candidates wrote about the long-term effects on the cardiovascular system, not the respiratory system. Knowledge of specific long-term effects on the respiratory system was not good and full marks were only accessed by a limited number of candidates. Those candidates who did answer the question correctly typically referred to 'increased lung capacity', 'less risk of respiratory diseases' and 'it increases the strength of the respiratory muscles' in their answers.

Question 1 (d) (ii)

- (ii) Identify **two** long-term effects that exercise may have on improving cardiovascular health and fitness.

1

2

[2]

This question was also synoptically linked to Unit 1 and again appeared very straightforward. However just the like the previous question, it was not answered well, although the responses were marginally better. Again, a substantial numbers of candidates answered the question with very vague responses such as 'it makes your heart work better' or 'you have more blood'. Knowledge of specific long-term effects on the cardiovascular system was poor and full marks were only accessed by a limited number of candidates. Those candidates who did answer the question correctly typically referred to 'increased stroke volume', 'less risk of chronic heart diseases' and 'it increases the strength of the cardiac muscle' in their answers. Some candidates did refer to a decrease in heart rate but unless they mentioned decrease in **resting** heart rate, they were not given any marks.

Question 2 (a)

- 2 (a) There are many important roles in sports development. For example, an official is important to enforce game rules and protect participant safety.

Use examples to explain **three** other roles in sports development.

Role:

Explanation:

.....

.....

Role:

Explanation:

.....

.....

Role:

Explanation:

.....

.....

[6]

This was a well answered question on the paper, probably the best answered. Many candidates scored full marks. Answers showed a good understanding of the different roles in sports development and then candidates were able to give supporting examples across a wide range of answers. Where candidates were unable to score maximum marks, this was because they could not give examples to support the roles or they gave a repeated example. Very few candidates did not access marks on this question.

Question 2 (b)

- (b) In sports development, coaches should use a range of leadership styles to suit different situations.

Use examples to describe the use of **two** different leadership styles in sport.

1

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.....

.....

2

.....

.....

[2]

Candidates' responses were rather limited in this question and only a few scored maximum marks. Considering the candidates' answers, there was a noticeable lack of knowledge regarding leadership styles in sport. It is also worth noting that several candidates named the type of leadership, but mixed up the styles in their examples. Moving forward, centres need to make sure that candidates are taught the specific detail on the specification on leadership styles and understand how these styles, work in practice.

Question 2 (c)

- (c) At the higher levels of the sports development continuum, the quality of coaching, equipment and facilities available to athletes is generally better.

Describe **three** other characteristics for each of the performance and excellence levels.

Performance:

.....
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.....
.....
.....
.....

Excellence:

.....
.....
.....
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.....
.....

[6]

Candidates, in the main, answered this question very well and showed a good understanding of the characteristics of both the performance and excellence levels of the sports development continuum. Many candidates scored at least 3 marks on this question and a significant number scored full marks. The question asked specifically about the characteristics found at each level and it was good to see that because there were 6 marks available, candidates gave a detailed description. The candidates' answers were noticeably stronger when describing the excellence level. Where candidates did not score full marks this was often because they only gave two or three characteristics. Very few candidates did not access marks on this question.

Question 3 (a) (i)

3 (a) Sport England monitors a National Governing Body's impact on participation using their Whole Sport Plan (WSP) to determine future levels of funding.

(i) Identify **three** factors a Whole Sport Plan could be assessed against to measure if it is successful in raising participation levels.

1

2

3

[3]

Candidates had difficulty with this question. Answers were in the main often vague and in quite a few instances irrelevant. The question needed very specific answers in relation to a Whole Sport Plan and the factors it could be assessed against to measure its success. Unfortunately, candidates were often unable to provide this. Good responses included answers such as 'increased participation of target groups', 'increase in club memberships' and 'greater use of facilities'.

Question 3 (a) (ii)

(ii) It is also important to monitor the impact sports development has on sports performance.

Identify **two** methods of measuring the impact of sports development on performance.

1

2

[2]

This was a very straightforward question, with many candidates scoring a maximum. Knowledge of the methods used to measure sports development on performance were good. In those instances where candidates were unable to access full marks, this was because answers were vague or candidates stated incorrect measures.

Question 3 (b)

- (b) Sports development providers should assess how successful their event or initiative is by its impact on society.

Complete the paragraph below using the most appropriate terms from the word bank provided.

A successful initiative such as Midnight Basketball (a late-night basketball league open to anyone who turns up) can have a positive impact on society. It may reduce rates due to providing positive alternatives to activity.

It could also benefit as the initiative would require facilities to expand their opening times. Local levels of obesity and may also improve over time as an indirect outcome.

Antisocial	Crime	Education
Employment	Funding	Housing
Life expectancy	Poverty	Sedentary

[4]

This question was well answered with many candidates scoring maximum marks and showing a good understanding of how a successful event can impact society. Although in the third sentence some candidates were unsure about the effect, **employment** would have.

Question 4 (a)

- 4 (a) Sports events can be local, regional, national, or international.

Identify **one** national event and **one** regional event.

National:

Regional:

[2]

Candidates' understanding of what a national sporting event is was good. However, candidates' knowledge of regional events was poor, often naming a county event instead. For example, Essex County Cup in Football as opposed to a correct answer of The South East Cup competition in Football. Moving forward, centres need to make sure that candidates understand the specific detail on the specification about regional events and be able to give an example of such events.

Question 4 (b)

(b) In addition to sporting success and fame, describe **five** other benefits an elite performer in sport may experience or gain.

1

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2

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3

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4

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5

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[5]

The majority of candidates managed to score 2 or 3 marks on this question with 'sponsorship deals', 'being a role model' and 'being able to travel the world' as the most common answers. However, only some candidates were able to give enough detail in their description to access full marks. In addition, candidates often repeated the point that was made in the stem of the question that it increases fame. This question is worth 5 marks, 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 (c)

(c)* Sports development initiatives and events can vary widely. For example, a national athletics championship is different to an international event such as the Olympic Games.

Discuss the potential advantages and disadvantages of organising and running a national event or initiative compared to an international event or initiative.

[8]

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This question assessed candidates' ability to discuss the advantages and disadvantages of organising and running a national event **compared** to an international event. Many candidates were able to provide a level 2 answer but only a few students were able to achieve a Level 3 answer and provide a balanced and detailed comparison of the two events.

The best answers structured their response so that the two events were directly compared, and the candidates gave a varied and broad discussion of possible advantages and disadvantages. Weaker answers were brief, and in the main only considered actual characteristics of the two types of events which was not asked for in the question. No real comparisons were made and only some reference to advantages or disadvantages were discussed. Very few candidates did not access marks on this question.

	<p>AfL</p>	<p>Going forward it must be reiterated to centres that they must encourage candidates to read the question carefully and be able to apply their knowledge to a question rather than just 'quote' the specification. Candidates will then be rewarded by higher marks.</p>
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