

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

SPORT AND PHYSICAL ACTIVITY

05826–05829, 05872

Unit 3 Summer 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 June 2022 Unit 3 Sports Organisation and Development examination paper were of a similar standard to those of January 2022.

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. Although it must be noted in relation to Question 3 (b) a significant number of candidates wrote about performance and participation level in relation to the Sports Pyramid continuum and not what the question asked. The question asked candidates to suggest ways in which levels of performance and levels of participation could be used to measure the impact of a sports development initiative aimed at promoting values.

It is good to see that most candidates are now addressing the command words of discuss or explain in the longer response 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 continue to write notes in bullet form which is not recommended, particularly on Question 2 (d), 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 2 (c) on the question related to physical inactivity and how levels of participation could be increased.

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 responses, rather than write down the sides of the answer booklet, which potentially make the response more difficult to read and therefore mark.

Candidates who did well on this paper generally did the following:	Candidates who did less well on this paper generally did the following:
<ul style="list-style-type: none"> • made sure that they attempted all the questions • if the question was worth 4 marks, they gave 4 responses to the question • in the extended response (Question 2 (d)) they made sure that, they showed good written communication. They explained the purposes of a sports development plan • gave responses 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 response questions (e.g., Question 4 (b)) 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 response (Question 2 (d)) They did not explain the purpose of a sports development plan. They simply identified the characteristics of this plan.

Question 1 (a)

1 There are many governmental departments that are involved in the organisation of sport in the UK.

(a) Name **three** governmental departments involved in sport in the UK.

1

2

3

[3]

Candidates' responses were limited in this question and only a few scored maximum marks. The candidates' responses showed a lack of knowledge regarding the correct names of the government departments. Many candidates were unable to accurately name the up-to-date departments. For example, many candidates wrote Department of Education instead of Department for Education and Department for Health instead of Department of Health. Moving forward centres need to make sure that candidates are taught the up-to-date detail on the specification on government departments.

Question 1 (b)

(b) Complete the statements below about Sport England using the correct terms from the word bank provided.

Sport England helps and community groups to develop engagement in sport. It gets people involved in sporting activities and provides for people to really shine.

Sport England aims to the number of people with a sporting habit, create more opportunities for younger generations, as well as identify and develop, for example, in athletics. It also aims to provide the most appropriate facilities in the best locations.

lifelong	maintain	increase	professional clubs	talent
opportunities	individuals	commercial opportunities	incentives	occasional

[5]

This question was well answered with many candidates scoring maximum marks and showed a good understanding of Sport England. Although in the second sentence some candidates were unsure about the **opportunities** that it provides.

Question 1 (c)

- (c) One of the roles and responsibilities of sporting organisations in the UK is to provide funding.

Describe **four** benefits to the UK of funding sport.

1

.....

2

.....

3

.....

4

.....

[4]

Candidates, in the main, answered this question well and showed a good understanding of the benefits to the UK of funding sport. Most candidates scored at least 2 marks on this question and a significant number scored full marks. The question asked specifically about the benefits to the UK, and it was good to see that because there were 4 marks available, candidates did attempt to give four responses. Where candidates did not score full marks, this was often because they only gave two or three responses.

Question 1 (d) (i)

- (d) Indicate whether each of the following statements is True or False.

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

- (i) Local councils are concerned with providing elite level sport to their community.

True

False

[1]

This question was well answered. Candidates showed a good understanding of the role of local councils in relation to elite level sport in the community.

Question 1 (d) (ii)

(ii) National disability sports organisations (NDSOs) bid for the Paralympics.

True

False

[1]

This question was well answered. Candidates showed a good understanding of National disability sports organisations.

Question 1 (d) (iii)

(iii) UK Sport distributes lottery funding.

True

False

[1]

This question was well answered. Candidates showed a good understanding of UK Sport in relation to the distribution of lottery funding.

Question 2 (a)

2 One of the target groups identified for sports development is physically inactive people.
Dave is 55 years old and has been physically inactive for the last 30 years.

(a) Describe a suitable warm up for Dave.

.....

.....

.....

.....

.....

.....

.....

..... [3]

This question was synoptically linked to Unit 1 and appeared very straightforward. However, a significant number of candidates did not have the correct order of the warm-up and put stretching before doing a pulse raising activity which was not appropriate and therefore meant they could not access the marks. Those candidates who answered the question well made sure there was a specific emphasis on a low intensity pulse raiser before naming specific forms/types of stretching in the correct order.

Question 2 (b)

(b) Identify **three** cardiovascular benefits of participating in physical activity for physically inactive people like Dave.

1

2

3

[3]

This question was also synoptically linked to Unit 1 and again appeared straightforward. Those students who were able to identify three cardiovascular benefits were able to access the maximum marks for this question relatively easily, with lowering the resting heart rate, increase stroke volume and reduce the risk of heart attacks/problems being the most common responses. However, many candidates did not score maximum marks because they wrote about the general benefits to the body and included in their responses reference to the muscular or respiratory benefits not the cardiovascular benefits.

Synoptic link with Unit 1

Candidates need to note that within this Unit there will always be a question on this exam paper linked to Unit 1 and the Body Systems.

Centres need to make sure that all candidates are aware of this and make sure their candidates are prepared for this.

Question 2 (d)

(d)* Premier League Kicks (previously known as Kickz) is a national sports development programme in the UK that uses football to engage 12–18-year-olds in deprived areas. It delivers sports coaching plus educational workshops.

Explain the purpose of a sports development programme such as Premier League Kicks.

[8]

This question assessed candidates understanding of the purpose of a sports development programme. Most candidates were able to provide a solid Level 2 response. However only a small percentage of students were able to achieve a Level 3 response and provide a detailed balanced response that covered all four purposes of this programme. Candidates, in the main, were able to provide some information from all of the four areas but this often lacked detail. The best responses structured their response so that it included a point, so for example it helps reduce the crime rate and then developed this point to show understanding. So, by being actively engaged in this programme, children will not be on the streets, they will be doing something they enjoy, and this will mean that they have something constructive to do rather than going around in gangs and possibly getting involved with people who are involved in crime. Weaker responses were brief, list-like and only considered 1 or 2 of the purposes. Going forward centres need to encourage candidates to include more detail in their responses, to support the point they have made. Very few candidates did not access marks on this question.

Question 3 (b)

- (b) The impact of sports development is sometimes measured by 'levels of performance' and 'levels of participation'.

For an initiative aimed at promoting values through sport, suggest **two** ways in which **each** could be used to measure its impact.

Levels of performance

1

2

Levels of participation

1

2

[4]

This question was not well answered, in many of the candidates' responses it showed that they had misinterpreted the question. The question was related to values and in particular the different ways that values could be measured in relation to the levels of performance and levels of participation. However, a very large percentage of candidates wrote about the level of performance and the level of participation on the sports development continuum which was completely irrelevant and did not answer the question. As a result, only a minority of students were able to access marks on this question.

Assessment for learning



Centres need to make sure that candidates are able to give both breadth and depth to their responses in order to access all the marks on this question. Firstly, if the question is worth 6 marks, candidates need to give six responses. Secondly candidates need to look carefully at the command word. So, in the question it asks candidates to describe the key characteristics, where candidates simply identify characteristics, they could not access the marks. Candidates must read the question carefully and provide the necessary detail in their response.

Question 4 (c) (i)

- (c) Sports development often has to demonstrate success to show that it is worthwhile and deserves funding.
 - (i) The organisers of a sports development initiative which was aimed at people in the 'participation' level of the sports development continuum are reviewing what they did.
Describe **three** different ways they could show that the initiative was successful other than total numbers who participated in it.

1

.....

2

.....

3

.....

[3]

The candidates' responses to this question were mixed. Where there was a clear understanding of how you could show if the initiative was successful, candidates were able to access full marks. So, for example, typical responses included increased numbers joining clubs, increased uptake of the sport after the event or people saying how much they enjoyed the event. However, in contrast other responses were often vague and showed limited specification knowledge and simply referred to an increase in participation or it made people fitter.

Question 4 (c) (ii)

- (ii) The same organisers now want to plan and deliver a sports development initiative aimed at people in the 'excellence' level of the sports development continuum.

They want to identify ways to measure the success of the initiative as part of the planning of the event.

Suggest **four** different ways they could show that the initiative was successful given its focus on the 'excellence' level of the sports development continuum.

1

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2

.....

3

.....

4

.....

[4]

Candidates had difficulty with this question. Answers were in the main often vague and in quite a few instances irrelevant in that the candidates wrote in very general terms about measuring the success of sports initiatives, The question needed very specific responses in relation to just the excellence level, for example better quality coaches, more medal/trophies won or more people performing at the elite level were typical responses that should have been included.

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