

Cambridge Technicals Sport

Unit 3: Sports organisation and development

Level 3 Cambridge Technical in Sport and Physical Activity
05827 - 05829 & 05872

Mark Scheme for June 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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MARKING INSTRUCTIONS

TRADITIONAL

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the traditional 40% Batch 1 and 100% Batch 2 deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or by email.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of questions across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given (the underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed).

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate). When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. (The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional lined pages if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add an annotation to confirm that the work has been seen.
7. There is a NR (No Response) option. Award NR (No Response)
 - if there is nothing written at all in the answer space
 - OR if there is a comment which does not in anyway relate to the question (e.g. 'can't do', 'don't know')
 - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the questionNote: Award 0 marks - for an attempt that earns no credit (including copying out the question)
8. Assistant Examiners will email a brief report on the performance of candidates to your Team Leader (Supervisor) by the end of the marking period. Your report should contain notes on particular strength displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

9. **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

Examiner Guidance on annotations

1. General guidance:
 - mark in red ink (supervisors mark scripts they are sampling in green)
 - record the total mark for each **part question** (e.g. question 4 (a)) in the right hand margin
 - record the total mark for each **whole question/section** (e.g. question 4 (a), (b) and (c) total) at the end of the question in right hand margin – circle this total mark
2. For Multiple-Choice Questions (MCQs), use a **tick** or a **cross** to the right hand side of the option indicated by the learner as being their answer.
3. For points-marked questions (the majority):
 - Structured scheme: one mark = one point, represented by a **tick**
 - Keep referring to the requirements of each question
 - Take into consideration the sub-max for parts of the question where applicable and indicate '**max**' has been reached for each part as appropriate
 - Ringed mark at the end of each whole question only
 - Use only the agreed annotations when marking.
4. For the levels marked questions:
 - Keep checking for relevance of the response to the requirements of the question
 - Give '**Id**' for each numbered point in the MS indicative content (don't record the numbered point)
 - Give '**Und**' for every point that has been sufficiently developed and shown understanding (often, but not always, indicated by a bullet point in the MS)
 - Put '**Eg**' in the LH margin if a valid, relevant and accurate practical example is given
 - Use other usual annotations on the body of the script.

 - Now review again the answer.
 - Remember to keep checking whether the response actually answers the question set.
 - REVIEW THE LEVELS' DESCRIPTORS AND ESPECIALLY THE DISCRIMINATOR POINTS TO PINPOINT THE MARK.
 - Write the final mark for the question at the end of the response in the RH margin and also indicate the level awarded (**L1**, **L2** or **L3**).

FINALLY – remember that

- Some learners may make relatively few points but develop them well to show good understanding, meet well the generic criteria descriptors in the top level and answer all parts of the question and therefore score well.
- Some learners may make many points but may not show the depth of analysis required to match the generic criteria descriptors in the top level and therefore score less well.
- Do not be afraid to give full marks if all descriptors / discriminators are met at the required level.
- It is unlikely for learners to score 0 (nil) marks if they have attempted to answer the question set, unless the material is entirely irrelevant.
- Use your professional judgement and contact your Team Leader if you need help in applying the scheme.

THEN:

- Add up the marks for the whole question and put in RH margin and circle.
- Record all question totals on the front of the script in the grid provided on the cover.
- Add up these question totals to give a final mark and record on top left of script encircled.
- Check for arithmetical errors.
- Transfer question totals to the online mark sheet and make sure the total mark on the online mark sheet agrees with the total on the question paper.
- Ensure marks are legible on the question paper.
- Ensure every page of script is annotated – cross through blank pages and if additional pages/material has been provided and considered in the marking, annotate this in the usual way to indicate any credit given or use '**NBD**' if the material has not attracted additional marks to show it has been seen.

Question		Answer	Marks	Guidance	
1	(a)	1. Department for Digital, Culture, Media and Sport/DCMS 2. Department of Health (DoH) 3. Department for Education (DfE)	3	DNA Department FOR Health and Department OF Education	
	(b)	Sport England helps individuals and community groups to develop engagement in sport. It gets people involved in sporting activities and provides opportunities for people to really shine. Sport England aims to: increase the number of people with a lifelong sporting habit, create more opportunities for younger generations, as well as identify and develop talent , for example, in athletics. It also aims to provide the most appropriate facilities in the best locations.	5		
	(c)	1. Develop facilities/ equipment 2. Increase participation rates 3. Increased opportunities e.g. more clubs / initiatives/competitions/Improve target group sport provision 4. Help manage contracts 5. Improve PE in schools / clubs / better coaches 6. Win/compete at a higher level/win more championships/medals/ larger talent pool / more elite athletes / improve pathway progression 7. Improving health of the nation/reducing healthcare cost 8. Decreased crime / antisocial behaviour 9. Increase publicity / exposure of the country 10. Improved economy e.g. tourism / more jobs	4	Accept any relevant example of each DNA funding as it is in the question	
	(d)	(i)	False	1	
	(d)	(ii)	False	1	
	(d)	(iii)	True	1	

Question		Answer	Marks	Guidance
2	(a)	<ol style="list-style-type: none"> 1. (Pulse Raiser) – e.g. brisk walk for 5 minutes 2. Static stretches – e.g. hamstring stretch 3. Dynamic stretches / sport specific activities 	3	3 Synoptic Marks from Unit 1 LO 2– The Impact of physical activity, training and lifestyle on the Muscular and cardiovascular system Must be <u>low</u> intensity Must be in the correct order
	(b)	<ol style="list-style-type: none"> 1. Increase stroke volume 2. Increase cardiac output 3. Decrease resting heart rate 4. Decrease blood pressure 5. Reduce the risk of coronary heart disease/CHD 6. Improved blood flow/circulation 7. Cardiac hypertrophy/stronger heart muscle/heart more efficient 8. Increased number of red blood cells 9. Increased capillarisation 	3	3 Synoptic Marks from Unit 1 LO 3.6.2– The Impact of physical activity, training and lifestyle on the cardiovascular system Accept other suitable cardiovascular benefits

Question		Answer		Marks	Guidance
(c)	1. (awareness)	Increase awareness /promotion/ amount of clubs		6	Sub max 3 marks for descriptions (odd number points) Accept suitable examples DNA examples on their own (even numbered points)
	2. (e.g.)	Social media posters			
	3. (advice/guidance)	more information about what can count towards the weekly activity target			
	4. (e.g.)	a brisk walk for 10 mins per day counts – Use of technology e.g. daily step target			
	5. (opportunities)	offering a range of activities not necessarily seen as being ‘sports’ activities/ initiatives			
	6. (e.g.)	dance, yoga and outdoor activities / this girl can			
	7. (scheduling)	offer opportunities for people who work full time hours			
	8. (e.g.)	activities available at a variety of times during the day and week; things you can do at home; online classes			
	9. (planning)	help people to plan how to fit in more exercise			
	10. (e.g.)	give examples of how different activities could fit into a week around different work/life commitments, 60 mins 5-a-side football; 30 mins swim; 20 mins brisk walk 3 times per week			
	11. (social)	including a social aspect as a central part of an activity			
	12. (e.g.)	A club where they can meet new people			
	13. (childcare)	accommodating those with childcare responsibilities.			
	14. (e.g.)	provide childcare facilities; session times during school/nursery hours; offer weekend classes			
	15. (family)	offer activities which are family-orientated			
	16. (e.g.)	family fun days/events that the whole family can participate in			
	17. (access)	provide a range of opportunities for disabled people to help increase their access/motivation			
	18. (e.g.)	adapted sports; cater for differing needs; offer a selection/choice			
	19. (subsidise)	free sessions/taster sessions			

Question		Answer	Marks	Guidance										
		<table border="1"> <tr> <td>20. (e.g.)</td> <td>walking football for the elderly</td> </tr> <tr> <td>21. (health)</td> <td>promote the health benefits of participation</td> </tr> <tr> <td>22. (e.g.)</td> <td>weight management; positive mental health</td> </tr> <tr> <td>23. (transport)</td> <td>increase accessibility to hard to reach facilities</td> </tr> <tr> <td>24. (e.g.)</td> <td>provide transport</td> </tr> </table>	20. (e.g.)	walking football for the elderly	21. (health)	promote the health benefits of participation	22. (e.g.)	weight management; positive mental health	23. (transport)	increase accessibility to hard to reach facilities	24. (e.g.)	provide transport		
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	(d)*	<p>1. Participation</p> <ol style="list-style-type: none"> Providing opportunities to participate Creating new facilities Giving young people something constructive to do Chance to socialize with other young people Good for physical and mental health <p>2. Progression in sport</p> <ol style="list-style-type: none"> Use funding to develop talent Helps sports to develop progression/a clear talent pathway Provide technical advice related to talent development Creates opportunities for those running the scheme and taking part (e.g. to be coaches/mentors) <p>3. Promotion of values</p> <ol style="list-style-type: none"> Developing fair play Respect and tolerance of others and their cultures Develop self-discipline both in sport and general life Develop teamwork Inclusion of all Citizenship Experience can make people more employable/be a positive influence <p>4. Supporting social policy</p> <ol style="list-style-type: none"> Tackling discrimination Crime reduction 	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 purpose of sports development ensuring coverage from (Points 1-4) Several development of points made <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 										

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> c. Health initiatives e.g. Obesity/mental health d. Educational workshops (e.g. drug use and the danger of taking drugs) e. Reducing antisocial behaviour f. Community links 		<ul style="list-style-type: none"> • Technical and specialist vocabulary used with some accuracy • Written communication generally fluent with few errors. <p>At Level 2 responses are likely to include</p> <ul style="list-style-type: none"> • Satisfactory knowledge and understanding of the purpose of sports development • Points made but generally not developed • Lack of balance in terms of coverage from (Points 1-4), <p>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 Level 1 responses are likely to include</p> <ul style="list-style-type: none"> • Basic knowledge of the purpose of sports development • No development of points made Only one area addressed from (Points 1-4)

Question		Answer	Marks	Guidance
3	(a)	<ol style="list-style-type: none"> 1. (Major) sporting events generate business for the wider economy – e.g. pubs, hotels, travel companies 2. Brings in tourists who then spend money or stay in the UK and visit other places/attractions 3. Creation of jobs in sport - e.g. to build facilities/become coaches 4. Increases the health of the nation, which can lead to lower costs due to less stress on the NHS 5. New sports stadia (e.g.) Stratford can generate wealth e.g. Increase local property prices 6. Regeneration of areas can bring more economic activity 7. Major sports clubs and performers pay taxes to the UK if based here 8. Sport can boost local or national morale/mood – e.g. productivity increasing when local team is doing well 9. Sport clubs are a key part of the community, so when they are 'healthy' the wider community benefits 10. Merchandise business is generated by sport 11. Media coverage/sponsorship of sport generates money – e.g. magazines, papers, TV and radio shows 	4	Ensure marks are awarded for impact on economy.
	(b)	<p>Levels of performance</p> <ol style="list-style-type: none"> 1. Reduction in foul play in the sport – e.g. fewer yellow/red cards 2. More respect shown towards referees/officials 3. Reduction in violence/incidents linked to the sport – e.g. between players/spectators/towards officials 4. More volunteers to help with the sport 5. Increased number of referees 6. Feedback e.g. surveys <p>Levels of participation</p> <ol style="list-style-type: none"> 7. More diversity in participants 	4	

Question		Answer	Marks	Guidance																									
		8. Higher levels of participation (among certain groups e.g. females, young people) 9. More parental support/involvement in the sport 10. Initiative being adopted or promoted in schools/youth clubs																											
4	(a)	<table border="1"> <thead> <tr> <th>Event</th> <th>Local</th> <th>Regional</th> <th>National</th> <th>International</th> </tr> </thead> <tbody> <tr> <td>Challenge cup final (Rugby League)</td> <td></td> <td></td> <td>X</td> <td></td> </tr> <tr> <td>County badminton championships</td> <td></td> <td>X</td> <td></td> <td></td> </tr> <tr> <td>London marathon</td> <td></td> <td></td> <td></td> <td>X</td> </tr> <tr> <td>Sunday league football match</td> <td>X</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Event	Local	Regional	National	International	Challenge cup final (Rugby League)			X		County badminton championships		X			London marathon				X	Sunday league football match	X				4	
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	(b)	1. Purpose and aim /who is the initiative for/what is it trying to achieve? 2. Scale of the event/initiative (national in the example given) e.g. how many people taking part /spectating 3. Organisations involved (e.g. BOA/NGB's/voluntary sports clubs/partnerships) 4. Cost to put on the event/initiative 5. Funding sources (e.g. Government/lottery/NGB/Princes Trust/Sponsorship) 6. Facilities required and available linked to the scale – e.g available in all areas of UK? 7. Availability of equipment to deliver nationally	6																										

Question			Answer	Marks	Guidance
			8. Expertise needed e.g. coaches with knowledge of the Paralympic sports and any specific requirements 9. Duration/ timescale (e.g. one off event or long term/ time to plan) 10. Number of event(s) – e.g. multiple events across the country 11. Scheduling of event(s) – e.g. weekdays or weekends 12. Delivery of events – e.g. could be done through schools if aimed at children (as in the example) 13. Volunteers/support staff required 14. Methods of promotion e.g. endorsement/support from well known athletes/role models; methods of advertisement/raising awareness		
	(c)	(i)	1. Increased numbers moving up from ‘foundation’ level. e.g. joining a club / team success 2. Increased numbers progressing to ‘performance’ level/Increased talent pool 3. Numbers in any targeted groups participating – e.g. children, by gender, over 55’s, etc.) 4. Increased satisfaction amongst participants e.g. via surveys 5. Positive impact on (local) priorities e.g. public health 6. Positive difference to people’s lives e.g. better community engagement 7. Whether there is a strategic approach between parties (e.g.) NGB’s and county sports partnerships 8. Publicity generated by the event 9. Longer-term popularity or uptake of the sport in the area after the initiative 10. Extra Funding generated by the event 11. Clubs benefit economically from extra membership	3	

Question		Answer	Marks	Guidance
	(c) (ii)	<ol style="list-style-type: none"> 1. Increased number of coaches 2. Better standard of coaching 3. Performance at national/international level has improved 4. Bigger pool of people for selection at national/elite level 5. Improved performance at youth/age group levels 6. Stronger national and regional competitions 7. Greater medal tallies at major events 8. Number of people participating at grassroots level will increase due to success 9. Increased revenue through spectators 10. Better opportunity to host/stage further/similar events 11. Increased levels of publicity / greater reach/profile 12. Increase in elite facilities 	4	

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 **Cambridge
Assessment**

