

# **Cambridge Technicals Sport**

## **Unit 3: Sports organisation and development**

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

## **Mark Scheme for January 2023**

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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 examiners

<b>Annotation</b>	<b>Meaning</b>
	Benefit of doubt
	Cross
	Development
	Example/Reference
	Significant amount of material which doesn't answer the question
	Knowledge and understanding
	Level 1
	Level 2
	Level 3
	Max
	Repeat
	Tick
	Vague

Multiple Choice Questions

Examiners indicate is 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)	(i)	<p>Local</p> <ol style="list-style-type: none"> <li>1. LEA / local councils</li> <li>2. Schools / colleges (e.g. fixtures / leagues)</li> <li>3. (Voluntary) sports clubs</li> <li>4. Leisure centres / recreation centres</li> <li>5. Professional or amateur clubs (e.g. offering taster days / hosting tournaments)</li> <li>6. National Governing Bodies/ Local Governing Body</li> <li>7. Sport England/ Sport and Recreation Alliance</li> </ol> <p>Regional</p> <ol style="list-style-type: none"> <li>8. Schools / colleges (e.g. Hosting trials / fixtures)</li> <li>9. (Voluntary) sports clubs</li> <li>10. Leisure centres / recreation centres</li> <li>11. Professional or amateur clubs (e.g. offering taster days / hosting tournaments)</li> <li>12. National Governing Bodies/ local GBs /regional GBs</li> <li>13. Sport England</li> <li>14. English Institute of Sport</li> <li>15. Named Regional sports league/competition organisations (e.g. AOC)</li> <li>16. County Sports Partnerships/ Active partnerships</li> </ol>	2	<p>Accept: Correct acronyms (e.g. NGB)</p> <p>Only accept regional examples</p> <p>Do not accept: The same answer for both local and regional (question asks for them to be different).</p> <p>Uk Sport as an answer</p>

Question			Answer			Marks	Guidance	
1	(a)	(ii)		Sport & Recreation Alliance	National Lottery	UK Sport	5	
			Focus on grassroots participation and recruiting and training volunteers.	X				
			Be a representative for National Governing Bodies	X				
			Manage the World Class Programme to support potential Olympic medallists.			X		
			Provide sports clubs with funding via an Awards for All project.		X			
			Invest government funding in paralympic sport.			X		

Question			Answer	Marks	Guidance
1	(b)	(i)	<p>1. Examples of International Governing Body / Committee / Federation such as:</p> <ul style="list-style-type: none"> <li>• International Olympic Committee / IOC</li> <li>• Association of Summer Olympic International Federations / ASOIF</li> <li>• Association of International Olympic Winter Sports Federations / AIOWF</li> <li>• Association of IOC Recognised International Sports Federations / ARISF</li> <li>• Fédération of Internationale de Football Association / FIFA</li> <li>• World Rugby / WR</li> <li>• Fédération Internationale de Basketball / FIBA</li> <li>• Fédération Internationale de Natation / FINA</li> <li>• International Handball Association / IHA</li> </ul> <p>2. Examples of UK-based sports development organisations such as:</p> <ul style="list-style-type: none"> <li>• British Olympic Association / BOA</li> <li>• Football Association / FA</li> <li>• Rugby Football Union / RFU</li> <li>• Basketball England / BE</li> <li>• Amateur Swimming Association / ASA or British Swimming</li> <li>• England Handball / British Handball Association</li> </ul>	2	<p>Sub-max 1 for international organisation. Sub-max 1 for UK organisation.</p> <p>Accept:</p> <ul style="list-style-type: none"> <li>• Correct acronyms.</li> <li>• Point 1: Award mark for any correct and relevant International Governing Body / Committee / Federation.</li> <li>• Point 2: Award mark for any correct and relevant UK sports development organisation <b>which may interact</b> with the organisation stated for point 1.</li> <li>• Point 2: Accept home country or GB organisations.</li> </ul> <p>DNA:</p> <ul style="list-style-type: none"> <li>• Incorrect acronyms.</li> <li>• UK based organisations not reasonably associated with the named international organisation (e.g. FIFA &amp; England Netball).</li> <li>• UK based organisations who are unlikely to interact with an IGB (e.g. FIFA &amp; Local Councils / County Sports Partnerships).</li> </ul>

Question			Answer	Marks	Guidance
1	(b)	(ii)	<ol style="list-style-type: none"> <li>1. Aiding bids to host major events.</li> <li>2. Support in anti-doping / healthcare campaigns.</li> <li>3. Consistent application of rules and regulations.</li> <li>4. Consultation on changes to rules or regulations (e.g. transfers or salary caps).</li> <li>5. Opportunity to compete in international competitions / fixtures.</li> <li>6. Timings of international events or fixtures may be favourable.</li> <li>7. Included in World Rankings / comparing your performance to other nations.</li> <li>8. Increasing participation/ publicity/ promotion of sport/ awareness</li> <li>9. Imposing sanctions / punishing breaches (e.g. transfer / competition bans for players, coaches, clubs, or countries).</li> <li>10. Increase in funding</li> <li>11. Provide advice and guidance</li> </ol>	3	DNA: <ul style="list-style-type: none"> <li>• Responses framed as a disadvantage (e.g. if you don't interact with the IGB you can't play international fixtures).</li> </ul>

Question		Answer
1	(c)*	<p>1. (Local Councils)</p> <ul style="list-style-type: none"> <li>a) Work with home country sports councils (e.g. Sport England) / NGBs / CSPs.</li> <li>b) Promotion of quantity / quality of sporting opportunities in local area.</li> <li>c) Develop joint investment opportunities (e.g. Work with an NGB to build a grassroots facility, Manchester Council + Basketball England = Manchester Basketball Centre).</li> <li>d) Subsidise opportunities for residents (e.g. Leisure Centre memberships).</li> <li>e) Subsidise facility hire for clubs / events / initiatives.</li> <li>f) Reduce barriers / develop projects aimed at under-represented groups / target groups (e.g. females / people with disabilities).</li> <li>g) Operate a 'Sports Development' unit / Sports Development Officers (e.g. provide event staff).</li> <li>h) Invest in improving / providing new facilities / outdoor spaces (e.g. parks or pitches).</li> </ul> <p>2. (Community Sports Partnerships / Active partnerships)</p> <ul style="list-style-type: none"> <li>a) By providing opportunities for networking / collaboration / sharing best practice (e.g. Schools working with NGBs).</li> <li>b) Provide coordinated marketing / promotional campaigns / communication of opportunities.</li> <li>c) By subsidising events / putting on free taster days.</li> <li>d) Create a legacy from London 2012.</li> </ul> <p>3. (National Governing Bodies )</p> <ul style="list-style-type: none"> <li>a) Works with home country sports councils (e.g. Sport England) / CSPs / Local Councils / Schools</li> <li>b) Promote their sport / raise awareness / publicity.</li> <li>c) Focus on grassroots.</li> <li>d) Organising competitions / tournaments / initiatives / events</li> <li>e) Promote values such as fair play, respect, equality etc.</li> <li>f) Reduce barriers / develop projects aimed at under-represented groups / target groups (e.g. females / people with disabilities).</li> <li>g) Talent identification and development.</li> <li>h) Take responsibility / have expert knowledge of their own sport.</li> <li>i) Training / improving coaches / officials / volunteers / providing the framework for coaches.</li> <li>j) Providing / distribute funding for a <b>specific reason</b> (e.g. facilities / staffing equipment).</li> </ul> <p>4. (Sport England)</p> <ul style="list-style-type: none"> <li>a) Works with NGBs / CSPs / Local Councils / Schools.</li> <li>b) Launches initiatives / campaigns.</li> <li>c) Funded by DCMS / to increase opportunities for <b>14-25 year olds</b>.</li> <li>d) Reduce dropout rates.</li> <li>e) Decides where to allocate lottery / government funding.</li> </ul>

Question	Answer	
	<p>e) Provide a single contact point for a variety of sporting events and activities.</p> <p>f) Interpret &amp; mould policies (national / regional / local) to best suit communities (e.g. by focusing on a particular target group).</p> <p>g) By implementing / organising the ‘School Games’ or ‘Community Games’.</p> <p>h) By making best / efficient use of facilities / equipment / coaches.</p> <p>i) Training / supporting volunteers.</p> <p><b>GUIDANCE</b></p> <p>DNA:</p> <ul style="list-style-type: none"> <li>• Responses related to Elite level sporting organisations.</li> <li>• Setting rules/regulations</li> <li>• Responses relating to increasing participation as in question</li> </ul> <p>Credit the named initiative or event as an EG.</p> <p>In their answer Candidates may not refer to any of the 4 organisations provided in the question but may answer in general terms linking to other organisations. Credit must be given to these answers. EG The National Lottery funding the initiative.</p>	<p>f) Reduce barriers / develop projects aimed at under-represented groups / target groups (e.g. females / disabled people).</p> <p>g) Talent identification and development.</p> <p>h) Provide appropriate facilities (in the best locations).</p> <p>k) Promoting / encouraging coaches / officials / volunteers / providing the framework for coaches.</p> <p>i) Protects community facilities / playing fields.</p> <p><b>Level 2 (4–6 marks)</b> 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 how organisations may contribute towards achieving the aim of increasing participation in the UK</li> <li>• At least 2 organisations are discussed regarding how they contribute towards achieving the aim of increasing participation in the UK</li> <li>• Several points are made but generally not developed</li> </ul>

Question	Answer	
	<p><b>LEVELS</b></p> <p><b>Level 3 (7–8 marks)</b> 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 (covering all 4 organisations) regarding how they may contribute towards achieving the aim of increasing participation in the UK.</li> <li>• Wide range of points described</li> <li>• Several development of points made</li> </ul>	<p><b>Level 1 (1–3 marks)</b> 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 how organisations may contribute towards achieving the aim of increasing participation in the UK</li> <li>• 1 or 2 Organisations may be identified</li> <li>• The answer may be answered in general terms with no reference to the named 4 organisations made</li> <li>• No development of points are made</li> </ul>

Question			Answer	Marks	Guidance
2	(a)		<ol style="list-style-type: none"> <li>1. (level) Beginners / novices / first stage/of/lowest level of the continuum (e.g. youngsters OR complete newcomers).</li> <li>2. (opportunity) Primary school / TOP PLAY activities / multisport sessions.</li> <li>3. (FMS) Fundamental motor skills / basic skills (e.g. Running, jumping, hitting a ball).</li> <li>4. (Transfer) Skills which are later transferable into specific / chosen sports.</li> <li>5. (Habits) Aims to instil positive exercise / participation habits for the future.</li> </ol>	3	DNA responses previously attributed to the participation stage: <ul style="list-style-type: none"> <li>• School, amateur or club team involvement.</li> <li>• Extra-curricular.</li> <li>• Recreational involvement.</li> <li>• For health and fitness.</li> <li>• Take part for friendship/social reasons.</li> <li>• Take part for fun and enjoyment.</li> <li>• Do it as a hobby/chosen to do it.</li> <li>• Done in their own time (leisure time).</li> </ul>
2	(b)	(i)	False	1	
2	(b)	(ii)	True	1	
2	(c)	(i)	<ol style="list-style-type: none"> <li>1. Anti-discrimination / inclusion of under-represented groups (target groups).</li> <li>2. Crime / anti-social behaviour reduction.</li> <li>3. Education (e.g. on drug awareness / healthy eating).</li> <li>4. Health (physical) of the nation / reduction of obesity / chronic diseases / some cancers</li> <li>5. Health (mental) of the nation / mental wellbeing / self-esteem.</li> <li>6. Community cohesion.</li> <li>7. Improves the economy e.g regeneration of area / more jobs</li> </ol>	3	DNA purposes identified in question: <ul style="list-style-type: none"> <li>• Examples of values including teamwork, tolerance, respect, inclusion, citizenship.</li> <li>• Increasing participation.</li> <li>• Progression of sport.</li> </ul>



Question			Answer	Marks	Guidance
2	(c)	(ii)	<ol style="list-style-type: none"> <li>1. <b>(Role Model)</b> setting the right example / positive actions / empower those around them through their own actions.</li> <li>2. <b>(Motivator)</b> examples of how to motivate (e.g. goal setting / praise/ make the sessions enjoyable) OR the importance of motivating (e.g. overcoming barriers / increasing chances of success / improved effort, commitment, persistence etc.).</li> <li>3. <b>(Planner)</b> planning sessions or series of sessions / planning tactics or game plans / planning for achievement of goals or improvement of failures.</li> <li>4. <b>(Instructor)</b> giving accurate or clear instructions / at the right time / in the right manner / to avoid confusion or errors/ knowledge of rules and regulations</li> <li>5. <b>(Mentor)</b> providing advice or support with personal aspects of performance (accept examples). E.g. planning a training programme/planning diet/dealing with losing</li> <li>6. <b>(Facilitator)</b> put plans into action / Make sure participants are safe/ minimise injury</li> <li>7. <b>(Demonstrator)</b> showing others what to do accurately (e.g. skills or techniques).</li> <li>8. <b>(Adviser)</b> offer guidance / feedback on how to perform skills and improve skills /performance (e.g. pass selection or technique correction).</li> <li>9. <b>(Supporter)</b> provide encouragement to performers / build self-esteem or confidence.</li> <li>10. <b>(Fact Finder)</b> scouting the strengths or weaknesses of opposition / researching new or innovative coaching strategies or equipment.</li> <li>11. <b>(Counsellor)</b> offering social support and values for performers or colleagues.</li> <li>12. <b>(Organiser)</b> booking training facilities / transport / officials.</li> </ol>	4	<p>Synoptic content from Unit 2, 1.1.</p> <ul style="list-style-type: none"> <li>• DNA words in brackets on their own</li> </ul>

Question		Answer	Marks	Guidance
2	(d)	<ol style="list-style-type: none"> <li>1. Stereotyping / discrimination / femininity vs masculinity/inequality E.g. fear of ridicule for participating in a (named) male dominated sport / not wanting to appear muscular /</li> <li>2. Lack of Opportunity (classes / teams / sessions). E.g. limited female sessions at appropriate times / female club or team for a particular sport.</li> <li>3. Lack of Provision (tangible facilities). E.g. lack of / poor standard of changing / childcare / refreshment facilities.</li> <li>4. Poor self Esteem / self-conscious/ negative body image / uncomfortable in sporting attire. E.g. perceived lack of ability / uncomfortable looking sweaty / close-fitting clothing/ Periods</li> <li>5. lack of role models / Lack of promotion of female physical activity / E.g. Not aware of role models / no female-specific advertising.</li> <li>6. Lack of social Influence / peers who participate / encouraging family members/ peer pressure E.g. friends dislike exercise / parents don't value sport.</li> <li>7. Time restrictions. E.g. work / study / carer</li> <li>8. Poor school experience. E.g. certain sports not offered / knowledge of teachers.</li> <li>9. <b>Lack of</b> childcare E.g. not able to take part due to cost or availability of childcare</li> <li>10. Religion Unable to show skin so excludes from some sports</li> </ol>	6	<p>Sub-max 3 for numbered factors identified.</p> <p>Sub-max 3 for appropriate examples given (ie. annotate an example for point 4 as '4eg').</p> <p>Examples may be awarded without their accompanying 'title'.</p> <p>If in an example, an additional numbered point is stated, it should be assumed that it is part of the example, and not awarded separately.</p> <p>DNA: generic points which could also be applied to other target groups without clear justification in the example:</p> <ul style="list-style-type: none"> <li>• Equipment (without clear justification).</li> <li>• Don't enjoy / like exercise / negative attitude.</li> </ul> <p>DNA Mental health</p>

Question		Answer	Marks	Guidance
3	(a)		4	
3	(b)	<ol style="list-style-type: none"> <li>1. To demonstrate success of the initiative / event (e.g. increase in fitness levels, participation, elite success, or reduction in crime, anti-social behaviour).</li> <li>2. To justify the funding given to the initiative/event (e.g. based on intended outcomes being achieved).</li> <li>3. To identify areas to improve (e.g. what did not go well).</li> <li>4. To illustrate best practice (e.g. show others how to achieve something effectively).</li> </ol>	4	DNA: Examples alone.

Question			Answer	Marks	Guidance
4	(a)	(i)	<ol style="list-style-type: none"> <li>1. (football) Premier League / FA Cup / EFL Cup or Carabao Cup.</li> <li>2. (rugby league) Challenge Cup / Super League.</li> <li>3. (rugby union) Premiership Rugby / Premiership Rugby Cup.</li> <li>4. (swimming) British Swimming Championships.</li> <li>5. (netball) Super League / NPL Tournament (u17/u19/u21).</li> <li>6. (tennis) British Tour.</li> <li>7. (athletics) England Athletics Championships.</li> <li>8. (volleyball) National Cup / National Shield / National Volleyball League.</li> <li>9. (basketball) British Basketball League / English National Cup.</li> </ol>	2	<p>DNA: Any cricket based events. Any international, regional, local event.</p> <p>Accept: Any relevant national sporting event endorsed by a Sport England recognised NGB.</p> <p>R (repeat) for response from same sport.</p>
4	(a)	(ii)	<ol style="list-style-type: none"> <li>1. Social media.</li> <li>2. Newspapers (local / national).</li> <li>3. Magazines.</li> <li>4. Radio.</li> <li>5. Leaflets.</li> <li>6. Posters / billboards</li> <li>7. Word of mouth.</li> <li>8. Taster sessions (e.g. in schools, local clubs).</li> <li>9. Guest speakers / role models (e.g. attending clubs).</li> <li>10. Product Labels</li> </ol>	3	<p>DNA: Responses mentioned in the question:</p> <ul style="list-style-type: none"> <li>• Websites.</li> <li>• Television.</li> </ul> <p>Mark the 1<sup>st</sup> 3 responses</p>

Question		Answer	Marks	Guidance
4	(b)	<ol style="list-style-type: none"> <li>1. Government funding/ government departments e.g DCMS/ DFE E.g. using Sport England money to publicise the event</li> <li>2. National Lottery. E.g. provide Awards for All funding to improve facilities / buy kit.</li> <li>3. NGB Funding. E.g. funding training of coaches / officials.</li> <li>4. Sponsorship. E.g. a business sponsoring an event in order to provide refreshments.</li> <li>5. Entry fees/ spectator fees E.g for prizes</li> </ol>	3	<p>Accept any relevant examples of what the funding is used for in relation to each of the sources</p> <p>Credit any valid NGB event/initiative</p> <p>If the source is incorrect do not look at the example</p> <p>DNA: Responses containing:</p> <ul style="list-style-type: none"> <li>• No valid example.</li> <li>• 'Charities' or 'donations' as it is in the question.</li> <li>• Reference to a club or team such as membership fees</li> <li>• Funding an event/initiative as it is in the question</li> <li>• Volunteers as it is in the question</li> <li>• Sponsorship for promotion of brand must be to the benefit of the initiative</li> <li>• Sport England as a source</li> </ul>

Question		Answer	Marks	Guidance
4	(c)	<ol style="list-style-type: none"><li>1. Increased participation (in the Olympic sports, as players / coaches / officials etc.).</li><li>2. Continued / increased funding (from proven success or sponsorship).</li><li>3. Enhanced reputation of the organisation.</li><li>4. Increased awareness of the sport / publicity</li><li>5. Increased access to a new population demographic.</li><li>6. Increased interest in the sport (e.g. viewing figures, spectator attendance at events, more fashionable / on trend / increase in volunteers).</li><li>7. Increased role models / inspiration to take part.</li><li>8. Enlarged talent pool.</li><li>9. More elite performers / increased chance of success.</li></ol>	6	

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