

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

SPORT AND PHYSICAL ACTIVITY

05826–05829, 05872

Unit 3 Summer 2023 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 2023 Unit 3 Sports Organisation and Development examination paper were of a similar standard to those of January 2023.

Evidence would suggest that candidates understood what was required of them throughout all four learning outcomes.

It is pleasing 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 answer in bullet form or give one-word responses, which is not recommended. Candidates are reminded that the quality of written communication is assessed on Question 2d* (the 8-mark levels response question).

At times, a lack of clearly expressed knowledge was an issue, leading to 'VG' (vague) being indicated on responses. This was particularly evident with Question 3a on the question related to the aims of sport initiatives and strategies.

At the end of the exam paper, there are two blank pages. Centres are asked to remind candidates to use this space if they require extra space for their responses. Some wrote down the sides of the answer booklet, which potentially makes the response more difficult to read and therefore mark.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none"> • made sure that they attempted all the questions • if the question was worth 4 marks, they gave four responses to the question • gave responses that were clearly expressed and showed good knowledge • in the extended response (levels Question 2d*), they made sure that they showed good, written communication. They discussed how the different organisations contributed to increasing participation. 	<ul style="list-style-type: none"> • had a lack of detail in their responses. • 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 • when answering the longer answer questions (e.g. Question 4b) which used command words such as 'describe or explain,' candidates often responded by simply identifying key words, which made it more difficult to access the higher marks • in their extended response (levels Question 2d*), candidates did not discuss how TWO different roles support performers as they progress through the sporting development continuum. They simply wrote about one role and/or did not include what support they receive at each level.

Question 1 (a)

1 (a) Name **two** National Disability Sports Organisations.

1

2

[2]

Candidates had great difficulty with this question. In the main, answers were incorrect. The question needed very specific responses in relation to naming two National Disability Sports Organisations. Unfortunately, candidates either gave the incorrect names or they simply did not answer this question, Moving forwards, centres need to make sure it is covered properly as this is part of the unit specification.

Question 1 (b) (i)

(b) (i) Active Partnerships (formerly County Sports Partnerships) are networks of local agencies that provide a single point of contact for organisations in sport.

Identify **four** roles of an Active Partnership.

1

2

3

4

[4]

Most candidates managed to score one or two marks on this question with 'improve communication', 'organising events' and 'helping with funding' as the most common responses. However, only some candidates were able to identify four roles to access all 4 marks. One-word responses were typical of the weaker responses. Another common error in candidates' responses was that they repeated the point that they provide a single point of contact, which was made in the stem of the question.

Question 1 (b) (ii)

(ii) Identify **two** organisations that Active Partnerships work with.

1

2

[2]

Many candidates showed a good understanding of the organisations that Active Partnerships work with and so scored maximum marks on this question. However, there was a small number of candidates who did not answer this question.

Question 1 (c)

(c) National Governing Bodies (NGBs) oversee the development of their sport in many different ways.

State **five** ways an NGB develops their sport.

1

.....

2

.....

3

.....

4

.....

5

.....

[5]

In the main, this was a well-answered question with most candidates scoring at least 3 marks. Candidates had a good understanding of the ways that NGB's develop sport and as such provided a good breadth in their responses.

Typically, the weakest responses either gave one-word responses or they did not provide any response, which immediately restricts the number of marks they can achieve for the question. Centres are reminded to reiterate to candidates that if a question asks for five ways, then candidates need to provide five answers within their response.

Question 1 (d)

- (d) There are many different organisations involved within sport both in the UK and internationally.

Identify **two** sports organisations. For **both** organisations, name another sports organisation that each one works with.

Describe a way in which the identified sports organisations would work together to develop sport in the UK.

Sports organisation

Sports organisation it would work with

.....

Way they would work together

.....

Sports organisation

Sports organisation it would work with

.....

Way they would work together

.....

.....

.....

[6]

The candidates' responses to this question were mixed. Where there was a clear understanding of how organisations could work together, candidates were able to access full marks. So, for example, FIFA works with the FA in relation to setting up new rules and regulations in Football. Sport England works with England Netball to increase participation at grassroot level in Netball.

However, in contrast other responses were often vague and candidates randomly wrote down two organisations that they knew existed but unfortunately do not work with each other. So, for example, Sport England and World Rugby.

Moving forward, centres need to make sure that candidates are aware of which organisations work together and why they work together.

Question 2 (a)

2 (a) Young people aged 11–15 years old face many barriers to participating in regular physical activity both outside school and in the PE curriculum.

Identify **two** reasons why this age group may not participate in regular physical activity.

Explain **one** way in which sports development can help overcome each of these barriers.

Reason for not participating

.....

One way in which sports development can help this

.....

Reason for not participating

.....

One way in which sports development can help this

.....

.....

[4]

This question assessed candidates' understanding of the barriers to sport and physical activity for 11–15-year-olds. Many candidates were able to provide the necessary two reasons but only a few candidates were able to achieve maximum marks by then discussing how sport's development can help overcome this reason. There was a good breadth in the variety of the candidates' responses. Weaker responses were brief and used one-word for the reason for not participating, for example they simply wrote facilities or transport.

Misconception



Candidates need to be clear on what a reason for not participating is. In the question, many candidates wrote that facilities were a reason for not participating, however it is the lack of facilities for 11-15, that is the reason. In the same way, role-models are not a reason but the lack of female role-models that are the reason for not taking part.

Question 2 (b)

(b) Name **two** other groups who may experience barriers to participating in physical activity.

1

2

[2]

This was a well-answered question on the paper, probably the best answered. Many candidates scored maximum marks and showed a good understanding of the different types of groups who may face barriers in taking part in sport.

Question 2 (c) (i)

(c) There are many reasons why sport and physical activity are beneficial for young adults aged 16–24 years.

For each of the physiological systems below identify **three** benefits of participating in sport and physical activity for young adults.

(i) Cardiovascular system

1

2

3

[3]

This question was synoptically linked to Unit 1 and appeared straightforward. Those candidates 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.

Question 2 (c) (ii)

(ii) Musculo-skeletal system

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 Musculo/skeletal benefits were able to access the maximum marks for this question relatively easily, with stronger bones, stronger muscles and increased flexibility 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 cardiovascular or respiratory benefits not the Musculo-skeletal.

Question 2 (d)*

(d)* Using examples, analyse how **two** different sporting roles support a sports performer as they progress through the sports development continuum as shown in **Fig. 1**.

[8]



Fig. 1: Sports Development Continuum

.....

.....

.....

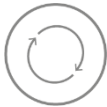
.....

.....

.....

This question assessed candidate’s ability to analyse two different sporting roles and how they could support a performer as they move through the sports continuum. Many candidates were able to provide a Level 2 response but only a few students were able to achieve a Level 3 response and provide two roles and analyse how they were able to support performers throughout this journey in detail. The best responses structured their response so that the two roles were clearly identified, and they then considered each stage of the continuum for each of the roles. The weakest responses were brief, and often only considered the characteristics of performers in each of the stages, not how the role supported the performer. Therefore, they were unable to access any marks. In addition, a significant number of candidates only referred to one role.

Assessment for Learning

 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 given with higher marks.

Question 3 (a)

- 3** When sports development initiatives and strategies are launched, they have specific aims which are usually about improving physical health, sporting success or having a social impact.
- (a)** For each of the following outcomes, describe **one** measure which could be used to show if a strategy was successful in achieving improvement.

Physical health

.....

.....

Sporting success

.....

.....

Social impact

.....

.....

[3]

Candidates had difficulty with this question. In the main, responses were often vague and in quite a few instances, irrelevant. The question needed very specific responses in relation to an actual measure that could show if the initiative had been successful. So, for example by having a reduction in the crime rate, this would show that the initiative had had a positive impact on society. By winning more medals, this would show that the initiative had had a good impact on the sport. Unfortunately, a significant number of candidates were unable to provide this. Moving forwards, this is part of the unit specification and therefore centres need to make sure it is covered in greater detail.

Question 3 (b)

(b) For the Sporting Future Strategy the government replaced the Active People data source with the Active Lives survey in 2015. The new survey used an online method to collect data.

Suggest **four** benefits of using online surveys to collect data.

1

2

3

4

[4]

This was a very straightforward question, with several candidates scoring maximum marks. Knowledge of the benefits of using an online survey was good. In those instances where candidates were unable to access full marks, this was because candidates did not provide four benefits, or they repeated points that they had already made.

Question 4 (a) (i)

4 There are many different sports events and initiatives in the UK.

(a) (i) Identify a national sports event.

.....

This was a well-answered question. Most candidates were able to identify a national event correctly. However, there were still a significant number of candidates who incorrectly named an international event such as The London Marathon or Wimbledon.

Centres need to make sure that all candidates know the difference between national and international events and be able to give correct examples of these types of events.

Question 4 (a) (ii)

(ii) Identify a national sports initiative.

[2]

A significant number of candidates were able to identify a national initiative correctly. However, there are still candidates who do not know what an initiative is and so instead identified national governing bodies or they named another national event in their response.

Centres need to make sure that all candidates know the difference between initiatives and events and be able to give a correct example of an initiative.

Question 4 (b)

(b) When organising a national sports event a number of factors need to be taken into account.

Identify and explain **three** factors that need to be considered when organising a national sports event.

- 1
- 2
- 3

[6]

Most candidates managed to score at least 2 or 3 marks on this question. They showed a sound understanding of the factors that need to be considered when organising a national event. However, only a limited number of candidates were able to give enough detail in their explanation to access full marks.

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. candidates need to look carefully at the command word. So, in the question it asks candidates to identify and then **explain** the factor that needs to be considered. Where candidates simply identified the factor, they could not access all the marks. candidates must read the question carefully and provide the necessary detail in their response.

Question 4 (c)

- (c) There are many benefits to performers, sport and society from being involved in sport at a national level.

Apart from financial benefits, explain **two** ways in which each of the following can benefit from involvement in sport at a national level.

Performer

1

2

Sport

1

2

Society

1

2

[6]

The candidates' responses to this question were mixed. Where there was a clear understanding of the benefits to performers, sport and society from being involved in sport at a national level, candidates were able to access full marks. So, for example, strong responses gave two benefits in each of the three sections.

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'. In some responses, candidates also referred to the financial benefits such as sponsorships, which was in the stem of the question.

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