

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 2024

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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

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

Annotation	Meaning
	Tick
	Cross
BOD	Benefit of doubt
VG	Vague
REP	Repeat
IRRL	Significant amount of material which doesn't answer the question
MAX	Maximum marks reached
SEEN	Noted but no credit given
EG	Example/Reference on extended response Q
KU	Knowledge and understanding on extended response Q
DEV	Development on extended response Q
L1	Level 1 response on extended response Q
L2	Level 2 response on extended response Q
L3	Level 3 response on extended response Q

Multiple Choice Questions (where used)

Examiners indicate if answer given is correct or not using a tick or cross 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

VG = answer is vague / no benefit of the doubt given / also used where additional material may have been seen but no more marks gained

SEEN = response been read but no credit given / also used where no response attempted

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:

KU is used to indicate that a knowledge point from the mark scheme indicative content has been used.

DEV 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 using RM annotations – **every** question to be marked
- record the total mark for each question in RM mark boxes
- **check carefully** that you input the correct mark – check the number of ticks recorded for each question (apart from Extended response Question)
- **Do not** use ticks on Extended response Question – use KU (Knowledge and understanding credits) and DEV (Development credits)
- Only record KU and DEV **on left hand side** of script so that candidate's work is not obscured
- Record level on **left hand side** at the base of Extended response Question and record total mark for the question

- If candidate has attempted the question or even an attempt that is crossed out (still mark crossed out work), and deserves no credit then **record zero**
 - If candidate leaves a question unanswered then use the annotation '**SEEN**' and **record NR** in the totals box (no response)
 - Use **BP** on all blank pages to show that you have checked for any responses
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:
- Structured scheme: one mark = one point, represented by a **tick**
 - Keep referring to the requirements of each question
 - Annotate **every** question answered
4. For the levels marked questions:
- Keep checking for relevance of the response to the requirements of the question
 - Give **KU** for each KU credit achieved on the levels MS
 - Give '**DEV**' for every point that has been sufficiently developed and shown understanding indicated on the levels MS
 - 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.
 - Indicate the level awarded (**L1**, **L2** or **L3**) at the base of the answer on the **LHS**, then enter the total mark for Extended response Question
 - Some candidates 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 candidates 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.

Question		Answer	Marks	Guidance
1	(a)	<ol style="list-style-type: none"> 1. Increase participation/opportunities 2. Provide more activities / events / initiatives for people to take part 3. Funding- Provision/distribution/access 4. funding available to increase opportunities / raise awareness 5. Increase quality of provision/facilities/playing fields 6. Provide more opportunities 7. Volunteers / staffing 8. opportunities for coaching / officials / volunteers to support 9. Liaise with NGB's and community partnerships/ community sports development 10. Support available for local events / competitions / school sessions. 11. Liaise with Sport England 12. Promote national initiatives 13. Implement/promote Initiatives/campaigns/events 14. To increase opportunities to participate 15. Target priority groups 16. Make sport available for all /equality/diversity 	4	<p>Submax 2 for identify (odd numbers) Submax 2 for explanation linked to identify point (even numbers).</p> <p>If you repeat the role do not accept the explanation</p>
1	(b)	<ol style="list-style-type: none"> 1. Football - FA / FIFA 2. Hockey – England Hockey / FIH 3. Rugby -ER England Rugby accept RFU / World Rugby 4. Netball – England Netball / INF 5. Athletics – England Athletics / IAAF 	4	<p>One mark per response. Accept other correct Governing Body answers,</p> <p>Candidates do not need to write the name of the sport, marks are given for the correct naming of the national and international governing bodies.</p> <p>Do not accept Olympic committees must be sport specific</p> <p>Take the first two sports</p>

Question			Answer	Marks	Guidance
1	(c)	(i)	<ol style="list-style-type: none"> 1. Make the rules of the sport 2. Oversee the introduction of new technology 3. Oversee Health and Safety 4. Organise International Events / Tournaments / Competitions 5. Oversee decisions on sanctions 6. Oversee drug testing / liaise with WADA. 7. Unite people / remove barriers / equality/ promote ethics/ fair play 8. Increase participation / opportunities 9. Promote the sport 	4	<p>DNA one word answers, responses need to describe how they work together. For example – point 4</p> <p>International governing bodies, national governing bodies such as IOC, FIFA, FA work together on organising international competitions for timing and player availability.</p> <p>Accept 1st 4 answers only</p>
1	(c)	(ii)	<ol style="list-style-type: none"> 1. UK Sport 2. Central council of physical recreation 3. Regional sports councils 4. Active Partnerships e.g Yorkshire sport foundation/ accept CSPs 5. NGBs or named NGB. 6. NDSOs or named NDSO e.g., Limbpower 7. DDCMS(DCMS) 8. DfE (Department FOR Education) 9. Youth Sports Trust 10. Local Authorities/councils 	2	
1	(c)	(iii)	<ol style="list-style-type: none"> 1. UK Sport 2. NGBs or named NGB 3. DfE 4. DDCMS/ DCMS 5. Active Partnerships accept CSP's 	1	

Question		Answer	Marks	Guidance
1	(d)	<ol style="list-style-type: none"> 1. Oversee / set standards of school PE curriculum 2. Implement DDCMS initiatives / strategies 3. Promote participation/ opportunities 4. Oversee organisation of extra-curricular /tournaments/events 5. Liaise local councils policy 6. Distribute funding e.g. school sport premium 7. Develop club links 8. Train coaches and teachers 9. Protect school playing fields 	4	
2	(a)	<p>Physiological</p> <ol style="list-style-type: none"> 1. Lose weight/ maintain healthy bodyweight. 2. Improve Cardiovascular system-<u>efficiency</u> / strength e.g increase stroke volume 3. Improve respiratory <u>efficiency</u> e.g., Increase lung capacity 4. Strengthen bones/ Increase bone density / reduce osteoporosis. 5. Increase mobility / flexibility 6. Increase muscle strength / size <p>Psychological</p> <ol style="list-style-type: none"> 7. Decrease stress, reduce mental health problems 8. Improve self-confidence/ self-esteem. 9. Improve body confidence. 10. Increase motivation. 11. Distraction from the pressures of everyday life 12. Improve mood/ feel happy/ reduces depression. 13. Improves concentration 	4	<p>Synoptic 4 marks Unit 1 1.8, 2.6</p> <p>1 mark for each response, submax two for each section</p> <p>Allow relevant alternatives</p> <p>Psychological – accept converse – improve mental health</p>

Question			Answer	Marks	Guidance
2	(b)	(i)	<p>Role Model</p> <ol style="list-style-type: none"> 1. Show positive behaviours/values / follow all rules / respect opposition. 2. Always ready to participate / healthy lifestyle. <p>Demonstrator</p> <ol style="list-style-type: none"> 3. Show how to do the skills such as a pass in football. 4. Show how to warm up for example the correct and safe way to do stretches <p>Organiser</p> <ol style="list-style-type: none"> 5. Make sure that all equipment is ready / safe. 6. Make sure all playing surfaces are safe. 7. Make sure everything such as playing area / equipment is ready for the activity. 8. Make sure everyone knows details of fixtures e.g. times and location of training or competition / matches. 9. Make sure sessions are planned. <p>Motivator</p> <ol style="list-style-type: none"> 10. Encourage all participants to work hard. 11. Encourage all participants to attend / participate regularly. 12. Use different types of feedback to maintain level of engagement. 	4	Accept other relevant responses.
2	(b)	(ii)	<ol style="list-style-type: none"> 1. Fair play 2. Teamwork 3. Respect 4. Tolerance 5. Inclusion 6. Citizenship 	2	Accept other suitable examples

Question	Answer	Marks	Guidance
2 (c)*	<p>Increase participation</p> <ol style="list-style-type: none"> 1. Access to facility - parking, transport, distance from home. 2. Provision of activities – disabled only sessions, timings of activities – link with transport timings. 3. Types of activities – e.g. wheelchair basketball 4. Adapted equipment – sizes of basketball nets, ball with sound. 5. Adapted facility- hoists, ramps, door sizes, privacy of changing rooms. 6. Trained coaches – specialist to support and coach different needs of participants 7. Subsidised – transport / membership fees/ equipment 8. Targeted advertising / promotion 9. Increase events/initiatives/opportunities 10. Role models <p>Social Policy</p> <ol style="list-style-type: none"> 11. Funding for qualifications such as safeguarding / first aid. 12. Increase sporting involvement, bridge gap participation to coaching / officiating qualifications. 13. Structured activities school holidays / evenings / weekends. 14. Pride in community as facility provision is available. 15. Decrease unemployment / more employment opportunities. 16. Raise awareness of health benefits. 17. Encouragement / inclusion of socially excluded groups/ meet new people. 18. Raise awareness / understanding of needs of different groups/ Promoting anti discrimination 19. Volunteering opportunities to run / help out with events. 20. Decrease crime /anti-social behaviour. 	8	<p>Level 3 (7-8 marks)</p> <p>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"> • Balanced information of both Participation and social policy • Discussion on how the fund can be used for both participation and social policy • Examples made for how the fund can support both aspects. <p>Level 2 (4–6 marks)</p> <p>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 • 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>

Question			Answer	Marks	Guidance
					<ul style="list-style-type: none"> • A good discussion of the points which may favour participation or social policy • Some examples made on how the fund can support either participation or social policy. <p>Level 1 (1–3 marks) 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"> • Some discussion of either participation or social policy.
3	(a)	<ol style="list-style-type: none"> 1. Levels of participation /memberships 2. Amount of volunteers /employment 3. Levels of performance/Success levels/ medals/competition/ 4. Levels of Awareness 5. Levels of funding 6. Impact on society/Decrease in anti-social behaviour/ Crime. 7. Impact on health/decreased pressure on Health Services. 		3	<p>One mark for each response</p> <p>DNA= 1 word answers</p>

Question			Answer	Marks	Guidance
3	(b)		<ol style="list-style-type: none"> 1. Not get honest answers /inaccuracy/ false information/ bias 2. Not be aware of the reasons for conducting the survey so not realise important of their answers/ not taking it seriously. 3. Not understand the questions 4. Not answer all the questions/not complete the survey properly so not valid response. 5. Could be bored and rush through it 6. The answer they may want to give is not an option 7. May only get responses from certain groups e.g. older people who have more time or people who were dissatisfied and wanted to complain so skews the data 	4	<p>One mark for each response</p> <p>Accept 1st 4 answers only.</p>
3	(c)		<ol style="list-style-type: none"> 1. Demonstrate success of club – competitions, tournaments / Attract more membership – increased numbers. 2. Justify funding / able to apply for funding/ Sponsorship 3. If there are improvements in facilities, staffing, performance levels/attract more talent/ performers. 4. Show best practice – accreditation/ quality schemes/safeguarding, finances, management of club, progression for players, coaches, officials. 	3	1 mark for each description
4	(a)	(i)	<ol style="list-style-type: none"> 1. Swim 21/ swim mark 2. This Girl Can 3. Chance to Shine 4. Kickz programme 5. 1 million kids 6. Great British Tennis weekend 	1	Accept other relevant examples, including examples which are not necessarily sport specific

Question			Answer	Marks	Guidance
4	(a)	(ii)	<p><u>Target groups</u></p> <ol style="list-style-type: none"> Nationally the target group is likely to reflect the needs of the sport / whole nation but may still not meet the needs of all target groups. Regional level will reflect the population / target group needs of that specific area. <p><u>Social Needs</u></p> <ol style="list-style-type: none"> A national event will meet needs of whole sport such as qualification for entry into an international event. Regional need may reflect crime rate / financial mobility of area. <p><u>Awareness</u></p> <ol style="list-style-type: none"> In a national event the whole country is portrayed, raising awareness to increase the talent pool / develop more national pride / promote whole sport. A regional event may raise awareness of opportunities to participate / volunteer which are specific to that region or raise awareness of a new facility. 	2	<p>Exemplar answer A national event may help raise awareness of the sport to increase the talent pool or promote the whole sport.</p> <p>A regional event might help to raise awareness of the opening of a new club or facility in that specific area.</p> <p>DNA any answer that relates to scale</p>

Question		Answer	Marks	Guidance
4	(b)	<p>Advantages (submax 2)</p> <ol style="list-style-type: none"> 1. Free – can attend event /see sport. 2. Inspires/Gain motivation to participate in sport/ confidence 3. Pride of helping. 4. Enhanced knowledge of sport rules, teams, players, skills. 5. Receive training. 6. Gain experience 7. Networking/leads to further opportunities/ jobs 8. Meet new people/ social cohesion <p>Disadvantages (submax 2)</p> <ol style="list-style-type: none"> 9. Do not receive payment. 10. May need to pay for accommodation / transport 11. May need to move away from home / work to help – personal cost. 12. Can take up several hours of personal time 13. May need to undergo some specific training to be allowed to volunteer 14. May need to incur the cost of a DBS check depending upon the nature of the volunteering role 	4	One mark for each response
4	(c)	<ol style="list-style-type: none"> 1. NGB - allow examples. 2. NDSOs – allow examples. 3. UK Sport 4. Sport England 5. Local Councils 6. Sports Clubs 	2	Allow multiple correct responses. Eg: FA & RFU are both awarded point 1 = 2 marks

Question		Answer	Marks	Guidance
4	(d)	<ol style="list-style-type: none">1. Government grants.2. Lottery funding3. Sponsors4. Private investors5. Ticket sales6. Merchandise7. Media Rights / Bids8. NGBs9. Sport England	4	Funding can be gained from the early sale of tickets to supporters who will attend the event. (1 mark). These sales may come from individuals or from corporate organisations purchasing multiple tickets at once (1)

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