

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

SPORT AND PHYSICAL ACTIVITY

05826–05829, 05872

Unit 3 January 2024 series

Contents

Introduction3

Unit 3 series overview4

 Question 1 (a).....5

 Question 1 (b).....5

 Question 1 (c) (i).....6

 Question 1 (c) (ii)7

 Question 1 (c) (iii).....7

 Question 1 (d).....8

 Question 2 (a) (i).....9

 Question 2 (a) (ii)9

 Question 2 (b) (i).....10

 Question 2 (b) (ii)11

 Question 2 (c)*11

 Question 3 (a).....12

 Question 3 (b).....12

 Question 3 (c)13

 Question 4 (a) (i).....13

 Question 4 (a) (ii)14

 Question 4 (b).....15

 Question 4 (c)15

 Question 4 (d).....16

Copyright information17

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 [Teach Cambridge](#).

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Unit 3 series overview

The quality of scripts offered in response to the January 2024 Unit 3 Sports Organisation and Development examination paper were of a similar standard to those of June 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 answer questions, which makes it easier for them to access the higher marks. The quality of written communication was mostly sound, although a few 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 2 (c), 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 4 (a) (ii) on the question related to the aim and purpose of a national event compared to a regional event.

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

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none"> • made sure that they attempted all the questions • gave four responses to the question, if the question was worth 4 marks • gave answers that were clearly expressed and showed good knowledge • in the extended answer (levels Question 2 (c)), made sure that they showed good written communication (i.e. they discussed how the funding could increase participation for disabled people and also, how it would support social policy for disabled people). 	<ul style="list-style-type: none"> • showed a lack of detail in their responses. • did not answer certain questions • When answering the longer answer questions (e.g. Question 2 (b)) that use command words such as 'use examples to explain', candidates often responded by simply repeating key words and did not give examples, which made it more difficult to access the higher marks • gave too few points for the marks available for that question and then often repeated points in their response, rather than being able to make separate, distinct points in relation to the question set • in their extended response (levels Question 2 (c)), candidates did not discuss how it would support social policy for disabled people. They simply wrote about how they would use the funding to increase participation for disabled people.

Question 1 (a)

1

(a) Identify and explain **two** roles of Local Councils in developing sport.

Role:

Explanation:

.....

Role:

Explanation:

.....

[4]

Many candidates managed to identify two roles of local councils in developing sport and so were able to access 2 marks. However, only some candidates were able to give enough detail in their explanation to access full marks. Often, candidates simply repeated what they had written as the role and did not explain how this helped. To access full marks, if they had written increase participation as the role, they needed to explain how e.g. by providing more activities or by improving the facilities, it will develop sport.

Question 1 (b)

(b) There are many National and International Governing Bodies of sport. These governing bodies have a variety of roles when looking after their sport.

For **two** different sports, name the National Governing Body and the International Governing Body.

Sport one

National Governing Body

International Governing Body

Sport two

National Governing Body

International Governing Body

[4]

It is pleasing to see that many candidates were able to identify both a National Governing Body and an International Governing Body for a particular sport, with FA and the FIFA being a very popular and well-used response. However, common mistakes made by some candidates were to name the BOC with the IOC (the Olympics is not a sport). In addition, some candidates named completely different sports under the same heading (e.g. NGB England Rugby and IGB FINA)

Question 1 (c) (i)

(c) An International Governing Body needs to work with both European and National Governing Bodies.

(i) Describe **four** ways that International Governing Bodies work with European and National Governing Bodies.

1

.....

2

.....

3

.....

4

.....

[4]

In the main, this was a well answered question with most candidates being given at least 2 marks. Candidates had a good understanding of the ways that International Governing Bodies work with European Governing Bodies and National Governing Bodies and as such provided a good breadth in their responses.

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

Question 1 (c) (ii)

Sport England play a large role in the organisation of sport in England. They work with other organisations, such as the National Lottery. Sport England distribute the money that the National Lottery gives to sport.

(ii) Name **two** other organisations that Sport England work with.

1

2

[2]

This was a very straightforward question, with many candidates being given maximum marks. Knowledge of other organisations that Sport England works with was good. In those instances where candidates were unable to access full marks, this was because candidates stated incorrect examples or they stated the National Lottery, which was in the stem of the question.

Question 1 (c) (iii)

(iii) Name another sporting organisation that distributes National Lottery funding.

..... [1]

This question was well answered. Candidates showed a good understanding of the organisations that distribute lottery funding, with many identifying UK Sport as an organisation that distributes Lottery funding.

Question 1 (d)

(d) Suggest **four** ways that the Department for Education and schools help to develop sport in the UK.

1

.....

2

.....

3

.....

4

.....

[4]

In the main, this was a well answered question with most candidates being given at least 2 marks. Candidates had a sound understanding of the ways that the Department for Education and schools help to develop sport and as such provided a good breadth in their answers.

Typically, the weakest responses either gave very brief answers or they did not provide sufficient responses, which immediately restricts the number of marks they can achieve for the question. Centres are reminded to reiterate to candidates that if the question asks for four ways, then candidates need to provide four responses.

Question 2 (a) (i)

2 Participation in sport provides many benefits to individuals in their day-to-day life.

(a) Identify **two** physiological benefits and **two** psychological benefits an individual might gain from becoming more involved in physical activity.

(i) Physiological benefits

- 1
-
- 2
-

This question was synoptically linked to Unit 1 and appeared straightforward. Those candidates who were able to identify two physiological benefits were able to access the maximum marks for this question relatively easily, with increasing bone density, strengthening muscles and lowering the resting heart rate, being the most common responses. However, several candidates were not given maximum marks because their responses were either too vague, referring to levels of fitness or they mistakenly gave psychological benefits.

Question 2 (a) (ii)

(ii) Psychological benefits

- 1
-
- 2
-

[4]

This question was also synoptically linked to Unit 1. Candidates showed a good knowledge of the psychological benefits of physical exercise, and many were able to access maximum marks for this question. A wide range of responses were provided by candidates that included: reducing stress; decreasing mental health problems; improving self-confidence; reducing depression.

Question 2 (b) (i)

(b)

(i) A coach of a sports session at a sports club fulfils several roles.

For each of the roles below, use examples to explain how the coach could help children to be more involved in physical activity and exercise and overcome potential barriers.

Role model:

.....
.....
.....

Demonstrator:

.....
.....
.....

Organiser:

.....
.....
.....

Motivator:

.....
.....
.....

[4]

In the main, this question was answered poorly. The question asked candidates to explain for each of the roles identified, how a coach could help children be more involved in physical activity and they needed to do this by using examples. When answering this question, many candidates did not read the question carefully enough and so in their responses, they either simply provided a definition for each of the roles or often repeated the key word in their answer.

So, for the role of demonstrator, a typical response might say the coach is able to demonstrate the skill. This was not enough to be given a mark. In order to access the mark, what they needed to say was that the coach is able to show how to perform skills correctly to the child, for example, they need to be able to show them how to pass a football.

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' or give definitions. Application of knowledge is key if the candidates want to access the higher marks.

Question 2 (b) (ii)

(ii) Suggest **two** values children could develop through participation in sport and physical activity.

1

2

[2]

This was a well answered question. Many candidates were given maximum marks and showed a good understanding of the values that children could develop through participation in sport.

Question 2 (c)*

(c)* In October 2020 Sport England launched its Return to Play Fund.

“This will provide grants ranging in value from £10,001 to £50,000. It will help local sports clubs and organisations to adapt and open important places and spaces...”

Source:

<https://www.sportengland.org/news/return-play-fund-launched>

Discuss how a local sports club could use the fund to increase participation and support social policy for disabled people.

[8]

This question assessed candidates' ability to discuss how a local sports club could use money to increase participation and support social policy for disabled people. Many candidates were able to provide a Level 2 response but only a few candidates were able to achieve a Level 3 response and provide a balanced and detailed discussion on both aspects of the question.

The best answers structured their response so that several ways to increase participation were identified and explained with relevant examples. This was then linked to how this could help support social policy for disabled people. Weaker responses were sometimes brief and only considered perhaps one or two ways that the funding could increase participation and, in many instances, did not even consider how this could support social policy for the disabled. This meant that they could not access the higher levels. Very few candidates were not given marks on this question.

Question 3 (a)

3 There are many different outcomes an organisation can use to measure the success of their sports event or initiative.

(a) Identify **three** areas that can be measured to show if a sports event or initiative has been successful.

- 1
- 2
- 3

[3]

Candidates had difficulty with this question. In the main, responses were often vague and, in quite a few instances, irrelevant. The question asked for areas that could be measured to show if the event or initiative had been successful. So, for example, a reduction in the crime rate would show that the initiative had had a positive impact on society or by winning more medals, this would show that the initiative had improved performance levels in the sport. Unfortunately, many candidates were unable to provide this. Moving forwards, this is part of the unit specification that centres need to make sure is covered in greater detail.

Question 3 (b)

(b) The organisers of a national sports event want to use a survey to receive feedback so they can measure the success of the event.

Identify **four** disadvantages of using surveys.

- 1
- 2
- 3
- 4

[4]

In the main, candidates answered this question quite well and showed a sound understanding of the disadvantages of using surveys. Most candidates were given at least 2 marks on this question. The question asked specifically about the disadvantages of surveys, and it was good to see that because there were 4 marks available, candidates did attempt to give four responses. Where candidates were not given full marks, this was often because they only gave two or three responses.

Question 3 (c)

(c) There are many reasons why a sports club would want to measure its improvement over time. Identify **three** reasons why a sports club would want to show it had improved its provision.

1

.....

2

.....

3

.....

[3]

The candidates' responses to this question were mixed. Where there was a clear understanding of why a sports club would want to show it had improved its provision, candidates were able to access 2 or 3 marks. Typical responses were that 'it allows them to be accredited' or 'it justifies their funding'.

However, in contrast, other responses were often vague and showed limited specification knowledge and simply referred to an increase or improvement in their facilities or provision, which was already in the stem of the question.

Question 4 (a) (i)

4 To promote participation in sport and physical activity, sports organisations run a variety of initiatives.

(a)

(i) Name a national sports-related initiative.

..... [1]

This was a well answered question. Most candidates were able to correctly identify a national sports-related initiative. However, there were still some candidates who incorrectly named a national event such as The London Marathon or The FA Cup rather than an initiative.

Centres need to make sure that all candidates know the difference between initiatives and events and be able to give correct examples of both.

Question 4 (a) (ii)

(ii) Identify **one** key difference in the purpose and aim of a national event compared to a regional event.

.....

.....

.....

..... [2]

Candidates had great difficulty with this question. Answers were in the main often vague and in quite a few instances irrelevant. The question needed a very specific response in relation to a key difference in the purpose and aim of a national event compared to a regional event. In the specification it clearly identifies examples of specific target groups, meeting social needs and public awareness as possible responses.

Unfortunately, many candidates were unable to provide one of these responses and so were unable to access the marks. Moving forwards this is part of the unit specification and therefore centres need to make sure it is covered in greater detail.

Question 4 (b)

(b) The organisers of a national sports event have advertised for volunteers to help with the event. State **two** advantages and **two** disadvantages for an individual if they volunteer at a national sports event.

Advantages

1

.....

2

.....

Disadvantages

1

.....

2

.....

[4]

The candidates' responses to this question were mixed. Those candidates who could clearly identify two advantages and two disadvantages for an individual who volunteered were able to access full marks. However, many candidates struggled to give two advantages and disadvantages which immediately restricted the marks they could be given. In addition, some candidates gave responses that referred to the advantages and disadvantages that the event would get from having volunteers rather than considering the advantages and disadvantages for the individual, which is what the question asked for.

Question 4 (c)

(c) Identify **two** organisations that are involved in organising national sports development events and initiatives.

1

2

[2]

This question was very well answered with many candidates being given maximum marks and showing a good understanding of the organisations that are involved in organising sports events and initiatives.

Question 4 (d)

(d) Identify **four** sources of funding available to organisations when planning a national sports event.

- 1
- 2
- 3
- 4

[4]

Candidates mostly answered this question well and showed a good understanding of the funding available to organisations when planning a national sports event. Most candidates were given at least 2 marks on this question, and many were given full marks. The question asked specifically about the sources of funding, and it was good to see that candidates did attempt to give four responses because there were 4 marks available. Where candidates were not given full marks, this was sometimes because they only gave two or three responses.

Copyright information

Question 2 (c): Text quotation from website Sport England, Simon Osborn

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