

**CAMBRIDGE TECHNICALS LEVEL 3 (2016)**

**Examiners' report**

# **SPORT AND PHYSICAL ACTIVITY**

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**05826–05829, 05872**

**Unit 3 Summer 2024 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. A selection of candidate answers is also provided. 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 2024 Unit 3 Sports Organisation and Development examination paper were of a similar standard to those of January 2024.

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 minority of candidates continue to answer in bullet form or give one-word answers which is not recommended and, in some questions, not worthy of any marks. Candidates are reminded that on Question 4 (c), the 8- mark levels response question the quality of written communication is assessed.

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 (b) on the question related to values that participation can help to develop.

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"> <li>made sure that they attempted all the questions</li> <li>if the question was worth 4 marks, gave four responses to the question</li> <li>in the extended answer (levels Question 4(c)), made sure that, they showed good written communication; they explained both the benefits and drawbacks of hosting an international tournament</li> <li>gave responses that were clearly expressed and showed good knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>had a lack of detail in their responses</li> <li>did not answer certain questions</li> <li>when answering the longer answer questions (e.g. 4 (a)) that use command words such as 'describe', often responded by giving one-word answers and so made it more difficult to access the higher marks</li> <li>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</li> <li>in their extended response (levels Question 4 (c)), did not give sufficient depth and did not explain in enough detail the benefits and the drawbacks – instead giving one or two benefits and drawbacks of hosting an international event.</li> </ul>

## Question 1 (a) (i)

1

(a) Indicate whether each of the following statements is true or false.

Put a tick (✓) in the box next to the **one** correct answer.

(i) The Youth Sport Trust runs programmes to support young people who are involved in sport in the UK. One of their programmes aims to develop character and leadership in young people.

True

☐

False

☐

[1]

This question was very well answered. Candidates showed a good understanding of the Youth Sports Trust.

## Question 1 (a) (ii)

(ii) The role of Active Partnerships across the UK is to reduce activity levels among the nation.

True

☐

False

☐

[1]

This question was very well answered. Candidates showed a very good understanding of Active Partnerships.

### Question 1 (a) (iii)

- (iii) UK Sport distributes National Lottery funding to National Governing Bodies (NGBs) to help support the development of grassroots initiatives.

True

☐

False

☐

[1]

This question was not very well answered. Candidates understanding of who UK Sport distributes their funding to was very mixed.

### Question 1 (b)

- (b) The Department for Culture, Media and Sport (DCMS) is responsible for encouraging participation in sport from an early age.

Identify **four** other roles of the DCMS in developing sport in the UK.

1 .....

2 .....

3 .....

4 .....

[4]

Most candidates managed to identify one or two roles of the DCMS in developing sport and so were able to access some marks. However, only a limited number of candidates were able to give enough detail in their explanation to access full marks. Often, they simply repeated what was in the stem of the question the DCMS increased participation. They needed to identify the DCMS's role in providing funding, promoting initiatives, organising events and competitions or providing/improving the facilities to access full marks.

### Question 1 (c) (i)

(c)

(i) Name **two** international governing bodies for sport.

1 .....

2 .....

[2]

It is pleasing to see that a significant number of candidates were able to identify two international governing bodies, with FIFA and the IOC very popular responses. However, common mistakes made by a few candidates were to name National Governing Bodies instead of international.

### Question 1 (c) (ii)

(ii) Explain **two** ways that an international governing body impacts on sport in the UK.

1 .....

.....

.....

2 .....

.....

.....

[2]

This was a very straightforward question, with many candidates scoring the 2 marks. Knowledge of how an international governing body impacts on sport in the UK was good. When candidates didn't gain full marks, it was because they often stated that international governing bodies provide funding, which is not the case.

### Question 1 (d) (i)

(d)

(i) Name a National Governing Body of sport in the UK.

..... [1]

The majority of candidates were able to name a National Governing Body, with the FA being the most popular example. Common mistakes included England Basketball instead of Basketball England and Netball England instead of England Netball.

## Question 1 (d) (ii)

- (ii) Describe **four** ways that the National Governing Body named in **1(d)(i)** works with local clubs to develop their sport.

1 .....

.....

.....

2 .....

.....

.....

3 .....

.....

.....

4 .....

.....

.....

**[4]**

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

Typically, the weakest responses either gave one word answers or no answer, 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)

2

- (a) A PE teacher is an example of one role in sports development that promotes sport for children and adolescents.

Identify **two** other sports development roles. For each role, outline a different way that this role supports sports development for young children and adolescents.

Role 1: .....

How role 1 supports sports development for young children and adolescents

.....

.....

Role 2: .....

How role 2 supports sports development for young children and adolescents

.....

.....

**[4]**

This question was well answered by candidates. They showed a good understanding of sports development roles and were able to outline different ways to show how this supported young people. However, it is important to note that the question asks for a different way for each role; some candidates gave the same reason for each part of the question.

## Question 2 (b)

**(b)** Sports development can support many social policies, such as an anti-discrimination policy.

Name a sporting initiative. Describe **three** ways, other than anti-discrimination, in which this initiative supports social policy.

Sporting initiative: .....

1 .....

.....

2 .....

.....

3 .....

.....

**[4]**

Mostly candidates answered this question well and were able to identify an initiative and show how it supported social policy. Most gained at least 2 marks and a significant number scored full marks. The question asked specifically about social policy, and it was good to see that, because there were three marks available, candidates did attempt to give three responses. Where candidates did not score full marks, this was often because they gave responses that were related to anti-discrimination which was in the stem of the question, or they did not name a correct sporting initiative.

## Question 2 (c)

- (c) One purpose of sports development is to support group development. Tuckman identified four stages of group development. The first stage is called forming.

Identify and describe **two** of the other stages of group development.

Stage .....

Description .....

.....

.....

Stage .....

Description .....

.....

.....

[4]

The candidates' responses to this question were mixed. Where there was a clear understanding of stages of group development, candidates were then able to access some marks by naming two of the four stages. However, candidates' descriptions of the different stages were poor and lacked detail and so moving forward this is something that centres need to address.

In contrast, responses were often entirely incorrect because candidates referred to the sports continuum and so they could not access any marks.

## Question 2 (d)

- (d) There are many benefits to participating in exercise for adults aged 18-64.

Identify **two** positive short-term effects of exercise on the muscular system.

1 .....

2 .....

[2]

This question was synoptically linked to Unit 1 and appeared straightforward. However, it was a poorly answered question. The question asks for two positive short term effects of exercise on the muscular system however the majority of candidates gave two long term effects and so were unable to access any marks. Where candidates did give short term effects, typical responses referred to an increase in temperature, increased blood flow and greater elasticity.

## Question 2 (e)

- (e) The sports development continuum has four different levels.

Identify **two** levels of the sports development continuum. Describe the characteristics of a sports performer at each of the levels you have identified.

Continuum Level

.....

Characteristics of performer

.....

.....

Continuum Level

.....

Characteristics of performer

.....

.....

[4]

This question was very well answered by candidates. They showed a good understanding of the sports continuum and were able to give characteristics of performers in these stages and were able to access full marks. However, where candidates did not access the maximum number of marks this was because the characteristic was often vague and, in some instances, not given.

## Question 2 (f)

- (f) Physical activity can benefit participants in many ways, such as reducing obesity or increasing flexibility.

Other than physical benefits, identify **three** benefits of participating in sport or physical activity.

1 .....

.....

2 .....

.....

3 .....

.....

[3]

This question assessed candidates' understanding of the non-physical benefits of sport and physical activity. Some were able to score 1 or 2 marks on this question but only a few were able to achieve maximum marks by identifying three benefits. There was a good breadth in the variety of the candidates' responses. Weaker responses were brief and did not make it clear that it was a benefit, e.g. by reducing stress or improving self-confidence.

### Misconception



Candidates need to be clear on what the non-physical benefits of taking part in sport are.

In the question many candidates gave physical benefits as responses even though it says 'other than physical benefits' – so they couldn't gain any marks.

### Question 3 (a)

- 3**
- (a)** Sport England introduce campaigns to increase participation in sport.
- Other than increased participation, identify **two** measures of success of a Sport England campaign.

1 .....

2 .....

[2]

Candidates had difficulty with this question. Responses were often vague and sometimes irrelevant. The question needed very specific responses in relation to the purpose of measuring the success of a Sport England campaign. Moving forwards this is part of the unit specification and so centres need to make sure it is covered in greater detail.

### Question 3 (b)

- (b)** Identify **three** aspects that are measured for a club to achieve accreditation from a scheme such as Clubmark.

1 .....

2 .....

3 .....

[3]

This was a very poorly answered question. Answers were often vague or irrelevant. The question needed very specific responses in relation to the measures that are used to show if a club can achieve accreditation.

However, candidates who were gained some marks referenced the quality of coaches available, making sure safeguarding was in place and the club was financially well run.

### Question 3 (c)

(c) Surveys, such as Active People, measure the level of participation in sport.

Identify **two** other types of data that a survey can produce.

1 .....

2 ..... [2]

This was another question that candidates had great difficulty with. Answers were too vague and in many instances irrelevant as shown by Exemplar 1.

#### Exemplar 1

1 Whether it's fun and engaging

2 If people enjoy it or not. [2]

The question needed very specific responses in relation to the type of data a survey can produce for example the candidates needed to refer to the gender or age of the group, how often people participated or where they participated. Unfortunately, candidates were often 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 4 (a)

4

- (a) Sports development initiatives have a variety of purposes and aims, including raising awareness of technological advances in equipment and clothing.

Describe **four** other purposes of sports development initiatives.

1 .....

.....

2 .....

.....

3 .....

.....

4 .....

.....

[4]

Many candidates managed to score at least 2 or 3 marks on this question. They showed a sound understanding of the purpose of sports development initiatives. However, only a limited number of candidates were able to give enough detail in their explanation to access full marks. In quite a few instances, candidates did not provide four responses so they could not access all 4 marks. Centres are reminded that if the question is worth 4 marks, then four responses are needed.



## Question 4 (b)

(b) Sports development has many benefits to society, such as improving public health.

Identify **four** other values that participation in sports can help to develop within society.

- 1 .....
- 2 .....
- 3 .....
- 4 .....

[4]

This appeared a very straight forward question; candidates were asked to identify four values that participation in sport can help to develop within society. However, candidates really struggled with this and often provided explanations that were not related to the six named values in the specification - Tolerance, Respect, Fair play, Inclusion, Citizenship, and Teamwork, as shown in Exemplar 2.

### Exemplar 2

- 1 .. *reduce* .. *Crime* .....
- 2 .. *improve* .. *participation* .. *levels* .....
- 3 .. *improve* .. *Mental* .. *health* .....
- 4 .. *improve* .. *focus* .. *in schools* .....

## Question 4 (c)\*

(c)\* Explain the benefits and drawbacks of hosting an international sporting event.

[8]

This question assessed candidates' ability to explain the benefits and drawbacks of hosting an international sporting event. 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 a balanced and detailed discussion on both aspects of the question.

The best responses structured their response so that several benefits and drawbacks of hosting an international event were identified. This was then linked to relevant examples and the points that were made were then discussed in greater detail.

Weaker responses were sometimes brief, and only considered perhaps one or two benefits and drawbacks and these were often just listed, with no discussion or explanation. This meant that they could not access the higher levels. Very few candidates were not able to access marks on this question.

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