

# **Cambridge Technicals**

## **Sport**

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

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

### **Mark Scheme for June 2024**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

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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
	Benefit of doubt
	Vague
	Repeat
	Significant amount of material which doesn't answer the question
	Maximum marks reached
	Noted but no credit given
	Example/Reference on extended response Q
	Knowledge and understanding on extended response Q
	Development on extended response Q
	Level 1 response on extended response Q
	Level 2 response on extended response Q
	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)	(i)	True	1	
1	(a)	(ii)	False	1	
1	(a)	(iii)	False	1	
1	(b)		1. Funding to UK Sport 2. Funding to Sport England 3. Expand School Games Programme 4. Develop a legacy from London Olympics / Paralympics 5. Develop strategies for sport development in the UK 6. Improves PE in (primary schools) 7. Create/promote initiatives (school games) 8. Anti-doping management 9. Support the organisation of competitions and tournaments in the UK 10. Develop sports education 11. Develop the provision of facilities	4	DNA increase participation as it is in the stem of the question.  DNA Promote sport on its own DNA Funding on its own  Accept Provide funding 2 marks can be awarded for points 1 and 2
1	(c)	(i)	1. International Olympic Committee (IOC) 2. Federation Internationale de Football Association (FIFA) 3. World Athletics 4. Badminton World Federation (BWF) 5. International Handball Federation (IHF) 6. International Hockey Federation (FIH) 7. World Rugby (WR) 8. International Tennis Federation (ITF)	2	Accept any other correct examples Accept correct acronyms.



Question			Answer	Marks	Guidance
1	(c)	(ii)	1. Remove barriers promotes ethics equality and values 2. Organises international competitions 3. Decides rules of the sports 4. Promotes / increases participation. 5. Develop the introduction of new technology 6. Implement Health and safety 7. Implement sanctions Oversee drug testing / liaise with WADA. 8. Promoting the sport	2	First 2 answers only
1	(d)	(i)	The Football Association (FA) The Rugby Football Union (RFU)	1	Accept other correct responses Accept correct acronyms

Question			Answer	Marks	Guidance
1	(d)	(ii)	<ol style="list-style-type: none"> <li>1. Helps clubs gain Clubmark.</li> <li>2. Helps clubs support their national strategy</li> <li>3. Develops coaches / officials.</li> <li>4. Provide funding for facilities /equipment or advise for applying for funding</li> <li>5. Decides how to spend income from memberships</li> <li>6. Advises on increasing participation through improved facilities/ equipment</li> <li>7. Advises on promoting clubs / initiatives</li> <li>8. Supports clubs with competitions / leagues</li> <li>9. Advises on insurance</li> <li>10. Supports safeguarding</li> <li>11. Supports values (specific example of initiative – respect campaign)</li> <li>12. Maintains and shares club contact information.</li> <li>13. Advises on rules and regulations</li> <li>14. Supports talent ID and performance pathways</li> <li>15. Working with specific target groups</li> </ol>	4	<p>DNA provides facilities</p> <p>DNA promote the sport</p>

Question			Answer	Marks	Guidance
2	(a)		<p>Roles (sub-max. 2)</p> <ol style="list-style-type: none"> <li>1. (Sports) Coach</li> <li>2. Official</li> <li>3. Sports Development Officer</li> <li>4. (Sports) Leader</li> </ol> <p>Support sports development (sub-max. 2)</p> <ol style="list-style-type: none"> <li>5. Increase participation by organising and refereeing matches</li> <li>6. Explaining / implementing rules and regulations</li> <li>7. Keeping the sport safe</li> <li>8. Encouraging participation / making it fun and enjoyable</li> <li>9. Teaching skills of the sports/ access new sport</li> <li>10. Building confidence / self-esteem.</li> <li>11. Help target groups to access sport</li> <li>12. Organising training sessions / running club training/ organising events</li> <li>13. Teaching sporting values such as teamwork and respect fair play</li> <li>14. Being a good role model/ mentor</li> <li>15. Act as a motivator / Give feedback / guidance / praise</li> </ol>	4	<p>Answers must relate to the age groups in the question</p> <p>Only allow points 5 – 14 once. Question asks for a different answer for each role.</p> <p>If named role is incorrect, the associated description mark is not accessible, mark incorrect.</p>

Question			Answer	Marks	Guidance
2	(b)		<p>One mark for:</p> <p>1. (named initiatives include) Kicks / This Girl Can / Change4Life</p> <p>Three marks from:</p> <p>2. Raising awareness of drug use in communities (eg via workshops)</p> <p>3. Reducing anti-social behaviour / Reducing crime</p> <p>4. Sense of community/make new friends</p> <p>5. Creating volunteering opportunities</p> <p>6. Increasing participation</p> <p>7. Improving (physical) health / fitness</p> <p>8. improving (mental) health</p> <p>9. Reducing obesity / strain on the NHS</p> <p>10. Improved employability for participants/volunteers.</p>	4	<p>Credit other correctly named sporting initiatives.</p> <p>If the initiative is incorrect still accept answers given to second part of the question</p> <p>DNA anti-discrimination as a description of initiative in question</p> <p>Accept first 3 answers only</p>

Question			Answer	Marks	Guidance
2	(c)		<ol style="list-style-type: none"> <li><b>1. Storming</b></li> <li>the members of the group will start competing for roles based on personality/ tensions arise within the team/ players fight for positions within the team/power struggles</li> <li>focus becomes clearer/ stronger sense of purpose</li> <li>cliques form</li> <li><b>5. Norming</b></li> <li>roles are agreed, and the group / team starts to work towards a common / agreed goal.</li> <li>Agreement/ consensus within the team</li> <li>Roles / responsibilities are clearer/ accepted.</li> <li>Group make more decisions (as opposed to leader)</li> <li>More sense of unity</li> <li><b>11. Performing</b></li> <li>the group / team start to work together to achieve the goal.</li> <li>Clear goals/ vision</li> <li>Less interference from leader/ coach</li> <li>Disagreement occur but resolved amicably within the team.</li> <li><b>16. Adjourning/ Mourning</b></li> <li>When the group is disbanded, and the team members separate</li> <li>Celebrate team accomplishments</li> </ol>	4	<p>The stages do not have to be in the correct order. One mark for the correct name of the stage Sub-max. one mark for the correct description for each stage If the stage is incorrect the description is not accessible</p> <p>Do not accept forming or a description of the forming stage as in the question)</p>
2	(d)		<ol style="list-style-type: none"> <li><b>1. Increased</b> blood flow to muscles</li> <li><b>2. Increased</b> oxygen / energy available</li> <li><b>3. Increased</b> temperature</li> <li><b>4. Increased</b> flexibility/ pliability / elasticity</li> <li><b>5. Increased</b> force</li> </ol>	2	<p>More oxygenated blood to muscles = 2 marks (pt 1 and pt 2)</p> <p>DNA increased muscle strength</p>

Question		Answer	Marks	Guidance
2	(e)	<p><b>1. Foundation (level)</b></p> <p>2. Performer is beginner / novice / low ability</p> <p>3. Performer is learning fundamental basic motor skills, e.g jumping / running / hitting / catching</p> <p>4. Performer may be a Primary school pupil</p> <p><b>5. Participation (level)</b></p> <p>6. Ability level is developing <b>OR</b> many skills of the sport have been acquired <b>OR</b> mistakes may be made in pressurised situations</p> <p>7. Performer is learning rules of sport <b>OR</b> understands role in a team / sports activity</p> <p>8. Performer is taking part in a sport at school in PE / School Club</p> <p><b>9. Performance (level)</b></p> <p>10. Ability level is high <b>OR</b> advanced skills are used</p> <p>11. Performer has a very good understanding of tactics / role in team</p> <p>12. Performer may be competing for academy / county / region</p> <p><b>13. Excellence (level)</b></p> <p>14. Ability level is outstanding</p> <p>15. Performer may be professional / getting paid to play</p> <p>16. Performer may be competing at National / international level</p>	4	<p>'Elite level' = BOD 13</p> <p>Must have the continuum level to access the characteristics mark.</p>

Question			Answer	Marks	Guidance
2	(f)		1. Outlet for aggression 2. <b>Increased</b> self-confidence / self-esteem 3. Socialise / meet people / make new friends 4. Develop values teamwork fair play respect tolerance citizenship inclusion 5. Enjoyment / satisfaction / happiness / passion 6. <b>Improved</b> concentration /focus / improved productivity at work/ school 7. <b>Reduce</b> crime / anti-social behaviour 8. Employment opportunities / coaching / officiating 9. Volunteering / support community / increase sense of community 10. <b>Reduce</b> stress / anxiety/ depression/ <b>improved</b> mental health 11. Sleep better	3	Do not accept physical benefits or any named physical benefits (in question) It must be clear there is a benefit to participation in sport e.g. reduction or improving.  Only accept first 3 answers
3	(a)		1. Levels of performance OR e.g. more success in sport 2. Impact on society OR e.g. reduced obesity/ crime rate	2	Do not accept: levels of participation (in question)  DNA social impact  Accept an example of level of performance e.g level of performance there are more players selected for county level sport or An example of impact on society eg reduction of crime rate

Question			Answer	Marks	Guidance
3	(b)		1. Activity / Playing Programme The opportunities provided when they are provided how they are delivered e.g coaches/ facilities 2. Duty Of Care and Welfare Safe environment for members of the club / risk assessments/ health and safety/ safeguarding 3. Knowing Your Club and Community Promoting inclusivity equality positive values and ethos 4. Club Management Clubs need to be well managed have a management structure and policies in place.	3	DNA one word answers
3	(c)		1. Different groups that participate - gender / age / ethnicity 2. How people participate – club membership / volunteer 3. Where people participate – local level clubs, local facilities, national participation. 4. How often people participate	2	
4	(a)		1. Increase participation / opportunities for (targets groups) 2. Government initiatives 3. Improving facilities / provision/ equipment 4. Developing talent 5. Improve the standard of sport. 6. Meeting social Policy e.g., improving public health reducing crime improving equality 7. Raise (public) awareness / promoting. 8. Fashion 9. Promote values (Fair play respect Inclusion citizenship tolerance and teamwork)	4	Do not accept raising awareness of technological advances (in question)



Question			Answer	Marks	Guidance
4	(b)		1. Tolerance 2. Respect 3. Fair Play 4. Inclusion 5. Citizenship 6. Teamwork	4	Do not accept: improve health (in question)

<b>4(c)* 8 marks</b>		
Factor	Benefit	Drawback
1. Bidding	<ul style="list-style-type: none"> <li>Bidding to host major events shows government support for sport / raises profile of sport</li> </ul>	<ul style="list-style-type: none"> <li>Bidding to host the Olympic Games can be expensive / no guarantee of success / may leave country in debt</li> </ul>
2. Facilities	<ul style="list-style-type: none"> <li>New / improved facilities may increase economic growth/regenerate the local area/ provide the catalyst for other investment in the area such as housing projects, e.g. regeneration of east end of London</li> <li>Admission charges from public use after the games will generate revenue, e.g. Velodrome being open to the public.</li> </ul>	<ul style="list-style-type: none"> <li>Other essential economic projects may be stopped put on hold as funding is diverted to build infrastructure / facilities</li> <li>Facilities might not generate sufficient revenue from public use after the games to cover running costs.</li> <li>Facilities may not be used after the games</li> </ul>
3. Infrastructure	<ul style="list-style-type: none"> <li>Investment in transport infrastructure may result in economic regeneration of the area, e.g. the Javelin railway to the London Olympic stadium</li> </ul>	<ul style="list-style-type: none"> <li>Other housing/infrastructure projects may be delayed as money goes to build new sports facilities</li> </ul>
4. Sponsorship	<ul style="list-style-type: none"> <li>hosting the Olympics can generate major income for the event through sponsorship deals, e.g. BA sponsored the London Olympics</li> </ul>	<ul style="list-style-type: none"> <li>Demands of major sponsors may conflict with organising committees plans</li> </ul>
5. Commercial benefits	<ul style="list-style-type: none"> <li>Other businesses may benefit / new businesses are created, e.g. travel package deals for the Olympics</li> </ul>	<ul style="list-style-type: none"> <li>Potential for bribery / corruption of public officials</li> </ul>
6. Employment	<ul style="list-style-type: none"> <li>Range of jobs to build facilities / infrastructure</li> <li>A range of jobs are created in running the games and within secondary sectors such as retail and hospitality</li> </ul>	<ul style="list-style-type: none"> <li>Employment is only temporary</li> </ul>
7. Economy	<ul style="list-style-type: none"> <li>Considerable revenues are generated by ticket sales to view the Olympic events.</li> <li>Revenue from sales of merchandise.</li> <li>Revenue from accommodation / restaurant income.</li> <li>Revenue from media</li> </ul>	<ul style="list-style-type: none"> <li>Cost of the whole event very expensive</li> <li>Economic benefits to do not extend to the whole country / may be limited to a small number of cities</li> <li>Increased taxes (local / national) to fund improvements in facilities / infrastructure</li> </ul>
8. Tourism	<ul style="list-style-type: none"> <li>Increased tourism during the games generates revenues in economic sectors such as food, retail / merchandise, and accommodation</li> </ul>	<ul style="list-style-type: none"> <li>Recent evidence suggests tourism does not increase / many people avoid areas near event</li> </ul>
9. Staffing	<ul style="list-style-type: none"> <li>Many are volunteers so no costs incurred</li> </ul>	<ul style="list-style-type: none"> <li>Cost of training / vetting / security / policing / emergency services</li> </ul>

Factor	Benefit	Drawback
10. Safety	<ul style="list-style-type: none"><li>Increased levels of security / policing may increase safety of public</li></ul>	<ul style="list-style-type: none"><li>Increased risk of terrorism, crime, protests.</li><li>Safety of workers when building facilities</li></ul>
11. Environment	<ul style="list-style-type: none"><li>Hosts must make commitments to improvement of environment / sustainability</li></ul>	<ul style="list-style-type: none"><li>Increased litter / pollution / congestion</li></ul>
12. Reputation	<ul style="list-style-type: none"><li>People support country / increased national pride / feel-good factor/ shop window effect</li></ul>	<ul style="list-style-type: none"><li>If event is not run well / negative publicity, then reputation of country will be affected</li></ul>
13. Health of nation	<ul style="list-style-type: none"><li>Increased participation means increased health / reduced strain on NHS.</li></ul>	<ul style="list-style-type: none"><li>Greater potential demands on health services due to increased numbers attending event</li></ul>

<p><b>Level 3 (7-8 marks)</b></p> <p>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> <p>Detailed balanced discussion of benefits and drawbacks of events.</p> <p><b>At the top of this level</b></p> <p>A very good range of points are discussed Most of these points are explained in detail</p>	<p><b>Level 2 (4–6 marks)</b></p> <p>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> <p>Satisfactory knowledge and understanding of the benefits and drawbacks of delivering events. Points made but not always explained</p> <p><b>At the top of this level</b></p> <p>A good range of points may be discussed Many of these points may be explained with some success</p> <p><b>At the bottom of this level</b></p> <p>Several points may be discussed A few of these points may be explained</p>	<p><b>Level 1 (1-3 marks)</b></p> <p>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> <p>Basic knowledge of the benefits or drawbacks of delivering events. No/little development of points made.</p> <p><b>At the top of this level</b></p> <p>3/4 points may be discussed A few of these points may be explained at a basic level</p> <p><b>At the bottom of this level</b></p> <p>1 benefit or 1 drawback has been outlined</p>
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**0 – No response or response not worthy of credit- examiners need to annotate as SEEN**

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