

# **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 2025**

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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

### PREPARATION FOR MARKING

#### RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Online Training: OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are available in RM Assessor
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

#### 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 RM Assessor 50% and 100% (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 or via the RM Assessor messaging system.

#### 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 must give candidates the benefit of the doubt and **mark the crossed out response** where legible.

#### 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 zero 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 the annotation 'SEEN' to confirm that the work has been seen and mark any responses using the annotations in section 11.

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 question

Note: Award 0 marks - for an attempt that earns no credit (including copying out the question)

8. The RM Assessor **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**

9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

10. For answers marked by levels of response: Not applicable in F501

**To determine the level** – start at the highest level and work down until you reach the level that matches the answer

**To determine the mark within the level**, consider the following

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

8. **Annotations** used by examiners

Annotation	Meaning
<b>BOD</b>	Benefit of doubt

	Cross
	Development
	Example/Reference
	Significant amount of material which doesn't answer the question
	Knowledge and understanding
	Level 1
	Level 2
	Level 3
	Max
	Repeat
	Tick
	Vague
	Noted but no credit given

### Multiple Choice Questions

Examiners indicate is answer given is correct or not by indicating '1' or '0' 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)	1. Sport England 2. UK Sport	1	<b>Accept first response only</b>
	(a)	(ii)	1. Department of Health (and social care) (DoH) 2. Department for Education (DfE)	1	<b>Accept first response only</b> DNA Department <b>For</b> Health DNA Department <b>of</b> Education
	(a)	(iii)	1. National Disability Sports Organisations (NDSOs) 2. Activity Alliance / (formerly) English Federation of Disability Sports (EFDS) 3. Disability sport NI/Wales/ Scotland	1	<b>Accept first response only</b>  <b>Accept any named NDSO, including:</b> British Blind Sport, Cerebral Palsy Sport, Dwarf Sports Association UK, LimbPower, Special Olympics Great Britain, UK Deaf Sport WheelPower. Mencap  <b>Accept other UK/GB examples (e.g. NGBs from NI or Eire) where relevant</b>

Question		Answer	Marks	Guidance
1	(b)	<p>Four marks from:</p> <ol style="list-style-type: none"> <li>1. Invests government / lottery funding / Funds Athletes (World class programme / TASS / Podium / Podium Potential)</li> <li>2. Invest in Olympic or Paralympic sport</li> <li>3. Develop or train (elite) coaches</li> <li>4. Provides (high quality) facilities / equipment</li> <li>5. Support athletes in science, medicine, and sports technology</li> <li>6. Oversees the English Institute of Sport</li> <li>7. Bids to host major sporting events</li> <li>8. Funding / support competitions</li> </ol>	4	<p><b>Accept first four responses only</b>  <b>DNA organise competitions</b>  <b>DNA one word answers</b></p>

Question		Answer	Marks	Guidance
1	(c)	<p>Five marks from:</p> <ol style="list-style-type: none"> <li>1. Overall responsibility for the (governance of a sport, duty to manage and monitor every day running of sport. /Oversee NGBs</li> <li>2. Oversees policies /testing the use of banned substances.</li> <li>3. Can set international laws/rules for regional NGBs e.g. UEFA.</li> <li>4. Plan/organise/ promote world cups/world championships. Link to IOC/Olympics.</li> <li>5. Appoint officers to hold governance.</li> <li>6. Lead in campaigns against discrimination / racism/ Promoting values</li> <li>7. Promote participation / Plan for inclusion and equality for all – gender / race / religion. Removes barriers.</li> <li>8. Document world performance records.</li> <li>9. Set regulations on equipment / safety.</li> <li>10. Distribute /Raise funds through sponsorship / media / events</li> <li>11. Decide punishments / bans / sanctions for performers and clubs.</li> </ol>	5	<p><b>Accept first five responses only</b></p> <p>1 mark for each identified factor - max 5 marks</p> <p>For points 6 and 7 accept other examples of groups</p> <p>DNA Provides funding</p>

Question		Answer	Marks	Guidance
1	(d)	<p>Three marks from:</p> <ol style="list-style-type: none"> <li>1. Local tournaments / initiatives / community games programme.</li> <li>2. School games programmes.</li> <li>3. Promotion/ advertise opportunities to participate.</li> <li>4. Educate about health benefits.</li> <li>5. Target specific groups <b>OR</b> targets e.g., disabled / young people.</li> <li>6. Provide training / opportunities for Coaches / volunteers.</li> <li>7. Provision of funding with a reason e.g. improved facilities/ equipment/coaches/ safeguarding</li> <li>8. Provide equipment and facilities</li> </ol>	3	<p><b>Accept first three responses only</b></p> <p>For point 5 candidates do not need to give an example of a target group</p> <p>DNA provide funding on its own.</p> <p>If candidates write Provide funding for facilities or equipment this is pt 7 not pt 8 on the MS</p>

Question		Answer	Marks	Guidance
2	(a)	<p>Three marks from:</p> <ol style="list-style-type: none"> <li>1. They can work (collaboratively) with the coach (rather than be 'instructed').</li> <li>2. Allows the performer/group to review/evaluate their own performance / strengths and weaknesses</li> <li>3. Enables discussion/input from the performer(s).</li> <li>4. More likely to have smaller groups/1-2-1 coaching at performance stage.</li> <li>5. To develop group cohesion</li> <li>6. To increase motivation <b>OR</b> make performer / group feel valued.</li> <li>7. To increase satisfaction / enjoyment</li> <li>8. To give ownership / responsibility to performer / group/allow them to make their own decisions</li> <li>9. To encourage / develop leadership skills of the performer(s)</li> </ol>	3	<b>Accept first three responses only</b>

Question		Answer	Marks	Guidance
2	(b)	<p>Three marks from:</p> <ol style="list-style-type: none"> <li>1. Increased bone density / increased bone strength.</li> <li>2. Increased production of synovial fluid.</li> <li>3. Stronger ligaments / increased stability of joint/ stronger joints</li> <li>4. Reduced risk of injury</li> <li>5. Reduced risk of osteoporosis.</li> <li>6. Increased joint mobility / flexibility.</li> <li>7. Reduced risk of osteoarthritis/arthritis .</li> <li>8. (Healthy weight due to exercise results in) less stress on bones / joints.</li> <li>9. Improve posture</li> </ol>	3	<p><b>Accept first three responses only</b></p> <p>Do not accept 'prevents injuries to skeletal system' (injury cannot be prevented) DNA Prevents Osteoporosis/ Osteoarthritis</p>
2	(c)	<p>Three marks from:</p> <ol style="list-style-type: none"> <li>1. Done for fun / enjoyment/ social skills</li> <li>2. Adapted rules/ regulations</li> <li>3. Learning / developing skills/ sport specific skills</li> <li>4. Learning basic / simple tactics</li> <li>5. Establishing positive attitudes towards the sport.</li> <li>6. Takes place in PE lessons / at school / extra-curricular sport clubs / festivals.</li> <li>7. Parents/ family coaches</li> <li>8. Hobby / they choose to play</li> <li>9. For Health and fitness</li> </ol>	3	

Question		Answer	Marks	Guidance
2	(d)	Three marks from: 1. Fair play 2. Teamwork 3. Respect 4. Tolerance 5. Citizenship 6. (social)Inclusion	3	Accept first three responses only

2	(e)*	8 marks			
			KU	DEV	E.G.
			<b>1 Cost / finance / socioeconomic status</b>	It is expensive to play sport  High cost of equipment / facilities / membership fees / clothing	Reduced disposable income to pay for membership, travel, equipment, clothing reduces opportunities to participate. Transport costs
			<b>2 Interest in sport / motivation</b>	Adults need to be interested / motivated to participate in sport	If an adult is not motivated / interested they will not participate regardless of other factors Other leisure activities, e.g. electronic games / online gaming / streaming of movies and sport encourage a more sedentary lifestyle.
			<b>3 Time</b>	Time constraints / lack of free time will reduce participation	Long working hours / long commute / weekend working reduces time to participate. Family commitments/ childcare may take priority over playing sport
			<b>4 Self-confidence / self-esteem</b>	Lack of self-confidence will reduce / prevent participation in sport	Lack of confidence in sporting ability / social skills / body image will reduce likelihood of participation.
			<b>5 Gender</b>	The amount of opportunities in locality to participate may be dependent on gender	Generally female adults have fewer opportunities to participate due to fewer sports clubs. Female adults may feel pressured into putting a higher priority on family commitments.
			<b>6 Family / friends / peers</b>	The interest / participation in sport by family / friends / peers affects participation	If others close to adults do not play sport this may reduce likelihood of them joining a sports club Reliance on participating with a friend, reliance on sharing a lift with them may limit participation.
			<b>7 Education</b>	The quality of an adult's PE lessons in school.  The number of extracurricular clubs offered at school  The amount of coaching / knowledge of sport received	Previous negative experience at school or previous club may discourage participation in adulthood. School PE curriculum does not always reflect exercise and participation choices later in life. Adult may not have knowledge of what is available in the local area.
<b>8 Role models</b>	Role models generally encourage participation.	Lack of role models for some adults may limit awareness / enthusiasm for sport. Negative role models, e.g. drug taking / poor behaviour may deter participation for adults.			

			Many role models do not reflect general population and reduces adults identifying with sports performers.
<b>9 Media</b>	The way that the media promotes sport at local / national level affects participation.		Lack of media coverage of sport for certain sections of adult society may reduce participation. Lack of media coverage of the type of sport that an adult is interested in may inhibit participation.
<b>10 Discrimination / stereotyping</b>	Negative attitudes directed at individuals / groups of individuals discourages participation		Credit a specific example of discrimination / stereotyping that discourages participation, e.g. examples of gender / race / culture/ disability looking unfavourably on an adult participating in sport
<b>11 Ability / skill level/Fitness</b>	Participation at adult level depends on having a certain degree of ability / skill / knowledge of tactics / strategies/fitness		Adults who lack sporting ability / skill in an activity tend not to choose to participate in that sport. Adults may be keen to participate but if skill level is low may not be selected for a sports team / may not be encouraged by others to play. Older adults may prefer lower intensity activities, e.g. walking football but if this is not available then they may not participate in that sport
<b>12 Access / geography / environment</b>	Where you live affects availability of facilities / choice of sporting activity Lack of transport		Adults who live in an area that lacks sports facilities will not be able to access those sports, e.g. if there is no sports centre / swimming pool / ski areas, etc. Adults who do not have access to transport / own a car will not be able to travel to facilities even if they are available.
<b>13 Politics / world events / COVID 19</b>	The political situation / war / health epidemics may prevent participation in sport.		Some leisure facilities did not reopen after COVID, and this decreases facilities available for use. Governments may reduce funding to sport leading to closure of facilities reducing adult participation. War in the area adults live will prevent sport from taking place.
<b>14. Provision</b>	Lack of facilities/opportunities activities to take part		No team or activity for walking football or walking netball
<b>15. Religion</b>	Being of a certain religion may restrict ability to participate in sport		Female only swims for Muslims may not be available
<b>16. Injury / Health</b>	Bring injured or having an illness may cause inability to participate		Having a heart or lung disorder may limit the amount of sport you can take part in

Question	Answer	Marks	Guidance
2 (e)*	<p><b><u>Level 3 (7–8 marks)</u></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><u>Level 2 (4–6 marks)</u></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><u>Level 1 (1–3 marks)</u></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>(0 marks)</b> No response worthy of credit.</p>	8	<p><b>At Level 3 responses are likely to include:</b></p> <ul style="list-style-type: none"> <li>• Detailed description of factors limiting participation for adults.</li> <li>• Effective discussion of many of these factors.</li> </ul> <p>At the top of this level</p> <ul style="list-style-type: none"> <li>• A very good range of points are identified and discussed.</li> </ul> <p><b>At Level 2 responses are likely to include:</b></p> <ul style="list-style-type: none"> <li>• Satisfactory discussion of factors limiting participation for adults.</li> </ul> <p>At the top of this level</p> <ul style="list-style-type: none"> <li>• A good range of factors are identified and discussed.</li> </ul> <p>At the bottom of this level</p> <ul style="list-style-type: none"> <li>• Several factors are identified and some of these are discussed.</li> </ul> <p><b>At Level 1 responses are likely to include:</b></p> <ul style="list-style-type: none"> <li>• Basic discussion of factors limiting participation for adults.</li> </ul> <p>At the top of this level</p> <ul style="list-style-type: none"> <li>• Some factors are identified discussed.</li> </ul> <p>At the bottom of this level</p> <ul style="list-style-type: none"> <li>• Limited factors are identified.</li> </ul>

Question			Answer	Marks	Guidance
3	(a)	(i)	<p>Three marks from:</p> <ol style="list-style-type: none"> <li>1. Higher level of performance of BAME participants / teams</li> <li>2. Increased levels of participation by BAME</li> <li>3. More BAME coaches</li> <li>4. More BAME officials</li> <li>5. Increased media coverage / profile of BAME involvement in sport</li> <li>6. More BAME in senior leadership / executive roles in sport.</li> <li>7. Decreased discrimination reported.</li> </ol>	3	<p><b>Accept first three responses only</b></p> <p><b>DNA increased participation / increased performance on their own- Too vague.</b></p>
3	(a)	(ii)	<p>Two marks from:</p> <ol style="list-style-type: none"> <li>1. Demonstrate progress/effectiveness.</li> <li>2. Increase / Justify funding.</li> <li>3. Share good practice.</li> <li>4. Positive publicity / good for the profile of the governing body</li> <li>5. Helps promotion of future events</li> <li>6. Attract sponsorship to other events</li> <li>7. Increase participation</li> </ol>	2	<p><b>Accept first two responses only</b></p>

Question		Answer	Marks	Guidance
3	(b)	<p>Three marks from:</p> <ol style="list-style-type: none"> <li>1. Surveys</li> <li>2. questionnaire</li> <li>3. Interviews / verbal feedback</li> <li>4. Self-assessment</li> <li>5. Benchmarks / quality schemes</li> <li>6. External assessment</li> </ol>	3	<b>Accept first three responses only</b>
4	(a)	<p>Two marks from:</p> <ol style="list-style-type: none"> <li>1. This Girl Can</li> <li>2. The Great British Tennis weekend</li> <li>3. Kickz/kicks</li> <li>4. Swim 21</li> <li>5. Chance to Shine</li> <li>6. Sainsburys Active Kids</li> <li>7. Couch to 5k</li> </ol>	2	<p><b>Accept first two responses only</b></p> <p>Accept other correct national sports development initiatives.</p> <p><b>Accept other UK/GB examples (e.g. from NI or Eire) where relevant</b></p> <p><b>DNA Coach to 5k</b> <b>DNA Change for life</b></p>

Question		Answer	Marks	Guidance
4	(b)	<p>One mark for (regional event): For example, North West Athletics, East Midlands Swimming, South East Football</p> <p>One mark for (national event): For example, FA Cup, Premier League English Swimming Championships, English Schools Athletics Championships.</p> <p>One mark for (international event): For example, Football - Champions League, Europa League, World Cup, European Cup Tennis - Wimbledon, US Open, French Open, Australian Open Cricket - Ashes, Any test match, World Cup Cycling - Tour de France Rugby - 6 Nations, World Cup Olympic Games/Paralympic Games</p>		<p><b>Accept first responses only for each answer.</b></p> <p>No mark for naming the sport.</p> <p>The events must relate to the named sport. If no sport is named no marks can be credited.</p> <p>Accepted regional</p> <ol style="list-style-type: none"> <li>1. <a href="#">North East (England)</a></li> <li>2. <a href="#">North West (England)</a></li> <li>3. <a href="#">Yorkshire and The Humber</a></li> <li>4. <a href="#">East Midlands (England)</a></li> <li>5. <a href="#">West Midlands (England)</a></li> <li>6. <a href="#">East (England)</a></li> <li>7. <a href="#">London</a></li> <li>8. <a href="#">South East (England)</a></li> <li>9. <a href="#">South West (England)</a></li> <li>10. <a href="#">Scotland</a></li> <li>11. <a href="#">Wales</a></li> <li>12. <a href="#">Northern Ireland</a></li> <li>13. Northern</li> <li>14. Southern</li> <li>15. Midlands</li> </ol> <p>However, some sports that have regional events that are slightly different</p>

4(c)	<ol style="list-style-type: none"> <li>1. <b>Time</b></li> <li>2. Is there enough time to organise the event / carry out the event / length of time to prepare for a one-off event may be considerable.</li> <li>3. <b>Human resources/ staffing/ workers</b></li> <li>4. Staff are needed to run the event / requires volunteers / staff need to be trained. Are there enough volunteers? What training do they need? Ability of the staff do they have the skills required.</li> <li>5. <b>Terrorism</b></li> <li>6. potential terror threat due to large numbers of spectator's venue could be a greater target.</li> <li>7. <b>Crime</b></li> <li>8. large numbers of spectators provide opportunities for crime. Greater risk of hooligans and anti-social behaviour</li> <li>9. <b>Environmental effects/ pollution</b></li> <li>10. Increase in tourists leads to more pollution/ litter/ traffic</li> <li>11. <b>Reputation</b></li> <li>12. Poor quality event will mean that in future the venue will not be considered</li> <li>13. <b>Use of facilities afterwards</b></li> <li>14. Facilities that are built and not used after the event has taken place and they become abandoned/White elephant</li> <li>15. <b>Relocation of residents</b></li> <li>16. Local people are moved house in order that facilities can be built</li> <li>17. <b>Uneven distribution of funds throughout the country</b></li> <li>18. Money that should have been distributed throughout the country is now given to the host city, making certain regions poorer and less well off</li> <li>19. <b>Lack of infrastructure/ space</b></li> <li>20. Does the host nation have the infrastructure/space needed to actually host the sporting event</li> <li>21. <b>Loss of Jobs</b></li> <li>22. After the event has taken place, jobs in the stadiums / and in the building of facilities will no longer exist</li> <li>23. <b>Levels of accountability</b></li> <li>24. Who is accountable for the results and/or success? OR who are they accountable to? OR how is the success measured?</li> <li>25. <b>Success measures</b></li> <li>26. Takes a long time to judge success of event (e.g. attendance, legacy) OR there has been no change in terms of participation numbers or performance</li> </ol>	6	<p>Sub-max. 3 marks for identifying factors - odd marks. Sub-max. 3 marks for explanation of factors – even marks</p> <p>3 marks for correctly identified factors. These marks can be credited without a satisfactory explanation. Explanations much refer to the relevant factor they have been linked to.</p> <p><b>IF THEY DO NOT IDENTIFY THE FACTOR CORRECTLY FROM THE LIST OF ANSWERS THEY CANNOT GET THE EXPLANATION MARK</b></p> <p>Do not accept cost as this is the example answer.</p>
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Question		Answer	Marks	Guidance
4	(d)	<p>(Benefits for sport) (sub-max. 3 marks)</p> <ol style="list-style-type: none"> <li>1. Raises the profile / promotes /reputation / awareness/ popularity of the <b>sport</b>.</li> <li>2. Increases participation.</li> <li>3. Increases the talent pool.</li> <li>4. Provides better opportunities to compete / win at major events.</li> <li>5. Attracts more funding / sponsorship/ money from spectators</li> <li>6. Creates positive publicity / role models.</li> </ol> <p>(Benefits for participants) (sub-max. 3 marks)</p> <ol style="list-style-type: none"> <li>7. Financial gains / prize money / paid for participating.</li> <li>8. Increased sponsorship / gain bigger/ new sponsorship deals due to larger exposure</li> <li>9. Access to the best coaching / facilities / training camps</li> <li>10. Increased opportunities to become professional/ perform at a higher level/ compete against better opposition</li> <li>11. Being a role model / influential / fame / more media attention</li> <li>12. Improved accomplishment / achievement /win a medal/ self-esteem/ pride</li> </ol>	6	<p>Sub-max. 3 for each area</p> <p>Answers must qualify the benefit e.g. <b>increased</b> participation. Do not accept 'participation' on it's own.</p>

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