

**CAMBRIDGE TECHNICALS LEVEL 3 (2016)**

**Examiners' report**

# **SPORT AND PHYSICAL ACTIVITY**

**05826–05829, 05872**

**Unit 3 January 2025 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. 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 2025 Unit 3 Sports Organisation and Development examination paper were of a slightly higher standard to those of June 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 continuing to address the command words of 'discuss' or 'explain' in the longer answer questions, which makes it easier for them to access higher marks.

The quality of written communication was mostly sound, although a few of the candidates continue to answer in bullet form or give one-word answers which is not recommended. Candidates are reminded that on Question 2 (e), the 8-mark response question, the quality of written communication is assessed.

At times, a lack of clearly expressed knowledge was an issue. This led to 'VG' (vague) being indicated on responses. This was particularly evident with Question 2 (a), the question related to the democratic leadership style.

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 answers rather than write on 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>• provided a suitable number of responses for the question if it was worth a specific number of marks</li> <li>• ensured good written communication in the extended answer (Question 2 (e)) by discussing in detail a good number of factors that could limit participation for adults</li> <li>• gave answers 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>• gave too few answers 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>• did not discuss the factors that could limit participation but simply listed them in their extended answer (Question 2 (e)) and many only discussed two or three factors which meant they could only achieve the lower levels on the mark scheme.</li> </ul>

### Question 1 (a) (i)

- 1  
(a)  
(i) Identify **one** sporting organisation that is directly funded by the Department for Culture, Media and Sport.

..... [1]

This question was well answered. Candidates showed a good understanding of the organisations that are directly funded by the Department for Culture, Media and Sport.

### Question 1 (a) (ii)

- (ii) Other than the Department for Culture, Media and Sport, name **one** government department that is involved in sports development in the UK.

..... [1]

Candidates struggled to name a suitable government department. Many candidates wrote The Department for Health or The Department of Education as shown in the exemplar below.

#### Exemplar 1

*Department for Health*..... [1]

The correct answers were The Department of Health and the Department for Education. Moving forward, centres need to make sure that candidates know the correct names of these departments.

### Question 1 (a) (iii)

- (iii) Identify **one** sporting organisation whose main role is to provide advice and support for people with specific disabilities.

..... [1]

Answers to this question were mixed. Some candidates were able to name the main sporting organisation, while some gave named National Disability Sports Organisations such as Limb Power. However, many were unable to name a sporting organisation. Going forward, centres need to make sure that this is covered in the learning of this unit.

### Question 1 (b)

(b) Other than talent identification, state **four** ways in which UK Sport develops elite sport.

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

[4]

Most candidates managed to identify one or two ways that UK Sport develops elite sport. However, only a few of them were able to give four ways to access full marks. Often, they simply repeated what was in the stem of the question that UK Sport identifies talent. They needed to identify how UK Sport develops elite sport. To fully access the marks, they should consider how they provide high quality facilities/equipment, develop coaches, invest in Olympic sport, support athletes with physiotherapy and manage the world class programme.

### Question 1 (c)

(c) International sport is overseen by International Governing Bodies, committees, and federations.

Describe **five** different roles of these organisations.

1 .....

.....

2 .....

.....

3 .....

.....

4 .....

.....

5 .....

.....

[5]

Most candidates got at least 2 marks. Candidate had a good understanding of the roles of International Governing Bodies and as such provided a good breadth in their answers.

Typically, the less successful responses either did not provide any answer or gave one-word answers, which immediately restricted the number of marks they could get for the question. Centres are reminded to reiterate to candidates that if the question asks for five roles, then candidates need to provide five answers.

### Question 1 (d)

(d) Describe **three** ways that a National Governing Body (NGB) works with local sports councils to increase participation in sport at grass roots level.

1 .....

.....

2 .....

.....

3 .....

.....

[3]

Most candidates were given at least 2 marks on this question. They had a good understanding of the ways that National Governing Bodies work with local sports councils to increase participation and as such provided a good breadth in their answers.

Typically, less successful responses either did not provide any answer or gave one-word answers, which immediately restricted the number of marks they could get for the question. Centres are reminded to reiterate to candidates that if the question asks for three ways, then they need to provide three answers.

### Question 2 (a)

2 Coaches play a major role in sports development and the best coaches use different styles of leadership in different situations and for different groups.

(a) Outline **three** reasons why a democratic leadership style may be best for performers at the performance stage of the sports development continuum.

1 .....

.....

2 .....

.....

3 .....

.....

[3]

Many candidates did not provide a suitable answer for this question. Generally, candidates did not seem to read the question carefully enough and so answered the question through the eyes of a coach rather than the performer, which is what the question asked. To access the marks, what the candidates needed to answer was that it gives responsibility to the performer, it allows the performer to have an input, and it enables the performer to evaluate their strengths and weaknesses.

### Question 2 (b)

(b) Identify **three** health benefits of regular exercise on the **skeletal system** that a coach may use to encourage participation in the 25- to 50-year-old age group.

1 .....

.....

2 .....

.....

3 .....

.....

[3]

This question was synoptically linked to Unit 1 and appeared straightforward. Those who were able to identify three health benefits of regular exercise on the skeletal system were able to get full marks for this question, with increasing the strength of the bones, strengthening the ligaments and reducing the risk of osteoporosis being the most common answers. However, many candidates did not get maximum marks because their answers were either too vague or they mistakenly gave benefits that related to the muscular or cardiac systems.

### Question 2 (c)

(c) State **three** different characteristics of the participation stage of the sports development continuum.

1 .....

.....

2 .....

.....

3 .....

.....

[3]

Candidates generally answered this question well. They showed a good understanding of the participation stage and were able to give characteristics of performers in this stage and so were able to access full marks. However, where candidates did not achieve the maximum number of marks was because the characteristic identified was often vague and, in some instances, not given. Typical characteristics of the participation stage should include that it takes place in PE lessons or at a club, it's fun, you learn sport specific skills and you choose to play the sport.

### Question 2 (d)

(d) Identify **three** positive values that the best coaches may develop in their athletes through good leadership in sport.

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

[3]

This was a well-answered question. Many candidates got full marks and showed a good understanding of the values that coaches could develop in their athletes through good leadership.

### Question 2 (e)\*

(e)\* Discuss the factors that may limit participation in sport and physical activity by adults.

[8]

Many candidates were able to provide a Level 2 answer, but only a few were able to give a Level 3 answer and provide the detailed discussion of a number of factors.

The more successful responses structured their response so that a factor was identified, and then it was discussed with examples where appropriate. Less successful answers were often brief, and only considered two or three factors, with limited discussion of these factors. This meant that they could not access the higher marks. Very few candidates did not score marks on this question.

### Question 3 (a) (i)

**3**  
**(a)**  
**(i)** Identify **three** possible measures that could show if a sports development initiative to tackle racial inequality was working.

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

[3]

This was a question that candidates had great difficulty with. Answers were often too vague and, in many instances, irrelevant, as seen in the exemplar below.

### Exemplar 2

1 ~~increased racial~~ <sup>increased performance</sup> ~~flexible area~~ ~~increased~~ ~~participation~~  
2 ~~Mixed race~~ ~~all~~ ~~people~~ ~~showing up~~ ~~increased~~ ~~to~~ ~~black~~  
3 ~~increased participation~~  
[3]

The question needed specific answers in relation to the measures that could show if a sports development initiative to tackle racial inequality was working. So, for example, the candidates needed to not only refer to BAME but also state there would be an **increase** in the levels of participation of this group, or there would be an increase in BAME coaches or officials. Unfortunately, candidates were often unable to provide this, instead simply stating there would be an increase in participation or an increase in coaches. This is too vague. This is part of the unit specification, so centres need to make sure it is covered in greater detail in the future.

### Question 3 (a) (ii)

(ii) Identify **two** reasons why a governing body would want to be able to show the success of a sports development initiative.

1 .....  
2 .....  
[2]

The candidates' responses to this question were mixed. When candidates achieved full marks, they showed a clear understanding of why a governing body would want to show the success of a sports development initiative. So, for example, 'it shows best practice', 'it increases participation', or 'it justifies their funding' were typical good answers.

Less successful answers were often vague and showed limited specification knowledge and simply referred to the level of success which was already in the stem of the question.

### Question 3 (b)

(b) State **three** methods a governing body could use to gain feedback from its members to see if a sports development initiative is successful.

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

[3]

Most candidates answered this question well and showed a sound understanding of the methods a governing body could use to gain feedback. Many candidates scored at least 2 marks on this question. This was a 3-mark question, and most candidates attempted three answers. When candidates did not get full marks, this was often because they only gave one or two answers.

### Question 4 (a)

4  
(a) Give the names of **two** national sports development initiatives.

- 1 .....
- 2 .....

[2]

This question was well answered with many candidates getting full marks and showing a good understanding of national sports development initiatives.

### Question 4 (b)

(b) Sports events are one way of delivering sports development.

For a named sport, identify a regional, national, and international sporting event.

Sport .....

Regional sporting event .....

National sporting event .....

International sporting event .....

**[3]**

Most candidates answered two parts of this question well. Candidates showed a good understanding of national and international sporting events and so many candidates got 2 marks. However, only a few candidates could identify a regional event in their named sport. Many of the candidates confused regional events with local and county events and were not able to identify a regional event.

#### Misconception



Candidates need to be clear on what regional events are. In the question it asks for a regional event in a named sport. Unfortunately, many candidates gave examples of county events such as the Essex Cup in Football. This is not a regional event. The recognised regional areas are identified in the specification and centres need to make sure candidates are aware of what a regional area includes and what regional events there are in certain sports.

### Question 4 (c)

(c) Complete the table to identify and explain **three** potential disadvantages that need to be considered by the host nation of a one-off international sporting event.

One has been completed for you.

Potential disadvantage	Explanation
Cost	The cost of funding the event. For example, can the host nation afford to build the facilities needed to host the sporting event?

[6]

The candidates' responses to this question were mixed. Those who could clearly identify three disadvantages for a host nation organising a one-off event were able to access full marks with their explanation. However, many candidates were unable to identify valid potential disadvantages, which restricted the marks they could be given on the question.

### Question 4 (d)

(d) Suggest how a national sporting event can benefit the sport and its participants.

Benefits for sport:

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

Benefits for participants:

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

[6]

Candidates generally answered this question well and showed a good understanding of how a national sporting event can benefit the sport and the performer. Most candidates were given at least 2 marks on this question, with many getting full marks. However, the first part of the question which related to the benefits to the sport was answered considerably better than the second half of the question which related to the participant. This can be seen in the exemplar below.

## Exemplar 3

Benefits for sport:

1. increase participation for their sport.
2. Can create moral and national pride for the sport.
3. An increase in the amount of sponsorships for the sport.

Benefits for participants:

1. Can encourage them to try the sport.
2. Can help them better their health which also helps the NHS.
3. Can increase the talent pool due to an increase in participants.

[6]

The answers to the second part were often vague and often related to performers of all abilities and not specifically to those who are attending a national event. To get marks on this part of the question, candidates needed to relate the benefits to participants competing at a national event.

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