

Examiners' report

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

SPORT AND PHYSICAL ACTIVITY

**OCR Level 3 Cambridge Technical
in Sport and Physical Activity**

Certificate: 05826

Extended Certificate: 05827

Foundation Diploma: 05828

Diploma: 05829

**OCR Level 3 Cambridge Technical
in Sport and Physical Activity
Development**

Extended Diploma: 05872

Unit 3 Summer 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 June 2025 Unit 3 Sports Organisation and Development question paper was slightly less successful than that of January 2025. However, responses did suggest that candidates understood what was required of them throughout all four learning outcomes.

It was pleasing to see that many candidates are continuing to address the command words of discuss or explain in the longer response questions. Where candidates follow this approach, they are more likely to successfully access the higher marks.

Candidates are reminded that in Question 2 (c), the 8 mark extended response question, the quality of written communication is assessed. The quality of written communication was mainly sound, although a minority of candidates continue to respond in bullet form or give one word responses, which is not recommended and limits access to marks.

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 2 (b) which required a description related to social policy and values.

At the end of the question paper, there are three 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 response 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:
- made sure that they attempted all the questions - if the question was worth 4 marks, they gave four responses to the question - in the extended responses (Question 2 (c)) they made sure that, they showed good written communication. They discussed in detail the barriers to women's participation in sport as well as explaining how the success of a national sports team has increased participation - gave responses that were clearly expressed and showed good knowledge.	- had a lack of detail in their responses. Often giving one word responses - did not respond certain questions - gave too few points for the marks available for that question and then often repeated points in their response rather than being able to make separate, distinct points in relation to the question set - in their extended responses (Question 2 (c)) did not discuss the barriers that could limit participation but simply identified them. In addition, a significant number of candidates only discussed one or two ways that the success of a national women's sport team has increased participation which meant they could only access the lower levels on the mark scheme.

Question 1 (a)

1

- (a) The Department of Health is involved in the organisation of sport in the UK.

Identify **one** other **Government** department that is involved in the organisation of sport in the UK.

..... [1]

Although this appeared a straightforward question, candidates were less successful to name the government department correctly.

Exemplar 1

..... Department of Education [1]

Many candidates wrote The Department **of** Education or The Department **of** Culture, Media and Sport. The correct responses **are** the 'Department **for** Culture, Media and Sport' and the 'Department **for** Education'. Candidates need to know the correct names of these departments.

Question 1 (b)

- (b) The table shows some different responsibilities of National Governing Bodies and some examples of how they could fulfil these.

Complete the table with appropriate examples and responsibilities.

Responsibility of a National Governing Body	Example of how a National Governing Body could fulfil the responsibility
Provide funding	
.....	Updating anti-doping policies for their sport.
.....	Running inter-school competitions in their sport.
Sports development	

[4]

Responses to this question were often successful with many candidates scoring at least 2 marks. Candidates had a sound understanding of the different responsibilities of the National Governing Bodies. Less successful responses either simply repeated the example or the responsibility that was identified in the question or they did not provide any response. This restricted the number of marks they could achieve for this question.

Question 1 (c)

(c) Consider the following statements:

A – The Department of Health encourages people to be more active.

B – The Department of Health is responsible for the sports development initiative called 'This Girl Can'.

Which **one** of the following is true?

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

A is true and **B** is false

☐

B is true and **A** is false

☐

A and **B** are both true

☐

A and **B** are both false

☐

[1]

The responses to this question were successful. Candidates showed a good understanding of the Department of Health.

Question 1 (d)

(d) Name **three** different **International** Governing Bodies of sport.

1

2

3

[3]

This appeared a straightforward question, however, many candidates could not name three International Governing Bodies. The majority were able to name one or two IGB's but were less successful to name three. Popular responses included FIFA, UEFA, World Rugby, World Athletics and the IOC. Some candidates named National Governing Bodies instead of International Governing Bodies.

Assessment for learning

Candidates need to know the difference between International and National Governing Bodies. They need to be able to give three examples of each.

Question 1 (e)

(e) Suggest **four** possible **negative** interactions between an International Governing Body and a National Governing Body in sport.

- 1
- 2
- 3
- 4

[4]

Many candidates managed to suggest one or two negative interactions between an IGB and an NGB and were able to access some marks. However, few candidates were able to suggest four and access full marks. Often, they only gave two or three responses but if they did give four responses, the fourth was often vague or not appropriate. Candidates needed to identify problems over funding, rules and regulations, hosting, scheduling, players and technology, to access full marks.

Question 1 (f)

(f) Describe **four** roles of UK Sport.

- 1
- 2
- 3
- 4

[4]

Responses to this question were mainly successful, with many candidates scoring at least 2 marks. Candidates had a good understanding of the roles of UK Sport and as such provided good breadth in their responses.

Less successful responses either gave one word responses or vague descriptions or candidates did not provide a response, which restricts the number of marks which can be achieved for this question. Candidates should be reminded that if the question asks for four roles, they need to provide four responses.

Question 2 (a) (i)

2
(a) Sports clubs and the coaches who run them have a big role to play in helping the population to become active on a regular basis. A good sports coach should have good knowledge of the activity that they run.

(i) Identify **three** other attributes that a good coach should have.

- 1
- 2
- 3

[3]

This question was synoptically linked to Unit 2 and appeared straightforward. However, it was less successfully responded to.

Exemplar 2

1. experience
2. respect
3. patience

[3]

Candidates' responses were often vague and did not relate to the named four attributes identified in the Unit 2 specification. The four attributes in the specification are Communication skills, Able to establish or maintain relationships, Organisational skills and Empathy

Question 2 (a) (ii)

- (ii) Encouraging the population to be more active on a regular basis will result in long-term physiological benefits.

Identify **three** long-term physiological benefits of regular physical activity to the **cardiovascular** system.

- 1
- 2
- 3

[3]

This question was synoptically linked to Unit 1. Candidates showed a good knowledge of the long-term physiological benefits of physical activity to the cardiovascular system and so many were able to access maximum marks for this question. A wide range of responses were provided by candidates that included stronger heart, increased stroke volume, increased cardiac output, lower resting heart rate and lower blood pressure.

Question 2 (b)

- (b)** Describe how sports development can support social policy and promote values through sport.

..... [6]

[6]

Responses to this question were mixed. More successful responses were provided by candidates who identified an aspect of social policy or a value and then described how sport supported or promoted this aspect of social policy/value. For example, it helps reduce the crime rate because youngsters play sport instead of roaming the streets and causing trouble, or it promotes fair play because young people are taught to follow the rules when they play sport.

Less successful responses were vague, or candidates listed the values of sport therefore were unable to access marks.

Question 2 (c)*

(c)* In 2023, the England women's football team reached the final of the World Cup. This success has had a positive impact on participation of women in sport.

Describe possible barriers to participation in sport by women and explain how the success of a national women's sports team could increase participation in sport. Use examples to support your answer.

[8]

This question assessed candidates' ability to describe barriers to participation in sport for women and then explain how the success of a national women's sports team could increase participation. 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 many successful responses were structured so that several barriers were identified and then in contrast provided relevant information as to how the success of a national sports team has increased participation. This was then linked to relevant sporting examples and the points that were made were then discussed in greater detail.

Less successful responses were sometimes brief and only considered perhaps one or two points from each part of the question and these were sometimes just identified, with no description. This meant the students could not access the higher levels. Very few candidates were not able to access marks on this question.

Question 3 (a)

3

(a) One method of measuring the performance of sports development is by using benchmarks.

Identify **one** other **method** for measuring the performance of sports development.

..... [1]

This was a question that candidates had great difficulty with. Responses were often too vague and, in many instances, not appropriate.

Assessment for learning

Candidates need to understand and know how the performance of sports development is measured.

Question 3 (b)

- (b) One way to see if a sports development initiative has been successful is an increase in levels of performance in that sport.

Identify **two** other ways to see if a sports development initiative has been successful.

1

2 [2]

Candidates had difficulty with this question. Less successful responses were vague and, in quite a few instances, not appropriate. The question asked for areas that could be measured to show if the event or initiative had been successful so, for example, by having a reduction in the crime rate as this would show that the initiative had had a positive impact on society. By increasing participation this would show that the initiative had had a good impact on the sport. Unfortunately, a significant number of candidates were unable to provide this as shown in exemplar below. This content is part of the unit specification and therefore centres need to make sure it is covered in greater detail.

Exemplar 3

1 increase in levels of participation

2 reduction in crime rates

[2]

Question 3 (c)

(c) One reason to measure the success of a sports development initiative is to justify funding.

Identify **three** other reasons.

- 1
- 2
- 3

[3]

Candidates had difficulty with this question. Unsuccessful responses were often vague and, in quite a few instances, irrelevant. The question needed very specific responses in relation to the purpose of measuring the success of a sports development initiative. Unfortunately, candidates were often unable to provide this.

Assessment for learning



This topic on the specification, Purpose of Measurement is an area that needs to be addressed by centres. It needs to be covered in much greater detail. Currently responses to this part of the specification are typically unsuccessful and lack clarity.

Question 4 (a)

4

(a) Explain **four** possible benefits for a National Governing Body if a sports development initiative is successful.

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

[4]

Many candidates managed to gain at least 2 or 3 marks on this question. They showed a sound understanding of the benefits for a National Governing Body if a sports development initiative is successful. However, only a few candidates were able to give enough detail in their explanation to access full marks. In some instances, candidates did not provide four responses, or they gave one word responses so they could not access all 4 marks. Centres are reminded that if the question is worth 4 marks, then four responses need to be provided.

Question 4 (b)

- (b) One aim of a sports development initiative is to increase participation of a specific target group, such as disabled people.

Suggest **three** other aims of a sports development initiative.

- 1
- 2
- 3

[3]

Many candidates managed to identify one or two aims of a sport development initiative and so were able to access some marks. However, only a few 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, which is to increase participation. Candidates needed to identify that it could promote values, it could raise awareness, it improves facilities, it meets social needs, or it improves performance in sport to access full marks.

Question 4 (c)

- (c) Identify **two** different methods to promote a sports development initiative.

- 1
- 2

[2]

This question was successfully responded to, with many candidates scoring maximum marks and showing a good understanding of the different methods used to promote a sports development initiative.

Question 4 (d)

- (d) Sports development initiatives and events can provide lots of benefits, but there can also be challenges and disadvantages in setting up and running them.

Give **one** example of how **each** of the following could be a **disadvantage** in setting up and running a sports development initiative or event.

Cost

.....

Time

.....

Accountability

.....

Success

.....

[4]

Candidates responded successfully to two parts of this question. They showed a good understanding of how both cost and time could be a disadvantage when setting up a sports development event and achieved 2 marks. However, only a few candidates were able to give an example of how accountability and success could be a disadvantage. Often responses simply described these terms rather than giving an example.

Question 4 (e) (i)

- (e) People setting up and running sports development events and initiatives need to consider the staff expertise and human resources required as part of their planning.
- (i) Describe **two** ways in which staff expertise needs to be considered when planning an event or initiative.

1

.....

2

.....

[2]

Although this was a straightforward question, the candidates' responses to this question were mixed. Many candidates were able to recognise that levels of experience/training needed to be considered. However, they were less successful to find another consideration, when 'are there enough staff' or 'how much the staff would cost' would have been sufficient to secure full marks.

Question 4 (e) (ii)

- (ii) Describe **two** ways in which human resources need to be considered when planning an event or initiative.

1

.....

2

.....

[2]

Candidates were less successful with this question. It asked candidates for two ways in which human resources needed to be considered when planning an event. Many candidates did not read the question carefully enough and responded the question in relation to planning an event in general rather specifically looking at human resources. To access the marks the candidates needed to relate it to training needs, cost of staff, how many staff are needed and the health and safety implications.

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