



## **Cambridge Technicals**

### **Sport**

Unit 3: Sports organisation and development

Level 3 Cambridge Technical Certificate/Diploma in Sport  
**05826-05829, 05872**

### **Mark Scheme for January 2017**

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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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| Question |     |   | Answer  | Marks | Guidance   |
|----------|-----|---|---|-------|--|
| 1        | (a) | 1 | Support NGB's to deliver a more inclusive programme /work with NGB's  | 2     | Mark the first two attempts only<br>Accept relevant e.g.       |
|          |     | 2 | Work with the English Federation of Disability Sport (EFDS) to ensure all disabled people can be active for life                    |       |  |
|          |     | 3 | Organizes sports events and competitions from juniors to adults   |       | Accept relevant e.g.   |
|          |     | 4 | Supports gifted and talented athletes to train and compete in national and international competitions                               |       |  |
|          |     | 5 | Provides opportunities to learn new skills and meet others/provide opportunities to participate                                     |       |  |
|          |     | 6 | Provide funding for facilities and/or equipment   |       |  |
|          |     |   |   |       |  |
| 1        | (b) | 1 | Develops a strategy / gives strategic help / works with excellence/elite/medal hopefuls   | 7     |  |
|          |     | 2 | <b>Manages or distributes lottery/exchequer</b> funding   |       | DNA – Gives funding on own                                     |
|          |     | 3 | <b>Manages</b> the World Class Programme/podium/podium potential  |       |  |
|          |     | 4 | Promotes ethical behaviour or drug free sport / runs anti-doping programme /100% ME   |       |  |
|          |     | 5 | Attracts major events / got the Olympics for London 2012  |       | Accept relevant e.g. Gold Series Event                         |
|          |     | 6 | Enhances the organisation and administration of sport   |       |  |
|          |     | 7 | Supports and works with NGBs or Home County Councils (HCCs) or National Institutes (High Performance Centres) or <b>top</b> coaches |       | Accept any named institute e.g. EIS.<br>DNA – educates coaches |

| Question |     | Answer | Marks   | Guidance   |
|----------|-----|--------|---|--|
|          |     | 8      | TASS Talented Athlete Scholarship system  | Accept even though has been run by Sport England since 2014            |
|          |     | 9      | Provides Performance Lifestyle Advice (PLA)   |  |
|          |     | 10     | Launches Talent ID campaigns, looking for future Olympians/Paralympians/ <b>high performance</b> athletes | Accept e.g. of Talent ID programme DiscoverYourPower (British Cycling) |
|          |     |        |   |  |
| 1        | (c) | 1      | Implementation of promotional campaigns to raise awareness  | 4  |
|          |     | 2      | Organise networking groups and conferences  |  |
|          |     | 3      | Share good practice and case histories  |  |
|          |     | 4      | Help to implement the School Games Programme /competitions  |  |
|          |     | 5      | Implements the community games  |  |
|          |     | 6      | Create a legacy from London 2012  |  |
|          |     | 7      | Support young workers to volunteer  |  |
|          |     | 8      | Sportmakers / the workplace challenge / Sportivate/ Satellite centres                                     |  |
|          |     | 9      | Work with target groups   | Accept e.g. of target group.   |
|          |     |        |   |  |
| 1        | (d) | 1      | Provide administrative and promotional support  | 4  |
|          |     | 2      | Co-ordinate events/competitions/tournaments   | Accept relevant e.g. FIFA/World Cup that England participate in        |

| Question |            | Answer   | Marks  | Guidance |  |
|----------|------------|----------|--|----------|--|
|          |            | <b>3</b> | Agree and amend the laws/rules of the game / doping policy                   |          |  |
|          |            | <b>4</b> | (Uses sport) to unite/remove barriers to participation                       |          |  |
|          |            | <b>5</b> | (Uses sport) to improve education  |          |  |
|          |            | <b>6</b> | Uses sport) to improve health and quality of life                            |          |  |
|          |            | <b>7</b> | Provides financial support/distributes resources                             |          |  |
|          |            |          |  |          |  |
| <b>2</b> | <b>(a)</b> | <b>1</b> | The development of performance and participation                             | 1        | Accept combinations  |
|          |            | <b>2</b> | The use of sport for social benefit  |          |  |
|          |            | <b>3</b> | The marketing or publicising of sports activities for a particular community |          |  |
|          |            |          |  |          |  |
| <b>2</b> | <b>(b)</b> | <b>1</b> | Coaches/Leaders  | 1        | Mark the first attempt only (Accept any relevant job role) |
|          |            | <b>2</b> | PE Teachers  |          |  |
|          |            | <b>3</b> | Officials  |          |  |
|          |            |          |  |          |  |
| <b>2</b> | <b>(c)</b> | <b>1</b> | Foundation   | 4        | DNA - grassroots   |
|          |            | <b>2</b> | Participation  |          |  |
|          |            | <b>3</b> | Performance  |          |  |
|          |            | <b>4</b> | Excellence/Elite   |          |  |

| Question |     |   | Answer   | Marks | Guidance   |
|----------|-----|---|--|-------|--|
| 2        | (d) | 1 | Problem solving / tactics to beat opponents  | 6     | Synoptic 6 marks from Unit 2 LO1 and LO2   |
|          |     | 2 | Leadership / motivation / be a positive role model   |       |  |
|          |     | 3 | Communication / good voice projection / control of the group / clear instructions  |       |  |
|          |     | 4 | Organisational skills / planning to organise equipment and or people/  |       | Generate a healthy session BOD   |
|          |     | 5 | Empathy / respectful of participants   |       |  |
|          |     | 6 | Knowledge of the activity / sport / rules and regulations  |       |  |
|          |     | 7 | Able to establish and maintain relationships / group rapport / can build confidence in others  |       |  |
| 2        | (e) | 1 | <b>Opportunity</b> (Limited or No)   | 8     | <b>Level 3 (7-8 marks)</b><br><b>A comprehensive answer:</b> <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> <b>At Level 3 responses <u>are likely to include</u></b> <ul style="list-style-type: none"> <li>• Detailed balanced discussion of the barriers ensuring coverage from opportunity (Points 1-10), provision (Points 11-13) and esteem (Points 14-18)</li> </ul> |
|          |     | 2 | Religious beliefs <ul style="list-style-type: none"> <li>• Asian women and swimming restrictions</li> </ul>  |       |  |
|          |     | 3 | Don't like exercise / choose not to / negative attitude towards physical activity <ul style="list-style-type: none"> <li>• Opt to do other things e.g. Consoles/Social Media</li> <li>• Don't like getting hot and sweaty</li> </ul> |       |  |
|          |     | 4 | No time / other commitments<br>E.g. part-time job, studying  |       |  |

| Question |    | Answer  | Marks | Guidance  |
|----------|----|---|-------|---|
|          | 5  | Lack of role models <ul style="list-style-type: none"> <li>Friends/family don't participate</li> <li>Peer pressure (not to participate)</li> </ul>          |       | <ul style="list-style-type: none"> <li>Several development of points made</li> </ul> <p><b>Level 2 (4–6 marks)</b><br/> <b>A competent answer:</b></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 <u>are likely to include</u></b></p> <ul style="list-style-type: none"> <li>Satisfactory knowledge and understanding of the barriers</li> <li>Points made but generally not developed</li> <li>Lack of balance in terms of coverage from opportunity (Points 1-10), provision (Points 11-13) and esteem (Points 14-18), two areas visited</li> </ul> <p><b>Level 1 (1–3 marks)</b><br/> <b>A limited answer:</b></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> |
|          | 6  | Bad school experience   |       |   |
|          | 7  | Not enough money <ul style="list-style-type: none"> <li>Withdrawal of government funding</li> <li>Not working</li> </ul> <p>E.g. For memberships or kit</p> |       |   |
|          | 8  | Poor health / injury<br>E.g. Asthma or other health related condition   |       |   |
|          | 9  | Tired / lethargic / can't be bothered   |       |   |
|          | 10 | Risk of being out at night / parents may stop you going out / danger / risk of injury   |       |   |
|          | 11 | <b>Provision</b> (limited or no)  |       |   |
|          | 12 | Lack of equipment or facilities / live in a rural or disadvantaged area<br>E.g. No swimming pool nearby or suitable example                                 |       |   |
|          | 13 | No transport / no buses or trains <ul style="list-style-type: none"> <li>Can't get there / parents won't take you</li> </ul>                                |       |   |
|          | 14 | <b>Esteem</b> (limited or no)   |       |   |

| Question |     |    | Answer   | Marks | Guidance   |
|----------|-----|----|--|-------|--|
|          |     | 15 | Lack of confidence e.g. Not good at it/Everybody is better than me / lack of ability |       | <b>At Level 1 responses are likely to include</b> <ul style="list-style-type: none"> <li>Basic knowledge of the barriers</li> <li>No development of points made</li> <li>Only one area addressed from opportunity (Points 1-10), provision (Points 11-13) and esteem (Points 14-18)</li> </ul> |
|          |     | 16 | Self-conscious / negative body image   |       |  |
|          |     |    |  |       |  |
| 3        | (a) | 1  | (Method) Benchmarks and quality schemes/Self-assessment /External assessment         | 6     | Accept E.g. of Benchmark and quality scheme (Clubmark)   |
|          |     | 2  | (What it measures) Measuring performance   |       |  |
|          |     | 3  | (Method) Surveys/Uptake of NGB schemes   |       | Accept E.g. of survey (Active People) Accept E.g. NGB scheme (Swim 21)   |
|          |     | 4  | (What it measures) Measuring participation levels                                    |       |  |
|          |     | 5  | (Method) Against local policy or targets   |       | Accept E.g. of policy or targets such as obesity   |
|          |     | 6  | (What it measures) Measures impact on society  |       |  |
|          |     |    |  |       |  |
| 3        | (b) | 1  | Swim 21/Great British Tennis Weekend/Chance to Shine (Cricket)                       | 1     | Mark the first attempt only. Accept any other relevant example   |
|          |     |    |  |       |  |

| Question |     |   | Answer   | Marks | Guidance   |
|----------|-----|---|--|-------|--|
| 3        | (c) | 1 | Demonstrate success  | 3     |  |
|          |     | 2 | Justify funding  |       |  |
|          |     | 3 | Identify areas to improve  |       |  |
|          |     | 4 | Illustrate best practice   |       |  |
|          |     |   |  |       |  |
| 4        | (a) | 1 | media coverage heightens the profile of the sport/raises the public's awareness                        | 5     | Accept relevant E.g. TV/Social Media   |
|          |     | 2 | increased participation feeding into clubs/teams   |       | Accept relevant E.g. 'Wimbledon Fortnight'   |
|          |     | 3 | education on the rules/regulations   |       |  |
|          |     | 4 | role models generated inspires people to get involved  |       | Accept relevant E.g.   |
|          |     | 5 | More participation will give NGB's a bigger pool to find talent / increase the standard of performance |       |  |
|          |     |   |  |       |  |
| 4        | (b) | 1 | FA Cup / Football League Cup   | 2     | Accept first <b>two</b> only, REP if from the same sport, accept any other national sports event<br>DNA – any international / regional / local event |
|          |     | 2 | Rugby League Challenge Cup   |       |  |
|          |     | 3 | Twenty20 Cricket   |       |  |
|          |     | 4 | British Swimming Championships   |       |  |
|          |     |   |  |       |  |

| Question |     |   | Answer                            | Marks | Guidance                                |
|----------|-----|---|-----------------------------------|-------|---|
| 4        | (c) |   | Sub-max 2 from points 1-3         | 3     |   |
|          |     | 1 | Government                        |       |   |
|          |     | 2 | National Lottery                  |       |   |
|          |     | 3 | NGB                               |       |   |
|          |     | 4 | Princes Trust                     |       |   |
|          |     | 5 | Membership subscriptions          |       |   |
|          |     | 6 | Sponsorship                       |       |   |
|          |     |   |                                   |       |   |
| 4        | (d) | 1 | TV Advertising campaign           | 3     |   |
|          |     | 2 | Social Media (Facebook / Twitter) |       | Accept name only                        |
|          |     | 3 | Local Newspaper / Radio           |       | Accept named newspaper or radio station |

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