

Cambridge TECHNICALS LEVEL 3



# ***SPORT AND PHYSICAL ACTIVITY***

Combined feedback on the June 2017 exam paper  
(including selected exemplar candidate answers  
and commentary)

Unit 3 – Sports organisation and development

Version 1

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# INTRODUCTION

This resource brings together the questions from the June 2017 examined unit (Unit 3), the marking guidance, the examiners comments and the exemplar answers into one place for easy reference.

We have also included exemplar candidate answers with commentary for questions 1, 3 and 4.

The marking guidance and the examiner’s comments are taken from the Report to Centre for this question paper.

The Question Paper, Mark Scheme and the Report to Centre are available from:

<https://interchange.ocr.org.uk/Modules/PastPapers/Pages/PastPapers.aspx?menuindex=97&menuid=250>

**OCR**  
Oxford Cambridge and RSA

**Level 3 Cambridge Technical in Sport and Physical Activity**  
05827/05828/05829/05872

**Unit 3: Sports organisation and development**  
**Friday 19 May 2017 – Afternoon**  
Time allowed: 1 hour

You must have:  
\* None

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_  
Centre Number: \_\_\_\_\_ Candidate Number: \_\_\_\_\_  
Date of Birth: D D M M Y Y Y Y

**INSTRUCTIONS**

- Use black ink.
- Complete the boxes above with your name, centre number, candidate number and date of birth.
- Answer all the questions.
- Write your answer to each question in the space provided.
- If additional answer space is required, you should use the lined page(s) at the end of this booklet. The question number(s) must be clearly shown.

**FOR EXAMINER USE ONLY**

Question No.	Mark
1	11
2	11
3	10
4	10
<b>Total</b>	<b>42</b>

**INFORMATION**

- The total mark for this paper is 60.
- The marks for each question are shown in brackets [ ].
- Quality of written communication will be assessed in the question marked with an asterisk (\*).
- This document consists of 12 pages.

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**OCR**  
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**Cambridge Technicals**  
**Sport**

Unit 3: Sports Organisation and Development  
Level 3 Cambridge Technical in Sport and Physical Activity  
05826 - 05829

**Mark Scheme for June 2017**

Oxford Cambridge and RSA Examinations

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**Cambridge Technicals in Sport and Physical Activity**

Level 3 Cambridge Technicals Certificates in Sport and Physical Activity  
05826, 05827  
Level 3 Cambridge Technicals Diplomas in Sport and Physical Activity  
05828, 05829, 05872

**OCR Report to Centres June 2017**

Oxford Cambridge and RSA Examinations

## GENERAL EXAMINER COMMENTS ON THE PAPER

There were some good scripts offered in response to the June 2017 Unit 3 Sports Organisation and Development examination paper, although relatively few learners managed to get into the higher end of the mark range. For some learners, however, there appeared to be significant gaps in their knowledge and understanding of how sport is organised and developed in the UK.

Evidence would suggest that learners understood what was required of them throughout all 4 learning outcomes and there was almost no evidence of learners misinterpreting questions. A common downfall for some learners was examination technique, with many examples of responses offering too few points for the marks available for that question and a number of learners repeating points in responses rather than being able to make separate, distinct points in relation to the question set. Learners did address the command words in the majority of cases, especially in the shorter answer questions.

The quality of written communication was mostly sound, although a minority wrote notes in bullet-point form which is not recommended, particularly on Question 2c, the 8-mark levels of response question as quality of written communication is assessed in the question identified with an asterisk (\*) in each Unit 3 paper.

As we move forward with this new examination it is recommended that centres continue to highlight the key organisations and developments in sport to their learners. When lower mark totals were achieved, the main reason was a lack of fundamental knowledge. For example in question 1b (DCMS), few learners achieved full marks, with many describing the role generally (e.g. 'give funding') rather than addressing with more detail (e.g. 'Fund Sport England/UK sport').

At times a lack of clearly expressed knowledge was an issue, leading to 'NBD' (No Benefit of the Doubt) being indicated on responses. This was particularly evident with Question 1c on the work of Sport England and with 3b on the effects on performance and participation of a sports development initiative.

At the end of the question paper there are 3 blank pages. Centres are asked to remind learners to use this space if they require extra space for their answers, rather than write down the sides of the answer booklet or in other ways which potentially make the response difficult to read and therefore mark.

### Resources which might help address the examiner comments:

From the link below, you'll find 'The OCR guide to examinations' (along with many other skills guides)

<http://www.ocr.org.uk/i-want-to/skills-guides/>

Command verbs definitions

<http://www.ocr.org.uk/Images/273311-command-verbs-definitions.pdf>

## Questions 1(a) and (b)

Answer all questions.

- 1 There are many organisations and departments that are involved in the organisation of sport in the UK.

- (a) In addition to the Department for Culture Media and Sport, identify **two** other Governmental departments who are involved in the organisation of sport in the UK.

Department of Health

Department of Education

.....

[2]

- (b) Describe how the Department for Culture, Media and Sport is involved with the organisation of sport in the UK.

1. Works with the Department of Education and/or Department of Health
2. Increases participation/get people involved
3. Funds Sport England/UK sport
4. Promotes lifelong involvement amongst 14–25 year olds
5. Contributes to the 'school games programme'
6. Provides more opportunities to play (competitive) sport
7. Promotes major sporting events throughout the UK

.....

.....

.....

.....

.....

.....

.....

.....

.....

[4]

## Mark scheme guidance

Question 1(b):

Do **not** allow: just funding.

## Examiner comments

Question 1 – Overall, this proved to be a very challenging question, with a real spread of marks. While 1a and 1d were answered relatively well, 1b and 1c proved difficult for many. Learner's knowledge of the DCMS and Sport England were in the main quite limited.

Question 1(a) – Responses to this question were on the whole good. The two government departments were clearly identified. However some learners misunderstood the question and identified UK Sport and Sport England as the two departments who were involved in the organisation of sport.

Question 1(b) – A large number of learners did not answer this question very well and often wrote in very vague terms. This question was challenging and needed specific, detailed knowledge; they struggled to describe how the DCMS is involved with the organisation of sport. Common errors included saying that they provide facilities and equipment and they help elite performers, whereas the question demanded more specific detail, for example that it funds Sport England/UK Sport.

## Exemplar Candidate Work

## Question 1b – low level answer

(b) Describe how the Department for Culture, Media and Sport is involved with the organisation of sport in the UK.

The DCMS are there to ~~provide~~ <sup>Increase</sup> MASS PARTICIPATION/meaning that they try get many people involved. The DCMS provide funding ~~for~~ <sup>for</sup> things like better equipment and facilities. Another important role they have is to train coaches this <sup>is</sup> so that there are ~~more~~ higher standard coaches. Not only does it help with all this but [4] also raises awareness.

\*A  
which can be used for

**Commentary**

The answer provided by the candidate is too vague and this is reflected in the mark awarded. The candidate understands how the DCMS is involved in trying to increase levels of mass participation and get more people involved in sport; however at Level 3 we require this information to be more specific.

The candidate states that the DCMS provides funding, technically this is correct, but this needs to be more specific and to secure the mark they needed to say, funds Sport England or UK sport (point 3 on the mark scheme).

They also state that the DCMS helps to raise awareness. To improve the answer and to access point 7 on the mark scheme the candidate could have put that the DCMS helps to raise awareness by trying to promote major sporting events throughout the UK eg the Olympics.

## Exemplar Candidate Work

## Question 1b – medium level answer

**(b) Describe how the Department for Culture, Media and Sport is involved with the organisation of sport in the UK.**

The Department for Culture, Media and Sport is involved with organisation of sport in the UK because they provide funding for organisations. An example of these organisations are Sport England and UK Sport. They also provide promotions on many different levels so that people in the UK can see what initiatives are going on and try and increase overall participation in a specific sport. They do this through advertisements, social media and events. [4]

**Commentary**

The candidate demonstrates some knowledge and understanding of how the DCMS is involved with the organisation of sport in the UK. Marks have been awarded for Point 2 on the mark scheme for increasing participation and for Point 3 for Funding Sport England and UK sport.

The candidate states that the DCMS provide 'promotions on many different levels so that the people in the UK can see what initiatives are going on'. This is too vague to warrant a mark it needs to be more specific and so to secure further marks they needed to say that the DCMS either promotes lifelong involvement amongst 14–25 year olds (Point 4 on the mark scheme) or it promotes major sporting events throughout the UK (Point 7 on the mark scheme).

## Exemplar Candidate Work

## Question 1b – high level answer

1 There are many organisations and departments that are involved in the organisation of sport in the UK.

(a) In addition to the Department for Culture Media and Sport, identify two other Governmental departments who are involved in the organisation of sport in the UK.

Department for Education  
 Department for Health [2]

(b) Describe how the Department for Culture, Media and Sport is involved with the organisation of sport in the UK.

They promote Sport and Sporting events  
 to attract tourists and increase economy.  
 They work with Department for education  
 to increase participation especially  
 for schools.

[4]

### Commentary

This is a good answer that with a simple addition would be a full mark answer.

Marks have been awarded for the following points on the mark scheme: Point 7 – they promote sporting events, Point 1 – they work with the Department of Education and Point 2- to increase participation.

To achieve full marks, the candidate wrote in line 3 especially for schools, this is too vague. If they had stated it contributes to the school game programme then Point 5 on the mark scheme would have been achieved.

Alternatively if they could have described that the DCMS funds two of the well-known main sporting organisations in the UK, Sport England and/or UK sport then this would have accessed Point 3 on the mark scheme.

## Questions 1(c) and (d)

- (c) In the UK various organisations are involved with sport and physical activity; one such organisation is Sport England.

Describe the work of Sport England.

1. Increases participation/gets more people involved/try to reduce dropout/more involved at grass roots level/foundation level
2. Launches campaigns/initiatives
3. Supports the government targets
4. Provides or distributes **lottery** or **government** funding
5. Promotes or encourages volunteers/coaches/leadership/officials
6. Targets priority groups (e.g. Disabled)
7. Works with other organisations (e.g. NGB/YST/UK Sport/CSP/School Games/National Lottery)
8. Responsible for funding some elite sports (e.g. squash/netball)
9. Provides information and expertise (Active Lives/people survey)
10. Protects community playing fields/provides community facilities

.....  
.....  
..... [6]

- (d) Worldwide sport is controlled by International Governing Bodies, Committees and Federations.

Give **one** example of an International Governing Body and describe the role of that organisation.

**(Sub Max 1 mark)**

1. E.g. of IGB such as FIFA/IOC/FINA/IAAF/IRF

**(Sub Max 4 marks)**

2. Promotes the game/event/increases participation
3. Organises tournaments/events/decide on host nation
4. Creates and amends the laws of the game (FIFA)
5. Uses the game/event to unite people/remove barriers
6. Uses the game/event to improve education
7. Uses the game/event to improve ethics and fair play
8. Tackles drug problems
9. Promotes equality in sport and the participation of women

.....  
..... [5]

### Mark scheme guidance

Question 1(c):

Accept any relevant campaign (Sport Action Zones). Do **not** allow: works with schools.

Accept relevant strategies PESSYP.

Do **not** allow: funding on own or funds for equipment/facilities.

Accept any relevant organisation.

Do **not** allow: funds elite performers on own.

Question 1(d):

Mark first answer only.

Accept any relevant IGB.

### **Examiner comments**

Question 1(c) – Learners struggled with this question, not because they didn't know the main work of Sport England, but because it was worth 6 marks and they did not put enough detail into their answers. It was clear that although they knew of perhaps one or two roles (the main 2 being to 'increase participation' and 'distributing lottery/government funding') they did not have sufficient knowledge to access the higher marks in this question by giving 5 or 6 different roles. Responses were also often very vague and so typical responses referred to providing funding or providing equipment and facilities.

Question 1(d) – Most learners were able to give an example of an IGB, although some learners did give NGB examples like the F.A. but F.I.F.A and the I.O.C. were typical correct answers. In the main learners were able to provide descriptions that allowed them to access further marks, but actually only a small percentage managed full marks by giving 4 roles. Clearly this is an area that centres need to address with their learners by making sure they give enough detail in their answers to access the full amount of marks.

## Questions 2(a) and (b)

- 2 The sports development continuum is a model that represents the stage a person is performing at in a particular sport.

(a) Describe the participation stage of the sports development continuum.

1. School, amateur or club team involvement
2. Extra-curricular
3. Recreational involvement
4. For health and fitness
5. Take part for friendship/social reasons
6. Take part for fun and enjoyment
7. Do it as a hobby/chosen to do it
8. Done in their own time (leisure time)

[3]

(b) Give **two** characteristics of an individual currently performing at the excellence level of the sports development continuum and describe the support needed for someone to perform at that level.

**Sub max 2 marks for Characteristics (points 1–6 on MS)**

1. High levels of commitment/motivation/dedication/Mental strength (& tenacity) of performer
2. Serious competitor/Experience of winning and losing/extensive knowledge of sport
3. Engages in activities which are highly organised
4. It's their job/professional
5. High levels of skill and/or fitness/playing at national level
6. Adept at dealing with media coverage/spectators and fans/sportsmanship and gamesmanship/prizes/trophies/fame/recognition

**Sub Max 4 marks for support needed to achieve excellence (points 7–15 on MS)**

7. NGB support and influence
8. Employment/college support to allow a dedicated time for training and performing
9. Use of modern technology design and/or availability
10. Have access to top quality facilities/equipment
11. Have access to sports science support
12. Have access to high quality coaching
13. Parental support/transport the person to tournaments and/or events
14. Financial support/funding/sponsorship to buy equipment/entry fees

[6]

### Mark scheme guidance

Question 2(a): Accept examples of points for a mark.

Question 2(b):

Time-related.

Accept any relevant example.

DNA good facilities/equipment.

Accept e.g. of discipline (physio, dieticians).

Do **not** allow: good coaching.

Cost-related – Accept any relevant example e.g. world class programme.

### **Examiner comments**

Question 2 – Overall this question was the best answered on the paper.

Question 2(a) – This was a very straight forward question, however many learners did not score maximum marks. Some learners wrote about all of the four stages of the continuum and where the participation stage 'fitted in'. Many learners only identified that the performers played for a school or a club team. It is essential that more relevant detail is given by learners if they are to access the full amount of marks.

Question 2(b) – This question was well answered overall. In the majority of the responses, learners had firstly identified characteristics of the elite performer before they then described the support needed. However in some instances learners only wrote about the support that Elite performers needed and so could not access all of the marks.

## Question 2(c)

**(c)\* Discuss the possible factors which can affect participation in physical activity by people with disabilities.**

1. Ability level of ability or disability .....
  - (+/-) what you are able to do .....
2. Transport whether or not you can drive or have a car or transport or can get to venue/ .....
  - Cost of getting to venue .....
3. (Paralympics/role models/media) limited coverage or advertising .....
  - people don't know what is available .....
  - few role models .....
  - positive impact of Paralympic .....
  - Games exposure of role models or increased participation .....
4. Provision & Opportunity .....
  - range of specialist/adapted activities on offer .....
  - cost to organisation .....
  - regularity of sessions .....
  - limited demand/numbers taking part affecting types of activity which are viable .....
5. Facilities/equipment .....
  - ramps presence or absence of specialist or adapted facilities or equipment .....
  - presence or absence of wheelchair access or ramps or other adapted features .....
  - cost of specialised equipment .....
6. Coaches .....
  - presence or absence of specialist or suitably qualified coaches .....
7. Clubs .....
  - presence or absence of specialist clubs or teams or classes or competitions .....
  - not enough volunteers .....
  - limited choices of activities available .....
8. Self Esteem .....
9. Society .....
  - (+/-) attitudes or discrimination societal views .....
  - respect or regard from others .....
  - discrimination or unfair treatment .....
  - stereotyping or typecasting regarding what you can do .....
10. Confidence .....
  - have self-confidence, self-belief, self esteem .....
  - embarrassment, don't feel welcome, don't feel comfortable .....
  - 'social stigma' .....
11. Inclusion .....
  - encouragement whether school has inclusion policy .....
  - support or encouragement (from school or friends or family) .....
  - friends don't, so you don't .....
  - not enough others to join in with .....

[8]

### Mark scheme guidance

#### Level 3 (7–8 marks)

A comprehensive answer:

- Detailed knowledge and understanding
- Effective analysis/evaluation and/or discussion/explanation/development
- Clear and consistent practical application of knowledge

- Accurate use of technical and specialist vocabulary
- High standard of written communication.

**At Level 3 responses are likely to include:**

- Detailed balanced discussion of the facilitators and barriers ensuring coverage from opportunity (Points 1–3), provision & opportunity (Points 4–7) and esteem (Points 8–11)
- Several development of points made.

**Level 2 (4–6 marks)**

A competent answer:

- Satisfactory knowledge and understanding
- Analysis/evaluation and/or discussion/explanation/development attempted with some success
- Some success in practical application of knowledge
- Technical and specialist vocabulary used with some accuracy
- Written communication generally fluent with few errors.

**At Level 2 responses are likely to include:**

- Satisfactory knowledge and understanding of the facilitators and barriers
- Points made but generally not developed
- Lack of balance in terms of coverage from (Points 1–3), provision & opportunity (Points 4–7) and esteem (Points 8–11).

**Level 1 (1–3 marks)**

A limited answer:

- Basic knowledge and understanding
- Little or no attempt to analyse/evaluate and/or discuss/explain/develop
- Little or no attempt at practical application of knowledge
- Technical and specialist vocabulary used with limited success
- Written communication lacks fluency and there will be errors, some of which may be intrusive.

**At Level 1 responses are likely to include:**

- Basic knowledge of the facilitators or barriers
- No development of points made.

Only one area addressed from opportunity (Points 1–3), provision & opportunity (Points 4–7) and esteem (Points 8–11).

**Examiner comments**

Question 2(c) – (Levels of Response) This question was generally well answered. Most learners were able to provide solid level 2 responses with the higher end able to hit level 3 and provide a balanced answer that covered many of the factors affecting participation. The best learners structured their response into three parts – opportunity, provision and esteem and also backed this up with good understanding of the barriers. Learners need to be encouraged to include practical examples, to support the point they have made. Very few learners scored 0.

## Question 3

- 3** In 2011 the 'Start Active, Stay Active' Report was published by the Chief Medical Officers of England, Scotland, Wales and Northern Ireland. It was produced to emphasise the importance of physical activity for people of all ages and to update physical activity guidelines for different age groups.

**(a)** Suggest **four** potential health benefits of regular physical activity.

1. A reduction in body fat/reduce obesity
2. Healthy body weight/prevent overweight
3. Improved psychological health/mental health/look better and feel better/  
improved emotional well-being/reduce stress/
4. Healthier joints/prevent osteoarthritis
5. Improved muscular health/strength
6. Improved cardiovascular health
7. Improved respiratory health
8. Improved bone health/bone density
9. Increase life expectancy/limits long term illnesses/disease/easier to do daily tasks

[4]

- (b)** In 2012, 46 National Governing Bodies submitted 'Whole Sport Plans' to Sport England, showing how they intended to use their funding to develop performance and participation in their sports.

Outline the expected effects on performance and participation of a sports development initiative such as a National Governing Body's Whole Sport Plan.

Participation – possible effects

1. Increased numbers taking part overall, including at grassroots level
2. Increased numbers taking part in target groups
3. Greater frequency/regularity of participation
4. More uptake/use of the activity in schools
5. Increased level of demand on providers/increase in hire of equipment/facilities
6. Increased membership/number of registrations with the NGB
7. More popularity/demand for NGB events

Performance – possible effects

8. Increasing numbers in performance programmes
9. Improved outcomes achieved in age-group levels
10. Improved performance at events at different levels/increase in elite performers
11. Increased number of coaches required at different levels
12. Increased standard of coaches required at different levels

[6]

### Mark scheme guidance

Question 3(a) – Accept examples of points for a mark – e.g. healthier heart for pt 6.

Question 3(b) – If candidate does not split answer into participation and performance sections but mentions increased numbers/ they can only score pt 1.

They must mention performance stage to get pt 8.

### Examiner comments

Question 3 – This question provided a real contrast in the way that the two parts were answered. In 3a learners answers were very good whereas in 3b learners answers were quite limited.

Question 3(a) – This was the most consistently well answered question on the paper. Many learners scored full marks. Answers were very varied and showed a good understanding of the health benefits of regular exercise. Very few learners scored 0.

Question 3(b) – The answers to this question were the weakest on the exam paper. The majority of learners only scored 1 or 2 marks. Many did not seem to realise that the question was asking about the effects on both Performance **and** Participation. Learners often only wrote about an increase in participation or an increase in performance.

## Exemplar Candidate Work

## Question 3b – low level answer

(b) In 2012, 46 National Governing Bodies submitted 'Whole Sport Plans' to Sport England, showing how they intended to use their funding to develop performance and participation in their sports.

Outline the expected effects on performance and participation of a sports development initiative such as a National Governing Body's Whole Sport Plan.

They expect to increase participation and performance and society by hosting the Whole Sport Plan initiative.

[6]

### Commentary

The answer provided by the candidate is very brief and therefore this is reflected in the mark awarded. The candidate understands that by introducing a whole Sports Plan initiative it will generally increase participation (point 1 on the mark scheme). However at level 3 we require much greater depth and detail to the answer.

The candidate needs to specify which groups of people are likely to show greater levels of participation through the plan. By stating there would be increased participation of targeted groups, for example women or disabled they would have been able to access point 2 on the Mark Scheme).

To improve the answer further the candidate also needs to show an understanding of what the possible effects are of introducing the plan on performance. To access point 10 on the mark scheme the candidate could have put that by introducing the plan it would have increased the pool of elite performers.

## Exemplar Candidate Work

## Question 3b – medium level answer

(b) In 2012, 46 National Governing Bodies submitted 'Whole Sport Plans' to Sport England, showing how they intended to use their funding to develop performance and participation in their sports.

Outline the expected effects on performance and participation of a sports development initiative such as a National Governing Body's Whole Sport Plan.

By doing this NGBs expect to increase participation. Having more money to improve facilities is an attempt to attract more people to take part in that sport. Furthermore, increasing participation and having funding to train/develop coaches is expected to increase the number of high performing athletes in that sport, enhancing performance which can be measured by more matches/competitions won etc. Also, with performance levels rising, overall interest in the sport will go up, which is another way of achieving the expected increase in participants. [5]

### Commentary

The candidate demonstrates reasonable knowledge and understanding of the effects of introducing a whole sports plan on both participation and performance. Marks have been awarded for Point 1 increasing participation, Point 12 having funding to train/develop coaches and Point 10 enhancing performance which can be measured by more matches/competitions won.

To achieve a high answer on this question the candidate could have expanded the information that they had given on coaches. If they had also described that it would increase the numbers of coaches then they would have been able to access Point 11 on the mark scheme.

Furthermore in their answer they refer on line 2/3 about having money to improve facilities, this on its own is too vague however if they had highlighted that the increase in participation would increase the demand on the use of equipment and facilities then this would allow them to access Point 5 on the mark scheme.

## Exemplar Candidate Work

## Question 3b – high level answer

- (b) In 2012, 46 National Governing Bodies submitted 'Whole Sport Plans' to Sport England, showing how they intended to use their funding to develop performance and participation in their sports.

Outline the expected effects on performance and participation of a sports development initiative such as a National Governing Body's Whole Sport Plan.

As they would have had to plan it out most likely positive effects. You would expect participation rates to increase in the NGBs that submitted their plans. At the bottom of the continuum falls meaning more people can move up the continuum on each stage. Therefore in turn our performance on the national stage will improve. Some more people will be involved. So we would expect the participation rates to rise. Since the funding would be put to good use and performance would be better. Due to more participation there would be improvements in participation in local clubs, academies and primary schools as the funding would be put to good use. [6]

## Commentary

This is a very good and well balanced answer that looks at the effects of a whole sports plan on both participation and performance. It identifies that there will be an increase in participation which will then impact in clubs and school. Points 1, 4 and 5 on the mark scheme. As a result of the increase in participation the candidate also identifies that there will be an improvement in the amount of people involved at national level (Point 10 on the mark scheme) and this will impact on the level of performance (Point 9 on the mark scheme).

To achieve the final mark and gain full marks on this question the candidate could have developed/expanded their answer further regarding their reference to NGB's, on line 3. They needed to be more specific and explain how levels of participation would rise. So if they had written about increased memberships or registrations of NGB's they could have accessed Point 6 on the mark scheme or if they had written that increased participation might lead to a greater demand for NGB events they could have accessed Point 7 on the mark scheme.

### Questions 4(a) and (b)

4 National sports events such as the FA Cup have an important role to play in the development of sport.

(a) Name **four** ways a national event supports the aims of sports development.

- 1. Media coverage heightens the profile of the sport/raises the public's awareness/engages people in sport
  - 2. Encourages increased participation (feeding into clubs/teams)
  - 3. Education on the rules/regulations of the sport/promotes values
  - 4. **Role models** generated inspires people to get involved
  - 5. More participation will give NGB's a bigger pool to find talent
- [4]

(b) Sports development events and initiatives have many benefits to offer, however there are also some disadvantages associated with them.

Describe the possible disadvantages involved in organising and running a sports development event or initiative.

- 1. **(Cost)** Upfront costs/ongoing investment in event/cost to promote
  - 2. **(Time)** Time taken to organise/time to carry out the event/time to measure the results
  - 3. **(Expertise/Ability Required)** staff skills available to plan and/or deliver the event
  - 4. **(Human Resources)** staff are needed to run the event/requires volunteers/staff need to be trained
  - 5. **(Levels of Accountability)** who is accountable for the results and/or success/who are they accountable to?
  - 6. **(Success measures)** the community have not understood the aim of the initiative/there has been no change in terms of participation numbers/no improvement in performance
- .....
- .....
- .....
- .....
- [6]

### Mark scheme guidance

Question 4(b):

Accept any relevant e.g. of cost

Accept any relevant e.g. of time

Accept any relevant e.g. of expertise/ability. Need coaches who have qualifications.

Accept any relevant e.g. of human resources. Require lots of marshalls/volunteers to help with event.

Accept any relevant e.g. of Accountability. May lose funding.

Accept any relevant e.g. of success measures. Not many people turn up for the event.

**Examiner comments**

Question 4 – Overall, the learning outcome 4 ‘Understand Sports Development in Practice’ questions proved to be a challenge to the majority of learners. Learners struggled at times to display a breadth of knowledge and so were not able to access the full range of marks.

Question 4(a) – Learners’ responses were limited in this question and very few scored more than 3 out of 4 marks. Many learners had difficulty interpreting this question, being unsure of how an event like the FA cup supports the aims of sports development. The majority answered that it would create role models and increase participation and thus achieving 2 of the available 4 marks.

Question 4(b) – In the main this question was well answered. Learners showed that they had a good basic knowledge of the disadvantages of organising and running a sports development event. However, only a very small percentage of learners considered the ‘level of accountability’ as a disadvantage.

## Exemplar Candidate Work

## Question 4a – low level answer

4 National sports events such as the FA Cup have an important role to play in the development of sport.

(a) Name four ways a national event supports the aims of sports development.

..Increase participation.....

..Increase performance.....

..Create a healthier nation.....

..Increase economical growth..... [4]

**Commentary**

The answer provided by the candidate is very basic and only really looks at how such an event impacts on sport in general, rather than considering how it can support sports development.

The candidate states that it increases participation (point 2 on the mark scheme). However if they had then expanded on this and described how this will give the NGB's a larger group of performers to find further talent from, they would then have been able to access Point 5 on the mark scheme.

Alternatively if they had stated that national events create role models which will then inspire more people to participate then this would have meant that the candidate could have accessed Point 4 on the mark scheme.

## Exemplar Candidate Work

## Question 4a – medium level answer

4 National sports events such as the FA Cup have an important role to play in the development of sport.

(a) Name four ways a national event supports the aims of sports development.

One of them is participation  
in sport. Another one is promoting  
values. Also an aim is increasing participation  
The last one is supporting local policy. [4]

**Commentary**

The candidate clearly identifies 2 ways that a national event will support the aims of sport development through increased participation (Point 2) and promoting values (Point 3).

However to achieve a high level answer on this question the candidate needs to expand the general information they have given. National events are normally covered by the media and so this will increase people's awareness of that particular sport which is then likely to increase participation (Point 1 on the mark scheme).

This could be further developed as the media is also likely to identify particular role models in their coverage which in turn could inspire people to participate in the sport (Point 4 on the mark scheme).

## Exemplar Candidate Work

## Question 4a – high level answer

4 National sports events such as the FA Cup have an important role to play in the development of sport.

(a) Name four ways a national event supports the aims of sports development.

Talent identification can occur, an increase in participation, financial gain and an increase of awareness.  
~~for~~ [4]

**Commentary**

This is a succinct yet very good answer that addresses three key areas of the mark scheme. It clearly states that talent identification (Point 5) an increase in participation (Point 2) and an increase in awareness (Point 1) are some of the expected ways that a national event can support the aims of sports development.

To achieve full marks on this question the candidate needed to expand their answer on increased awareness and describe how role models help to develop people's perception of the event and so hopefully inspire more people to take part (Point 4 on the mark scheme).

Alternatively the candidate could have outlined how national events provide good information/education for people on the specific rules and regulations of the sport and in doing so they could have accessed Point 3 on the mark scheme.





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