

Cambridge TECHNICALS LEVEL 3



# ***SPORT AND PHYSICAL ACTIVITY***

Feedback on the January 2018 exam paper  
(including selected exemplar candidate answers  
and commentary)

Unit 3 – Sports organisation and development

Version 1

## CONTENTS

Introduction	3
General examiner comments on the paper	4
Questions 1(a) and (b)	5
Questions 1(c) and (d)	7
Exemplar Candidate Work	9
Questions 2(a), (b) and (c)	10
Exemplar Candidate Work	12
Question 2(d)	14
Questions 3(a) and (b)	17
Exemplar Candidate Work	19
Questions 4(a), (b) and (c)	20
Question 4(d)	22

# INTRODUCTION

This resource brings together the questions from the January 2018 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(d), 2(b) and 3(a).

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**  
**Thursday 11 January 2018 – Morning**  
**Time allowed: 1 hour**

You may use:  
• No materials required

First Name  Last Name

Centre Number  Candidate Number

Date of Birth

**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.

**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.

FOR EXAMINER USE ONLY	
Question No	Mark
1	/19
2	/18
3	/9
4	/14
<b>Total</b>	<b>60</b>

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**Cambridge Technicals**  
**Sport**

Unit 3: Sports organisation and development  
Level 3 Cambridge Technical Certificate/Diploma in Sport  
**05826-05829, 05872**

**Mark Scheme for January 2018**

Oxford Cambridge and RSA Examinations

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**OCR Report to Centres - January 2018**

Oxford Cambridge and RSA Examinations

## GENERAL EXAMINER COMMENTS ON THE PAPER

The quality of scripts offered in response to the January 2018 Unit 3 Sports Organisation and Development examination paper were of a higher standard than in previous papers. Although relatively few learners managed to get into the higher end of the mark range.

Evidence would suggest that learners understood what was required of them throughout all 4 learning outcomes and there was little evidence of learners misinterpreting questions. A common downfall that still exists for some learners is 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 form which is not recommended, particularly on Question 2d, the 8-mark levels of response question. Quality of written communication is assessed in the question identified with an asterisk (\*) in each Unit 3 paper and using bullet points does limit the candidates ability to show this.

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 1d (School Games), few learners achieved full marks, with many describing how School Games operated generally (e.g. 'provide competition') rather than addressing the benefits (e.g. 'develops a young person's values and a healthier/active lifestyle).

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 1b on how performance analysis supports coaches and with 3b on the advantages and disadvantages of using surveys.

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** the questions.

1 (a) (i) Identify **two** international governing bodies in sport.

- FIFA (Football)
- FINA (Swimming)
- IAAF (Athletics)
- IOC (Olympics)

.....  
[2]

(ii) Which of the following is **not** a role of sports organisations in the UK.  
Put a tick (✓) in the box next to the one correct answer.

- (a) Setting of rules and regulations
- (b) Increasing participation
- (c) Generating profits
- (d) Training coaches

[1]

(b) UK Sport provides strategic support for its world-class coaches when working with elite performers. One way that they do this is through investment in performance analysis.

Describe how performance analysis will support coaches and improve elite level sport.

1. Allows focus on strengths and weaknesses of players/What the performer needs to improve on
2. Uses video platforms e.g. Dartfish/slow motion replays
3. Support the training environment through use of video/data monitoring- statistical data e.g. GPS trackers/amount of successful passes made/tackles made
4. Enhances performance/Helps them progress
5. Understand where performers are in terms of their performance
6. Uses video/data in real-time to provide improved feedback during performance
7. Allows focus on strengths and weaknesses of opposition players
8. Provides post event analysis

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.....

[6]

## Mark scheme guidance

### Question 1(a)(i):

Accept any relevant example.

### Question 1(b):

Synoptic 6 marks from Unit 2 LO3 (identify methods to improve skills, techniques and tactics in sport).

Must have points to access full marks.

Pt 2 – Accept relevant examples.

Pt 4 – Accept relevant examples.

## Examiner comments

Overall, this proved to be a very challenging question, with a real spread of marks. While 1a and 1c were answered relatively well, 1b and 1d proved difficult for many. Learner's knowledge of Performance Analysis and The School Games were in the main quite limited and this is something for centres to be aware of in their teaching.

**Question 1(a)** – Responses to this question were on the whole very good, with the majority of learners scoring a maximum. The two international governing bodies were clearly identified. However some learners misunderstood the question and identified either European or National Governing Bodies in their answers.

**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 performance analysis could support coaches and improve elite level sport. Many learners simply wrote about how it helped focus on a players strengths and/or weaknesses and it helped their overall performance. Few learners referred to the use of videos or the use of statistical data or how it could help them focus on the weaknesses of their opposition.



## Mark scheme guidance

### Question 1(c):

Mark first four responses only.

### Examiner comments

**Question 1(c)** – Learners, in the main, answered this question well. The question asked specifically for four impacts and this definitely helped the learners to focus on this in their answers. It was pleasing to see that many learners scored 3 or 4 marks on this question. Where learners answered the question poorly this was because their knowledge of the Lottery was very limited or it concentrated on how lottery funding helped elite performance (which had already been stated in the question).

**Question 1(d)** – Learners struggled with this question for two main reasons. Firstly 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 benefits (the main two being it gave students a new experience/opportunity and it gave students a healthier lifestyle) they did not have sufficient knowledge to access the higher marks in this question by giving 5 or 6 possible benefits.

Secondly, responses were also often very vague and so typical responses referred to how the actual school games operated rather than considering the benefits.

## Exemplar Candidate Work

## Question 1(d) – high level answer

(d) The School Games, which is funded by Sport England and delivered by the Youth Sport Trust, is a sports initiative which provides chances for young people to take part in different sports events within their schools and between schools, at local, regional and national level.

Suggest the possible benefits for schools and their students in participating in such an initiative.

It will increase participation that will improve healthy lifestyles among the students getting them active. It brings schools together as a community and allows for experiences that can be remembered. Other benefits are that students will be able to try new sports at a high quality that they wouldn't otherwise have the chance to, this could possibly spark a lead towards an individual's career choice through a single experience. Going far in competitions would give schools good exposure and improve the amount of students who would apply to that school. [6]

### Commentary

This is a good and well-constructed answer that with a few small additions would be a full mark answer.

Marks have been awarded for point 1 on the mark scheme for stating that students will be able to try new sports. Point 4 has been awarded for saying it gets them active. Point 10 has been awarded for identifying that it brings schools together and then it gives schools exposure is point 11 on the mark scheme.

To achieve full marks the candidate needed to develop the idea that it provides healthy active lifestyles for students but also add in the fact that it allows young people to enjoy themselves (point 6 on the mark scheme) or it helps develop a young person's skills (point 3 on the mark scheme).

In relation to the benefits to the school the candidate could have further added that by participating in these initiatives it leads to improved attainment/engagement of students within school (point 9 on the mark scheme).

Questions 2(a), (b) and (c)

2 (a) One of the purposes of sports development is to promote values through sport.

Identify **three** values that can be promoted through participation in a sports development initiative or event.

- |                                     |                               |       |
|-------------------------------------|-------------------------------|-------|
| 1. Develops Understanding/Tolerance | 6. Respect                    | ..... |
| 2. (Social) inclusion               | 7. Resilience                 | ..... |
| 3. Fair play/Sportsmanship/Honesty  | 8. Citizenship/helping others | ..... |
| 4. Motivation/work ethic            | 9. Discipline                 | ..... |
| 5. Teamwork                         |                               | ..... |

.....[3]

(b) Describe the 'performance' level of the sports development continuum.

- |   |       |
|---|-------|
| 1. Developing higher level skills/techniques/specific skills                | ..... |
| 2. Participating at county/regional level                                   | ..... |
| 3. Regular training/requires high level of commitment/motivation/dedication | ..... |
| 4. Access to high quality coaching  | ..... |
| 5. Access to high quality facilities  | ..... |
| 6. May be involved with NGB/have NGB support                                | ..... |

.....[3]

(c) Research by the British Heart Foundation found that 34% of people are physically inactive, with the majority of these coming from the over 50's and retired people groups.

Describe why physically inactive over 50's should be encouraged to participate in physical activity.

- |   |       |
|---|-------|
| 1. Helps maintain cognitive skills/thinking   | ..... |
| 2. Reduces cardiovascular risk/heart disease/stroke/help reduce blood pressure                  | ..... |
| 3. Helps maintain ability to carry out daily tasks  | ..... |
| 4. Improves mental health/improves mood/self-esteem/reduces risk of depression/boost confidence | ..... |
| 5. Meet new people/social benefits  | ..... |
| 6. Manage their weight/reduce obesity/lower cholesterol   | ..... |
| 7. Maintain muscle tone   | ..... |
| 8. Reduces the risk of bone/joint disorders (eg. osteoporosis /arthritis)                       | ..... |
| 9. Maintain or improve their mobility/flexibility   | ..... |
| 10. Reduces the risk of falls   | ..... |
| 11. Improve quality of life/live longer/increase life expectancy                                | ..... |

.....[4]

## Mark scheme guidance

### Question 2(a):

**Mark first three responses only.** Accept any relevant example.

Pt 2 – Accept Equality.

### Examiner comments

Overall, this question is where the learners performed the best.

**Question 2(a)** – This appeared to be a very straight forward question based on how participation in sport could promote certain values. However it was not answered particularly well, it seemed that some learners were unsure about the word 'values' and therefore their answers did not reflect what was asked of them and they scored poorly. Where learners clearly understood what a value was then they were able to access full marks relatively easily.

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

**Question 2(c)** – This question was well answered overall. In the majority of the responses, learners described in detail the reasons why over 50's should be encouraged to participate. However in some instances learners only gave perhaps two reasons, when there were actually 4 marks available or they wrote simply about how it just improved their general health with no real specific detail.

## Exemplar Candidate Work

## Question 2(b) – low level answer

(b) Describe the 'performance' level of the sports development continuum.

Performance level means participating  
in a regional club for example  
Sunday league

[3]

**Commentary**

The answer provided by the candidate is very brief and this is reflected in only 1 mark being awarded. The candidate understands that the performance level means playing for your region (point 2 on the mark scheme). However at level 3 we require much greater depth and detail to the answer.

The candidate needs to develop their answer and this could be done in a variety of ways. For example by stating that at this level performers need to train regularly or show commitment to their sport then they would have been able to access point 3 on the mark scheme.

Furthermore, if they could have added that these performers have the ability to access high quality coaching or high quality facilities then they would also have been able to access either point 4 or point 5 on the mark scheme.

## Exemplar Candidate Work

## Question 2(b) – high level answer

Goal  
Part  
Four

(b) Describe the 'performance' level of the sports development continuum.

Performance level is where you regularly attend ~~training~~ training for a sport and compete at a local to regional level. You begin to learn more complex moves in your sport & can perform the basic moves easily.

[3]

**Commentary**

This is a succinct yet comprehensive answer that addresses all areas of the mark scheme and thus is awarded full marks.

The answer displays excellent knowledge and understanding of the 'performance' level of the sports development continuum.

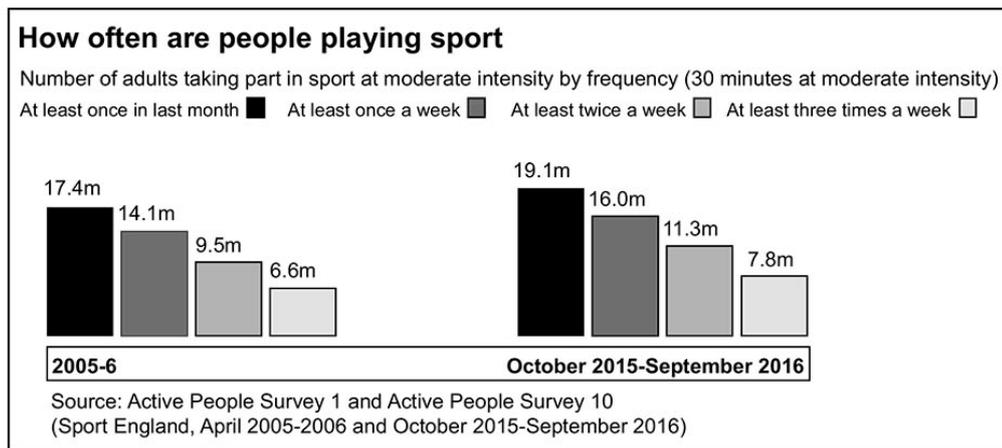
The answer describes clearly the amount of training required and skill levels of a performer at this level, it then identifies the expected level that they would be competing at.

## Question 2(d)

(d)\* **Fig. 1** shows recent responses from the Active People Survey, which looks at how often people are playing sport.

Discuss the possible reasons for increased participation in physical activity from 2005 to 2016.

[8]



**Fig. 1**

#### HEALTH FACTORS

1. Greater health awareness and the benefits of exercise
2. To keep fit (Physical)
  - Control body weight/lower obesity levels
  - Keep toned
  - Build muscle
  - Look like celebrities
3. Help recover from illness/injury (Physical)
  - Accept any example GP referrals
  - Heart condition
  - Advice from healthcare professionals
4. To relieve stress/relax (mental)
  - Due to work commitments/more stressful jobs/people work longer hours
  - Due to school commitments
5. Improve confidence (mental)
  - have self-confidence, self-belief, self esteem
6. Body conscious (mental)
  - Pressure to look good on social media (Facebook, twitter)
7. Enjoyment (mental)
8. Socialising (social)
  - Meet new friends
  - Fashionable to participate
  - Meet up with existing friends
  - Accompany children and get involved (e.g. Gymnastics club)

**PROVISION FACTORS**

9. Inclusion
  - Support or encouragement (from school or friends or family),
  - High government priority now
  - Friends do, so you do
10. Clubs
  - New clubs in the area
  - More choice than before (e.g. gyms)
  - Opportunity to volunteer
  - It is cheaper than before, free or subsidised
  - Allows them to compete at a better/higher standard
11. Facilities
  - More facilities close by
  - Good standard of facilities
12. More jobs available in sport (e.g. personal trainer)

**PROMOTIONAL FACTORS**

13. Impact of Major sporting events
  - Olympics/commonwealth games
  - Success of national teams/events
  - Inspire to take part
  - Legacy of facilities
14. Impact of new initiatives
  - Sport England
  - Role of NGB
  - This Girl can
  - Chance to shine
  - Park run
  - Accept any relevant e.g.
15. More advertising/Media coverage
  - Greater TV coverage (e.g. Sky Sports, BT Sport)
  - More role models developed
16. Technological developments
  - Social media
  - Apps eg Strava
  - Fit Bits

**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 discussion of the facilitators and ensuring coverage from health (Points 1–8), Provision (Points 9–12) and Promotion (Points 13–16)
- Many points made and they are developed
- At the top of this level the answer would include development points in all 3 areas

**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
- At the bottom of this level several points made but generally not developed
- At the top of the level several points are developed
- Coverage of TWO areas from Health (Points 1–8), Provision (Points 9–12) and Promotion (Points 13–16)

**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
- Limited points made
- Development of points made unlikely
- Only one area addressed from health (Points 1–8), Provision (Points 9–12) and Provision (Points 13–16)

**Examiner comments**

**Question 2(d)** – (Levels of Response) This question was generally well answered. Most learners were able to provide a solid level 2 answer with the higher end able to achieve level 3 and provide a balanced answer that covered many of the reasons for increased participation.

Learners were able to provide detail on a range of reasons that could increase participation and were able to provide some examples of how this has occurred.

The best answers structured their response so that it included a variety of reasons and included detail from all three key areas – health, provision and promotional factors. They also backed this up with a good and balanced understanding of how these factors had caused an increase in participation.

Weaker answers were brief and list-like, stating a reason but not really explaining how it could increase participation. Learners need to be encouraged to include practical examples in their answers, to support the point they have made. Very few learners scored 0.

### Questions 3(a) and (b)

**3 (a)** The Active People survey is an example of how data concerning participation rates in sport in the UK can be collected.

Give **two** advantages and **two** disadvantages of using surveys as a method of measuring participation in physical activity.

- |  |   |            |
|--|---|------------|
| 1. Easy to administer/take less time   | 9. People may not be aware of the reasons for conducting the survey     | .....      |
| 2. Can be developed in less time (compared to other data-collection)                   | 10. People may not understand the questions                             | .....      |
| 3. Cost-effective/cheap  | 11. People may not answer all the questions/may not complete the survey | .....      |
| 4. Can be administered remotely via online, mobile devices, mail, email, or telephone. | 12. Could be bored and rush through it                                  | .....      |
| 5. Capable of collecting data from a large number of people                            | 13. May not provide clear answers/inaccuracy                            | .....      |
| 6. Can ask lots of questions and get a lot of data                                     | 14. Poor validity rate for closed questions compared to open questions  | .....      |
| 7. May not get honest answers  | 15. The answer they may want to give is not an option                   | .....      |
| 8. People may not want to portray themselves in a negative way                         |   | <b>[4]</b> |

**(b)** Chance to Shine is a charity that seeks to expand cricket in schools and local communities. It works in close partnership with all 39 County Cricket Boards and hundreds of local cricket clubs, providing free opportunities for children, adults and families to participate in cricket related activities.

Describe how the success of this initiative could be measured.

- |  |       |
|--|-------|
| 1. Participation levels increased/increase in club numbers | ..... |
| 2. More satisfaction amongst participants                  | ..... |
| 3. A positive impact on local priorities/campaigns         | ..... |
| 4. Improved behavior in schools/links to inner city        | ..... |
| 5. Levels of performance increased                         | ..... |
| 6. Created opportunities to volunteer                      | ..... |
| 7. Creates a greater talent pool of cricketers             | ..... |
| 8. Improved health and so less burden on the NHS           | ..... |
| 9. Greater uptake and demand for facilities                | ..... |

.....

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.....

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

### Mark scheme guidance

**Question 3(a):**

**Advantages (sub Max 2) 1–6**

Accept any relevant practical example.

Pt 3 – Accept opposite

**Disadvantages (sub Max 2) 7–15**

**Question 3(b):**

Pt 3 – E.g. reduction in crime rate.

**Examiner comments**

This question proved to be the most challenging question on the paper. Learners struggled to understand and provide detailed answers to both parts of the question

**Question 3(a)** – Learners really struggled with this question. Answers to this question were in the main often vague and in quite a few instances irrelevant as they related directly to the Active People Survey rather than surveys in general. Also it was noticeable that learners scored better on the disadvantages rather than the advantages. Very few scripts were able to show two advantages, when in actual fact statements such as surveys are cheap and easy to administer would have scored full marks for this part of the question.

**Question 3(b)** – The answers to this question were some of 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 for a detailed description (it was worth 5 marks) about how the success of an initiative such as Chance to Shine could be measured. Learners answers were too brief and they often only wrote about an increase in participation or club numbers or an increase in overall performance. More detail was necessary to access the higher marks and needed to include factors such as a greater usage of facilities and improved health for the participants.

## Exemplar Candidate Work

## Question 3(a) – medium level answer

- 3 (a) The Active People survey is an example of how data concerning participation rates in sport in the UK can be collected.

Give **two** advantages and **two** disadvantages of using surveys as a method of measuring participation in physical activity.

Not all participants are truthful and not everyone will do the survey. So it will not be completely accurate. You will have a better understanding of how many people participate in a country (roughly) and you will be able to easily spot target groups which need to focus on that area. [4]

### Commentary

The candidate demonstrates an excellent understanding of the disadvantages of using surveys to measure levels of participation. They clearly identify two factors: people don't always tell the truth (point 7) and that they can be inaccurate (point 13) and in doing so they score maximum marks on this part of the question.

However to achieve a high answer on this question the candidate needed to do exactly the same for the advantages of using surveys. In their answer, much of what the candidate wrote (lines 4-7) was vague and not relevant. They needed to identify that surveys are cheap to carry out (point 3 on the mark scheme) or they are easy to carry out (point 1 on the mark scheme) or you can collect large amounts of data through surveys (point 5 on the mark scheme) they then would have been able to achieve full marks on this question.

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

- 4 The local council of an area is one of the organisations which can be involved in supporting sports development events and initiatives.

(a) Describe how a local council may support sports development events and initiatives.

1. Build new facilities/improved facilities
2. Provides access to a wide range of sport and leisure facilities/Hosting the event
3. Maintaining outdoor park space
4. Responsible for the health of local population
5. Run/Publicise/promote campaigns (e.g. Sportivate)
6. Reduce costs/provide subsidised sessions (e.g. Free Swimming)
7. Provide staffing – coaches and administration

.....[4]

(b) Sports development events and initiatives have to be carefully costed. Identify **two** types of cost that need to be considered when putting on a sports development event or initiative.

1. **Upfront costs** to get the event started FOR EXAMPLE Cost of facilities or equipment/Promotion of the event /insurance costs/hospitality costs. Cost of the bid
2. **On-going costs/investment** to maintain the event/pay for unexpected occurrences FOR EXAMPLE staffing costs – coaches/change of venue/transport costs
3. **Financial benefits/gain**

.....[2]

(c) Name **two** International sports events from different sporting activities.

1. **(Football)** Champions League, Europa League, World Cup, European Cup
2. **(Tennis)** Wimbledon, US Open, French Open, Australian Open
3. **(Cricket)** Ashes, Any Test match/20/20/one day
4. **(Cycling)** Tour de France
5. **(Rugby)** 6 Nations
6. **Olympic Games/Paralympic Games**

.....[2]

## Mark scheme guidance

### Question 4(a):

No to Funding of events/equipment.

Pts 4 & 5 – Accept any relevant example.

### Question 4(b):

Accept first two responses only.

### Question 4(c):

Do not accept any National Championships.

Accept first two responses only.

Accept any relevant other example of any sport.

Pts 2–4 – Accept any relevant example.

## Examiner comments

Overall, this question was well answered and in particular on parts b and c learners often scored maximum marks.

**Question 4(a)** – Learners' responses were rather limited in this question and very few actually scored maximum marks. Many learners had difficulty in giving enough detail to their description of how councils could support sports events and initiatives. Answers were sometimes vague and simply referred to increased funding. Where more detail was given it typically only included that the council would provide facilities for the event and promote the events and so they achieved only 2 of the available 4 marks.

**Question 4(b)** – In the main this question was well answered and learners often scored full marks. They showed that they had a good basic knowledge of the types of cost that needed to be considered when putting on a sports event/initiative. Where learners did not score maximum marks this was often because they gave two examples from the same point on the mark scheme.

**Question 4(c)** – This was very well answered and learners often scored full marks. They showed that they had a good basic knowledge of international sports events. Where learners did not score maximum marks this was because they either named national sports events, e.g. the FA Cup or they named two events from the same sport e.g. The Football World Cup and the champions league.

## Question 4(d)

- (d) The 'Doorstep Sport Clubs' programme was launched in 2012, run by the 'StreetGames' charity together with a network of local partners and paid for by Sport England Lottery Funding.

The initiative aims to create Doorstep Sport Clubs (youth sports clubs) for young people aged 14-25 years old who live in deprived areas and there are now over 800 of them operating across the Country.

Discuss ways that an initiative like this could benefit the population of a local area.

1. Provides opportunities for all to participate in sport through a multi-sport offer/ more clubs
2. Reduce crime levels/improve social inclusion
3. Increase participation (with all members of the community)
4. Develop understanding and tolerance of others
5. Bring community together/make new friends/develop social skills
6. Creates employment/job opportunities-coaches/leaders
7. Improves the local facilities/provide more places to participate/raise the profile of the area/regenerate the area
8. Improves health of community/quality of life
9. Provide fun, friendly and engaging sessions
10. Improve self-esteem/confidence/motivation

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

### Mark scheme guidance

Accept any relevant example with a suitable explanation.

Points 3, 6, 7 and 10 – accept any example.

### Examiner comments

This was a very accessible question, with the majority of learners managing to score two or three marks, with 'reduction in crime,' 'improving the local facilities' and 'bringing the community together' the most common answers. However, few learners were able to give enough detail in their description to access the higher range of marks. Again, moving forwards centres need to continue to make sure that learners are able to give both breadth and depth to their answers in order to access the higher marks on the 6 mark questions.



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Question 2(d)\*, Fig. 1 Adapted from Record number of women get active, 8 December 2016, [www.sportengland.org](http://www.sportengland.org), Sport England. Reproduced by kind permission of Sport England.

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