OCR
Oxford Cambridge and RSA

Cambridge Technicals
Sport

Unit 3: Sports Organisation and Development

Level 3 Cambridge Technical in Sport and Physical Activity
05826 - 05829

Mark Scheme for January 2019

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

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.

Annotations

Annotation	Meaning
Tick	correct
Cross	incorrect
BOD	benefit of the doubt
E.g	example
Und	understanding
Max	maximum marks reached / sub-max reached
L1	Level 1 (for 'Levels-marked' questions only) – put at end of response to indicate level awarded
L2	Level 2 (for 'Levels-marked' questions only) – put at end of response to indicate level awarded
L3	Level 3 (for 'Levels-marked' questions only) – put at end of response to indicate level awarded
Id	identification (use for levels questions instead of 'knowledge' with **Und** being used for more developed points)
R	Repeat of point already made
NBD	no benefit of the doubt - use as alternative to Vg (vague) and also for SEEN

Examiner Guidance on annotations

1.   Read and obey the instructions that preface the mark scheme.

2.   General guidance:

   - mark in red ink (supervisors mark scripts they are sampling in green)
   - record the total mark for each **part question** (e.g. question 4 (a)) in the right hand margin
   - record the total mark for each **whole question/section** (e.g. question 4 (a), (b) and (c) total) at the end of the question in right hand margin –
     circle this total mark

3.   For Multiple-Choice Questions (MCQs), use a **tick** or a **cross** to the right hand side of the option indicated by the learner as being their answer.

4.   For points-marked questions (the majority):

   - Structured scheme: one mark = one point, represented by a **tick**
   - Keep referring to the requirements of each question
   - Take into consideration the sub-max for parts of the question where applicable and indicate '**max**' has been reached for each part as appropriate
   - Ringed mark at the end of each whole question only
   - Use only the agreed annotations when marking.

5.   For the levels marked questions:

   - Keep checking for relevance of the response to the requirements of the question
   - Give '**Id**' for each numbered point in the MS indicative content (don't record the numbered point)
   - Give '**Und**' for every point that has been sufficiently developed and shown understanding (often, but not always, indicated by a bullet point in the MS)
   - Put '**E.g**' in the LH margin if a valid, relevant and accurate practical example is given
   - Use other usual annotations on the body of the script.
   - Now review again the answer.
   - Remember to keep checking whether the response actually answers the question set.
   - REVIEW THE LEVELS' DESCRIPTORS AND <u>ESPECIALLY THE DISCRIMINATOR POINTS</u> TO PINPOINT THE MARK.
   - Write the final mark for the question at the end of the response in the RH margin and also indicate the level awarded (**L1, L2** or **L3**).

FINALLY – remember that

   - Some learners may make relatively few points but develop them well to show good understanding, meet well the generic criteria descriptors in the top level and answer all parts of the question and therefore score well.
   - Some learners may make many points but may not show the depth of analysis required to match the generic criteria descriptors in the top level and therefore score less well.
   - Do not be afraid to give full marks if all descriptors / discriminators are met at the required level.
   - It is unlikely for learners to score 0 (nil) marks if they have attempted to answer the question set, unless the material is entirely irrelevant.
   - Use your professional judgement and contact your Team Leader if you need help in applying the scheme.

THEN:

- Add up the marks for the whole question and put in RH margin and circle.
- Record all question totals on the front of the script in the grid provided on the cover.
- Add up these question totals to give a final mark and record on top left of script encircled.
- Check for arithmetical errors.
- Transfer question totals to the online mark sheet and make sure the total mark on the online mark sheet agrees with the total on the question paper.
- Ensure marks are legible on the question paper.
- Ensure every page of script is annotated – cross through blank pages and if additional pages/material has been provided and considered in the marking, annotate this in the usual way to indicate any credit given or use '**NBD**' if the material has not attracted additional marks to show it has been seen.

Question			Answer	Marks	Guidance
1	**(a)**		1. Department of Culture, Media and Sport/DCMS 2. Department for Education/DfE	2	Accept DDCMS (Digital Culture media and Sport) First 2 answers only
1	**(b)**		**Physiological benefits (Sub Max 4)** 1. Increased bone density/ Make bones stronger/ reduces Osteoporosis 2. Increased tendon strength/increased flexibility 3. Greater pliability/extensibility of muscle tissues/ Stronger Muscles 4. Increased vital capacity 5. Increased strength of respiratory muscles 6. Cardiac hypertrophy / Stronger Heart / Improved cardiovascular fitness / Reduce Blood Pressure 7. Decreased **resting** heart rate 8. Decreased recovery time/Be able to participate in the activity without getting tired 9. Control body weight/Prevent obesity 10. Reducing the chances of Chronic diseases (CHD Diabetes) **Values gained (Sub Max 4)** 11. Fair play/honesty/By adhering to the rules and spirit of the game / Discipline 12. Sportsmanship 13. Teamwork /or examples of teamwork. 14. Develop communication skills 15. Develop leadership skills (e.g. Captain) 16. Tolerance, Respect, Equality. Appreciate other people/may participate with those who have a disability 17. Opportunity to play with others outside friendship group 18. Life-long participation/ Opportunity to try something new and become a new hobby 19. Resilence/Determination/courage	6	Sub Max 4) for physiological effects and (Sub Max 4) for values gained Synoptic Marks 6 from Unit 1, points 1- 10 including developments. LO1 (1.8.2) – the impact of physical activity, training and lifestyle on the skeletal system (long term effects) LO2 (2.6.2) – the impact of physical activity, training and lifestyle on the muscular system (long term effects) LO3 (3.6.2) – the impact of physical activity, training and lifestyle on the cardiovascular system (long term effects) LO4 (4.6.2) – the impact of physical activity, training and lifestyle on the respiratory system (long term effects)

Question			Answer	Marks	Guidance
1	**(c)**	**(i)**	c. Lawn Tennis Association	1	
	(c)	**(ii)**	a. The European Union (EU)	1	
1	**(d)**		Enable members to gain insurance for their club = admin and funding Updating anti-doping policy for the sport = setting rules and regs Reviewing progression pathways in the sport = sports develpoment Run inter-school competitions in the sport = organising competitions Primary and junior school sessions introducing young people to the sport = sports development	5	Accept any other relevant response
1	**(e)**		The primary role of UK Sport is to invest money to maximise the **performance** of UK athletes in the Olympic and Paralympic Games and other global events. To achieve this UK Sport invests some of its income through central funding for sporting **National Governing Bodies (NGBs)**, enabling them to operate a **World Class Programme (WCP)** and ensuring athletes have access to outstanding support personnel and training environments to ensure they are among the best prepared in the world.	3	

	Question		Answer	Marks	Guidance
2	**(a)**		a. = 3 b. = 4 c. = 1 d. = 2	4	
2	**(b)**		1. Lack of self-confidence/self esteem 2. Illness/medical conditions (e.g. arthritis) /Fear of Injury 3. No one to go with/friends don't do it/ No encouragement/ No Motivation 4. Lack of money / too expensive 5. Cannot get there/no transport/ lack of accessibility 6. Lack of provision (facilities) 7. Lack of role models 8. Limited opportunities / Clubs /Are not aware to what activities are available 9. Lack of time 10. Stereotypical view	5	Accept any relevant examples
2	**(c)**		1. (PE) Teachers 2. Officials 3. Volunteers	4	First 4 answers only

Question			Answer	Marks	Guidance
			4. Sports Development officers		
			5. (Sports) Leaders		
			6. Trainees		
2	**(d)**		1. Increase participation/ physical fitness/maintain healthy lifestyles	4	Accept any relevant example
			2. Reduce crime rates / Provide an outlet for aggression and physicality		
			3. Help increase levels of self-confidence and self –control		
			4. Help with social development and values e.g. work in teams		
			5. Increase productivity levels at work/college		
			6. Stay involved in sport after leaving school/ lifelong participation		
			7. Reduce stress / promote wellbeing /decrease psychological issues		
			8. Help with integration / break down social/racial/cultural barriers		
			9. Provide career opportunities		

Question			Answer	Marks	Guidance
3	**(a)**		1. True	1	
3	**(b)**		1. Relatively easy to administer 2. Time effective/ quick 3. Cost-effective 4. Can be administered remotely via online, mobile devices, mail, email, or telephone. 5. Capable of collecting data from a large number of respondents 6. A survey can be designed for a specific subject/ target group 7. Information can be interpreted (With survey software, advanced statistical techniques can be utilised to analyse survey data to determine validity and reliability) 8. A broad range of data can be collected (e.g. attitudes, opinions, beliefs)	4	
3	**(c)**		1. To demonstrate success of the initiative/event / increase in participation 2. To justify the funding given to the initiative/event 3. To identify areas to improve 4. To illustrate best practice	4	

	Question		Answer	Marks	Guidance
4	**(a)**		1. This Girl Can 2. Great British Tennis Weekend 3. Chance to Shine 4. 1 Million kids 5. Kickz programme 6. Swim 21	2	Accept any other relevant example of a sports development initiative. First 2 answers only
4	**(b)**		1. International federations e.g. IAAF 2. National Governing Bodies/NGB's e.g. The FA 3. Sport England 4. Local authority/local council eg Nottinghamshire 5. Voluntary sports clubs eg Newark hockey club 6. Partnerships eg Yorkshire sport foundation 7. Youth Sports Trust 8. National Disability Sports Organisation/NDSO eg wheelpower	2	Must have a named example of an organisation First 2 answers only
4	**(c)**		1. Increases the profile of the sport 2. Increases participation / memberships	4	

Question			Answer	Marks	Guidance
			3. Acts as a role model to inspire/motivate		
			4. Creates a bigger talent pool of athletes		
			5. Increase attendances at athletic meets/events		
			6. Develops links between clubs and the England Athletics		
			7. Helps promotion of future athletic events		
			8. Attract sponsorship/ increased funding to other athletic events		
4	**(d)***		**Characteristics** 1. purpose and aim mainly to showcase sporting achievement at elite level… 2. …but many other initiatives will be associated with it (e.g. increasing general participation, health) 3. large scale / international event – lots of focus around the world 4. many international and national organisations involved (e.g. international federations, NGBs, local authority) 5. lots of funding and investment from different sources, (e.g. government, NGB, sponsorship) 6. Duration / often a 'one-off' / once in a generation event 7. widely promoted via media (e.g. TV advertising campaign, social media, local newspaper/radio)	8	**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 <u>are likely</u> to include** • A balanced answer that considers all 3 parts of the question and has excellent knowledge of hosting a major sporting event • At the top of this level there will be a thorough understanding of advantages and disadvantages • A detailed description of the characteristics of a big sports event

Question			Answer	Marks	Guidance
			Advantages 8. Increased health and fitness of the nation 9. Increased interest in participating at all levels 10. Feel good factor / unites country 11. Regeneration of run-down areas (e.g. Stratford into the Olympic park) 12. Legacy of world class sporting facilities 13. Increased tourism 14. Increased income to the economy 15. Increased job opportunities/ volunteers 16. Reduced crime 17. Shop window effect 18. More investment in sports/coaches/facilities 19. Creation role models who will inspire and encourage 20. Improved infrastructure **Disadvantages** 21. Pressure to show that a 'legacy' is created /facilities not used afterwards 22. Can be hard to realise benefits for wider country after the event is over		**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 <u>are likely</u> to include** • Good knowledge of hosting a major sporting event • At the top of this level both advantages and disadvantages will be discussed • Some characteristics will be described • At the bottom of this level candidates will attempt to discuss advantages and disadvantages **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.

Question	Answer	Marks	Guidance
	23. Benefits can be mainly for the city/area hosting rather than whole country 24. Lot of emphasis on host country performing well – can be negative if host team perform badly 25. Can cost a lot of money 26. Costs can be questioned in terms of other priorities – e.g. if host nation not wealthy, should the money be spent on health or education or improving living standards? 27. Size and complexity require large amount of time /people 28. Nature of event means that often there is no recent experience of hosting/organizing something similar 29. Regeneration can cause damage to the environment. 30. Hosting event could lead to a potential terror attack		**At Level 1 responses <u>are likely </u>to include** • Basic knowledge of hosting a major sporting event • At the top of this level candidates are likely to identify advantages or disadvantages • At the bottom of this level an advantage or a disadvantage will be identified

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