

Cambridge Technicals Sport

Unit 3: Sports Organisation and Development

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

Mark Scheme for June 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.

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Annotations

Annotations used by examiners

Multiple Choice Questions

Examiners indicate if an answer given is correct or not by indicating '1' or '0' on the right hand side of the question.

All questions other than Multiple Choice and Extended response question

Tick = correct

Cross = incorrect

BOD = benefit of the doubt given

NBD = no benefit of the doubt given / also used where additional material may have been seen but no more marks gained

NR = no response attempted

SEEN = response been read but no credit given

REP = Point repeated and no further credit given

Extended response question

Please note that on the extended response question ticks and crosses are not used as it is not 1 tick = 1 mark.

Where applicable:

Id is used to indicate that a knowledge point from the mark scheme indicative content has been used.

Und is used to indicate that a more developed or detailed point has been made (showing greater understanding).

Eg is used to indicate where an example has been used or applied to support or develop the response.

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

Examiner Guidance on annotations

1. 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
2. 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.
3. 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.
4. 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 '**Eg**' 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 ESPECIALLY THE DISCRIMINATOR POINTS 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.

Question			Answer	Marks	Guidance
1	(a)	(i) (ii)	1. (d) They want to encourage people to be more active 2. (b) Couch to 5k	1 1	
	(b)		1. Determine amount of Physical Education in the national curriculum/What is included in the PE curriculum 2. Funding for school PE / PE and Sport Premium 3. Support initiatives such as the school games programme 4. Protect school playing fields 5. (Works with Sport England to) train teachers/organise CPD 6. Encourage healthy lifelong participation	4	Compulsory 2 hours per week Funding supports teachers/ facilities/equipment DNA funding on its own
	(c)		1. True	1	
	(d)		1. FIFA (Football) 2. FINA (Swimming) 3. IAAF (Athletics) 4. IOC (Olympics)	2	Accept any relevant example of an International NGB. DNA European or National governing body

Question		Answer	Marks	Guidance
	(e)	<ol style="list-style-type: none"> 1. Setting / enforcing of rules and regulations 2. Increasing participation rates in their sport 3. Development of grassroots sport and initiatives (e.g. The Great Tennis Weekend) 4. Providing education to athletes and performers e.g. healthy lifestyles 5. Training coaches/officials providing the framework for coaches (e.g. FA Level 1) 6. Providing funding for a specific reason e.g. facilities / staffing and equipment 7. Promote ethics e.g. Anti-discrimination/ anti-doping or values e.g. fair play 8. Working with international governing bodies / named organisations (e.g. Sport England) 9. Talent ID and pathway progression 10. Promote/recognise the role of volunteers 	6	<p>DNA repeat of competitions and tournaments</p> <p>Accept any relevant example of each</p>

Question		Answer	Marks	Guidance
2	(a)	<ol style="list-style-type: none"> 1. Foundation – beginner / novice / trial and error / developing basic / fundamental skills such as running, jumping, hitting a ball 2. Participation - being able to take part in a sport or activity / taking part in school or club team / fewer errors in performance / enjoyment. 3. Performance - opportunity to improve sporting ability / county /regional / youth academy / regular training sessions 4. Excellence - development of performance excellence / elite level / international or national standard / playing at representative level, country professional/it is your main job/employment 	4	
	(b)	<ol style="list-style-type: none"> 1. Foundation – visual guidance or demos / break skills into parts / lots of praise/ encouragement / may use supportive aids or equipment (e.g. floats, arm bands) 2. Participation – verbal guidance / encouragement / sports-specific drills / develop technical skills / more structured or conditioned practices 3. Performance – tactical development / refining skills / focus on opponents strengths/weaknesses / some analysis of own performance 4. Excellence - critical analysis of performance / video analysis / use other specialist coaches (e.g. conditioning, psychologist) 	4	<p>Synoptic Marks = 4 from Unit 2</p> <p>The answer needs to relate to how the session is delivered and not the content</p> <p>Encouragement can only be awarded once in either point 1 or 2..</p> <p>DNA- for foundation concentrate on the basic skills</p>

Question		Answer	Marks	Guidance
	(c)	<p>1. (value) fair play/ sportsmanship (example) abiding by rules / sporting behaviour towards opponents</p> <p>2. (value) teamwork (example) supporting other people on your team / working together to achieve a result</p> <p>3. (value) respect (example) accepting an official/referees decision without reacting angrily</p> <p>4. (value) tolerance (example) Understanding of people with different abilities/ skill levels</p> <p>5. (value) inclusion (example) a sports team or club with members from different areas/backgrounds/races/religions</p> <p>6. (value) citizenship (example) helping to run a community team or club</p>	3	Must have value and example for 1 mark

Question	Answer	Marks	Guidance
(d)	<p>Barriers</p> <ol style="list-style-type: none"> 1. Discrimination 2. Limited /no opportunities / activities e.g. limited female BAME sessions at appropriate times 3. Limited / no provision / facilities e.g. limited female BAME clubs 4. Cultural and religious beliefs <ul style="list-style-type: none"> • Asian women and swimming restrictions 5. Don't like exercise / choose not to / negative attitude towards physical activity 6. Clothing restrictions 7. No time / other commitments <ul style="list-style-type: none"> • E.g. part-time job, studying, looking after children / family members 8. Lack of role models / Lack of specific advertising 9. Friends/family don't participate/family do not see the value in sport/exercise 10. Peer pressure (not to participate) Bad school experience 11. Lack of confidence e.g. Not good at it/Everybody is better than me / lack of ability 12. Self-conscious / negative body image 13. Stereotypes / male dominated 14. unable to communicate / language barrier 		<p>Level 3 (7-8 marks) A comprehensive answer:</p> <ul style="list-style-type: none"> • 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. <p>At Level 3 responses <u>are likely to include</u></p> <ul style="list-style-type: none"> • At the top of this level, detailed balanced discussion of many barriers and reasons why participation has increased • Several development of points made <p>Level 2 (4–6 marks) A competent answer:</p> <ul style="list-style-type: none"> • 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. <p>At Level 2 responses <u>are likely to include</u></p>

Question	Answer	Marks	Guidance
	<p>Reasons Participation has increased</p> <p>15. Women's sport has more media coverage / increase in role models e.g. more coaches and officials</p> <p>16. Greater success of women's teams</p> <ul style="list-style-type: none"> • (e.g. England Lionesses) <p>17. Sports development campaigns / initiatives aimed at women</p> <ul style="list-style-type: none"> • This Girl Can <p>18. Greater funding for BME sports</p> <ul style="list-style-type: none"> • Sporting Equals campaign <p>19. Women only opportunities</p> <ul style="list-style-type: none"> • swimming sessions with female lifeguards <p>20. Women only provision</p> <ul style="list-style-type: none"> • improved/more facilities • curtains around the pool • women only gyms / clubs/ teams <p>21. More friends are participating</p> <p>22. Greater equality and acceptance of BAME and female target groups in society/ westernisation</p> <p>23. Specialised clothing available e.g. the Burkini</p>		<ul style="list-style-type: none"> • At the top of this level, a balanced discussion of some barriers and reasons for increased participation • Some development of points made. • At the bottom of this level there will be a lack of balance in terms of barriers and the reasons that participation has increased • Some development of points made. <p>Level 1 (1–3 marks) A limited answer:</p> <ul style="list-style-type: none"> • 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. <p>At Level 1 responses <u>are likely to include</u></p> <ul style="list-style-type: none"> • At the top of this level, some barriers and reasons for increased participation are identified. It is unlikely that points will be developed

Question		Answer	Marks	Guidance
3	(a)	<ol style="list-style-type: none"> 1. A reduction in body fat 2. Generation of a healthy body weight/weight loss/manage weight/ reduce obesity 3. Improved bone health/reduce the risk of osteoporosis in later life/strengthen bones 4. Improved cardiovascular health 5. A more efficient metabolism 6. Strengthen joints 7. Improved flexibility / improved movement 8. Improved muscular strength and endurance 9. Reduced risk of various illnesses/health conditions 10. Improved respiratory health 	4	Synoptic Marks = 4 from Unit 1
	(b)	<ol style="list-style-type: none"> 1. Levels of participation (e.g. how many people participate) 2. Impact on society (e.g. related to initiatives such as reducing obesity) 	2	
	(c)	<ol style="list-style-type: none"> 1. Benchmarks and quality schemes (e.g. Clubmark) 2. Self-assessment 	2	Accept appropriate examples of each DNA internal assessment

Question		Answer	Marks	Guidance
	(d)	<ol style="list-style-type: none"> 1. You may not get accurate valid responses / results 2. May not get honest answers / they can lie 3. People completing the survey may not feel comfortable answering some questions / provide partial answers 4. People completing the survey may not understand the question 5. Closed questions /Yes-No / limited in the questions you can ask 6. Respondents can get bored / may not take seriously 7. Data errors occur if questions are missed out 	4	
4	(a)	<ol style="list-style-type: none"> 1. True 	1	
	(b)	<ol style="list-style-type: none"> 1. National Lottery 2. Example: provide funding for facilities 3. Sports clubs/membership fees/ 4. Example: Fees used to buy equipment / pay for officials 5. Sponsorship 6. Example: Money used to buy kit, company name sponsoring the event or team 7. Charity e.g. Princes Trust 8. Example: Grant given for coaches to acquire qualifications. Donations / fundraising/ gift aid 	4	DNA NGBs/Sport England/UK Sport they are government funded

Question		Answer	Marks	Guidance
	(c)	<ol style="list-style-type: none"> 1. Social media/Twitter/Facebook/Instagram 2. Local newspaper 3. Radio 4. Leaflet drop 5. Posters 6. Word of mouth/ taster session through clubs/schools 7. Guest speaker / role model 	3	DNA Television- in the question
	(d)	<ol style="list-style-type: none"> 1. Financial rewards 2. Sponsorship deals (e.g. Usain Bolt and Puma) 3. Becoming a positive role model 4. Access to high quality coaches 5. Access to high quality support networks (e.g. sports medicine) 6. Opportunity to use the best facilities and equipment (e.g. St Georges Park) 7. Travel the world when competing 8. Celebrity status / recognition / reputation / media coverage 9. Career opportunities in sport after finishing playing (E.g. media work, paid personal appearances) 10. Legacy / medals / records titles / 	6	Accept relevant examples of each.

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