

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

SPORT AND PHYSICAL ACTIVITY



05826–05829, 05872

Unit 3 Summer 2019 series

Version 1

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Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates. The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report. A full copy of the question paper can be downloaded from OCR.

Paper Unit 3 series overview

The quality of scripts offered in response to the June 2019 Unit 3 Sports Organisation and Development examination paper were of a slightly lower standard than in January 2019.

Evidence would suggest that candidates understood what was required of them throughout all four learning outcomes and there was little evidence of candidates misinterpreting questions. A common downfall that continues to still exist for some candidates is examination technique, with examples of responses offering too few points for the marks available for that question and a number of candidates repeating points in responses rather than being able to make separate, distinct points in relation to the question set. Candidates 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, as quality of written communication is assessed in questions identified with an asterisk (*) in all Level 3 examinations.

When lower mark totals were achieved, the main reason was a lack of fundamental knowledge. For example in Question 1b (Department for Education), few candidates achieved full marks as many described the role of the Department of Health or the DCMS rather than considering the role of the DfE in the organisation of 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 2b on describing how a coach or leaders delivery might differ when helping a performer at each stage of the sports development continuum.

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

Question 1 (a) (i)

1 (a) (i) Which one of the following best describes the role of the Department of Health in Sport in the UK?

(a) They help to organise sporting events

(b) They help to teach people to be better at sport

(c) They want to use sport as a way of raising money

(d) They want to encourage people to be more active

[1]

This question was well answered. Candidates had a good understanding of the role of Department of Health in Sport in the UK.

Question 1 (a) (ii)

(ii) Which one of the following is a sports development initiative that the Department of Health is responsible for?

(a) Sport Relief

(b) Couch to 5k

(c) This Girl Can

(d) Street Games

[1]

This question was well answered. Candidates had a good understanding of a sports initiative that the Department of Health is responsible for.

Question 1 (c)

(c) UK Sport has responsibility to bid for major sporting events.

True

False

[1]

This question was well answered. Candidates had a good understanding of the responsibility of UK Sport and their involvement with major sporting events.

Question 1 (d)

(d) Name **two** International Governing Bodies of sport.

.....
..... [2]

In the main, this question was answered well, with candidates providing a wide range of international governing bodies in their answers. However, some candidates did not know the difference between international governing bodies and national governing bodies and so were unable to access the marks for this question.

Question 1 (e)

(e) National Governing Bodies (NGBs) have a number of roles and responsibilities to fulfil within their sport; one of these is to organise competitions and tournaments.

Describe the other roles and responsibilities of an NGB.

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

Candidates, in the main, answered this question very well and showed a good understanding of national governing bodies. Many candidates scored at least 3 marks on this question and a number scored full marks. The question asked specifically about the roles and responsibilities of an NGB and it was good to see that because there were 6 marks available, candidates did attempt to give six answers. Where candidates did not score full marks this was often because they only gave two or three answers.

Question 2 (a)

2 Fig. 1 below shows the different stages of the sport development continuum.



Fig. 1

(a) Give a characteristic of an individual who is at each stage.

Foundation.....

.....

Participation.....

.....

Performance.....

.....

Excellence.....

.....

[4]

This was a very straightforward question, with many candidates scoring a maximum. Knowledge of all four areas of the sports development continuum was good. In those instances where candidates were unable to access full marks, this was because answers were vague or candidates stated incorrect characteristics.

Question 2 (b)

(b) One of the roles involved within sports development is that of a coach or a leader.

Describe how a coach or leader's delivery might differ when helping a performer at each stage.

Foundation.....

.....

Participation.....

.....

Performance.....

.....

Excellence.....

.....

[4]

Overall, this was a poorly answered question. Candidates seemed to misinterpret what the question was asking and they tended to describe what a session might include, rather than describing how the delivery might differ. So for example, in the foundation stage the coach might use visual guidance and in the excellence stage the coach might use video analysis.

Question 2 (c)

- (c) One of the reasons for encouraging people to get involved in sport is because it is a good way to develop and promote values.

Identify **three** values that can be developed through sport and give an example for each one.

Value.....

Example.....

.....

Value.....

Example.....

.....

Value.....

Example.....

.....

[3]

This appeared to be a very straightforward question based on how participation in sport could promote certain values and then apply this value with a relevant example. However, it was answered poorly. It seemed that candidates were unsure about the word 'values' and often their answers were vague. Moving forward centres need to make sure that candidates are taught the specific detail on the specification in relation to what the recognised values are. In addition to access the marks the candidates also needed to give relevant examples and again they struggled to do this. So, for example, if respect was the named value then the example might read 'When playing football, respect can be developed when the players abide by the referee's decision'.

Question 2 (d)

(d)* In 2013/14, *Sport England's Active People* survey found that only 26.1% of Asian females take part in the recommended levels of sport and physical activity (once a week) compared to 31.4% of White British females.

A recent survey has found that this gap is closing as more Asian females are participating in the recommended levels of sport and physical activity.

Describe the barriers to participation for this group. Discuss possible reasons why their participation may have increased.

[8]

.....

.....

.....

.....

.....

.....

This question assessed candidates' understanding of barriers for Asian females taking part in sport and the possible reasons why their participation in sport might have increased recently. Most candidates were able to provide a solid Level 2 answer but only a few candidates were able to achieve a Level 3 answer and provide a balanced answer that covered both parts of the question. Candidates, in the main, provided greater detail on the barriers and then were able to describe some of the reasons for this increased level of participation. The best answers structured their response so that it included a description of the barrier and then gave a reason as to how this barrier had been addressed and so had increased participation levels. Weaker answers often just looked at just the general term of 'barriers to participation' and did not specifically describe the barriers that applied to Asian females. candidates need to be encouraged to include more detail and depth in their answers, to support the point they have made. Very few candidates did not access marks on this question

Question 3 (d)

- (d) The Active People survey is one method of collecting data concerning participation rates in sport in the UK.

Describe **four** disadvantages of using surveys as a method of measuring participation in physical activity.

1.....
.....
2.....
.....
3.....
.....
4.....
.....

[4]

This was a question where candidates scored quite well but if they had actually given four disadvantages as stated in the question rather than two or three then they would have been able to access full marks. Candidates had a good understanding of the question and were easily able to identify main disadvantages of surveys as, you may not get accurate answers, people lie, and not understanding the questions, but if they are to access maximum marks then it is crucial that candidates give four disadvantages.

Question 4 (a)

- 4 (a) The Six Nations rugby championship is an international sporting event.

True
False

[1]

Candidates' understanding of what is an international sporting event was mixed. Some candidates knew that the Six Nations championship was an international event, while a significant number said it was not an international event.

Question 4 (b)

(b) Sport in the UK is funded in a variety of ways. One of these ways is through government funding. Identify **two** other sources of funding sport in the UK with examples.

Source:

Example:

.....

Source:

Example:

.....

[4]

Candidates' responses were rather limited in this question and very few actually scored maximum marks. Considering the candidates answers, there was a noticeable lack of knowledge regarding how sport in the UK is funded. Many candidates had difficulty in giving two sources and two relevant examples; furthermore, a substantial number of candidates gave other types of government funding which did not answer the question. Moving forward centres need to make sure that candidates are taught the specific detail on the specification in relation to how sport is funded in the UK.

Question 4 (c)

(c) A television advertising campaign is one way that sports development can be promoted. Describe **three** other ways that a sports development initiative can be promoted.

1.....

.....

2.....

.....

3.....

.....

[3]

This was the best-answered question on the exam paper, with the majority of candidates able to access full marks. Candidates had an excellent understanding of how sports development initiatives could be promoted.

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