



Oxford Cambridge and RSA

# **Cambridge Technicals Sport**

## **Unit 3: Sports organisation and development**

Level 3 Cambridge Technical in Sport and Physical Activity

**05827 - 05829 & 05872**

## **Mark Scheme for June 2023**

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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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## MARKING INSTRUCTIONS

### TRADITIONAL

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

### MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the traditional 40% Batch 1 and 100% Batch 2 deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or by email.
5. **Crossed Out Responses**  
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

#### **Rubric Error Responses – Optional Questions**

Where candidates have a choice of questions across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given (the underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed).

#### **Multiple Choice Question Responses**

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

#### **Contradictory Responses**

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

**Short Answer Questions** (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. (The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)

**Short Answer Questions** (requiring a more developed response, worth **two or more marks**)














If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

**Longer Answer Questions** (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional lined pages if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add an annotation to confirm that the work has been seen.
7. There is a NR (No Response) option. Award NR (No Response)
  - if there is nothing written at all in the answer space
  - OR if there is a comment which does not in anyway relate to the question (e.g. 'can't do', 'don't know')
  - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the questionNote: Award 0 marks - for an attempt that earns no credit (including copying out the question)
8. Assistant Examiners will email a brief report on the performance of candidates to your Team Leader (Supervisor) by the end of the marking period. Your report should contain notes on particular strength displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

## 9. Annotations used by examiners

Annotation	Meaning
	Benefit of doubt
	Cross
	Development
	Example/Reference
	Significant amount of material which doesn't answer the question
	Knowledge and understanding
	Level 1
	Level 2
	Level 3
	Max
	Repeat
	Tick
	Vague

Multiple Choice Questions

Examiners indicate is 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.
- 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)		<ol style="list-style-type: none"> <li>1. British Blind Sport</li> <li>2. Cerebral Palsy Sport</li> <li>3. Dwarf Sports Association UK</li> <li>4. LimbPower</li> <li>5. Special Olympics Great Britain</li> <li>6. UK Deaf Sport</li> <li>7. WheelPower</li> <li>8. Mencap</li> </ol>	2	Accept former names of organisations where appropriate
1	(b)	(i)	<ol style="list-style-type: none"> <li>1. Increase participation</li> <li>2. Raise profile of sporting activities and events / marketing/ promotion.</li> <li>3. Set up/Coordinate delivery of events and initiatives/ provide venue.</li> <li>4. Increasing participation amongst under-represented and disengaged groups/ Target groups</li> <li>5. Facility development – improve existing, provide new facilities.</li> <li>6. Identify and secure funding / distribute funding for projects / to support groups/events.</li> <li>7. Influence decision making and investment by understanding local area needs.</li> <li>8. Safeguarding – ensure safety and well-being of participants, coaches, volunteers.</li> <li>9. In order to achieve goals, co-ordinate delivery and ensure alignment and optimum use of resources.</li> <li>10. Workforce development – e.g training for coaches support for volunteers,</li> <li>11. Interpret and mould sports strategy.</li> <li>12. To improve communication with each of the organisations.</li> </ol>	4	To be awarded point 4 they must include information that it is under-represented / disengaged groups, if just say increase participation it would be point 1.

Question			Answer	Marks	Guidance
1	(b)	(ii)	<ol style="list-style-type: none"> <li>1. Activity Alliance</li> <li>2. Local Authorities / Councils / District Councils</li> <li>3. NHS – mental health / physical health</li> <li>4. CIMSPA – Chartered Institute of management of sport and physical activity</li> <li>5. Sport England</li> <li>6. International / National Governing Bodies</li> <li>7. UK Sport Coaching</li> <li>8. Police</li> <li>9. Schools / Colleges</li> <li>10. The National Lottery</li> </ol>	2	<p>Award first 2 answers only DNA UK Sport</p>
1	(c)		<ol style="list-style-type: none"> <li>1. Oversees the purpose of the sport / what the priorities are / develop the sport</li> <li>2. Increases opportunities to be involved – participation / coaches / officials / volunteers</li> <li>3. Distributes/ increase funding</li> <li>4. Build / improve facilities / provide equipment</li> <li>5. Raises awareness / promote initiatives / events</li> <li>6. Organise / manage competitions/ initiatives. Provides the structure</li> <li>7. Partnerships: marketing, environmental awareness</li> <li>8. Makes rules</li> <li>9. Works with WADA – drug testing</li> <li>10. Oversees, sanctions / bans / safeguarding</li> <li>11. Responds to feedback from customers / clubs / fans / other agencies</li> <li>12. Works to promote values equality and reduce discrimination</li> <li>13. Bids to host competitions</li> <li>14. Develop Talent</li> <li>15. Oversee / organise the National Team</li> </ol>	5	<p>DNA one word answers</p> <p>DNA provide opportunities on its own</p> <p>Only accept the first 5 responses</p> <p>DNA increase provision unless it is stated how it is being increased</p>

Question		Answer	Marks	Guidance
1	(d)	<p>Submax 3 marks for identification of Sports organisations:</p> <ol style="list-style-type: none"> <li>1. FIFA / World Athletics -other relevant international governing bodies</li> <li>2. IOC</li> <li>3. EBU/ UEFA – other European governing bodies</li> <li>4. WADA</li> <li>5. NGB's</li> <li>6. UK Sport</li> <li>7. EIS</li> <li>8. Sport England / Wales / Scotland / Ireland</li> <li>9. DCMS</li> <li>10. Department for Education</li> <li>11. Regional Sporting bodies</li> <li>12. Active partnerships</li> <li>13. Local Sports Clubs</li> <li>14. The National Lottery</li> </ol> <p>Submax 2 marks for each way they would work together:</p> <ol style="list-style-type: none"> <li>15. Players – e.g. Transfers/contracts/ eligibility Club vs Country</li> <li>16. Use of facilities / develop facilities.</li> <li>17. Financial reasons – FA / FIFA how to best support England team</li> <li>18. Hosting / Politics – e.g. EU law vs UK law</li> <li>19. Specific sports differing from wider/overarching view – e.g. WADA vs. an international governing body vs Governing bodies.</li> <li>20. Agendas/aims/goals – e.g. focus on participation rather than on excellence/elite.</li> <li>21. Bidding / scheduling/ hosting events / competitions/</li> <li>22. Funding – distribution to promote event / participation.</li> <li>23. Promotion of the sport</li> <li>24. Standardise rules and train officials</li> <li>25. Develop/ increase talent pool</li> <li>26. Anti discrimination/ equality / promote values</li> </ol>	6	<p>FIRST is the sport organisation named correctly on the list</p> <p>SECOND Is the sports organisation it would work with named correctly from the list</p> <p>THIRDLY would these two organisations work together if the answer is yes award a second mark if the answer is no do not award a second mark (eg FIFA and Sports England)</p> <p>HOWEVER if the second organisation is correct and the first one is not on the list you can award a mark for naming of this second organisation</p> <p>FINALLY if two marks have been awarded for the first two answers consider the reason they would work together and award a mark accordingly-see list of answers If the same reason is given for both answers then only award 1 mark, and mark the other answer as a repeat</p>

Question		Answer	Marks	Guidance
2	(a)	<p><i>Submax one mark for identification of each reason for not participating</i></p> <p><i>Submax one mark for each explanation of how to overcome barrier.</i></p> <ol style="list-style-type: none"> <li>1. (Barrier) Lack of transport</li> <li>2. (Solution) Local sports development organisations could look at moving the activity to a local school or sports club.</li> <li>3. (Barrier) Lack of time/ school commitments</li> <li>4. (Solution) Provide activity after school / weekends / holidays</li> <li>5. (Barrier) Mental health / pressure / exams</li> <li>6. (Solution) Look at type of activities to relieve pressure – mental health awareness / benefit of activity advertised / raise awareness of benefit of activity.</li> <li>7. (Barrier) Lack of money</li> <li>8. (Solution) Reduce prices / free taster sessions / look for funding to subsidise activity costs</li> <li>9. (Barrier) Lack of role models</li> <li>10. (Solution) Age / gender appropriate role models in advertising.</li> <li>11. (Barrier) Lack of awareness of activities</li> <li>12. (Solution) Advertise / presentation given in school / link with PE to raise awareness.</li> <li>13. (Barrier) Self confidence / body image</li> <li>14. (Solution) Small group taster sessions in school.</li> <li>15. (Barrier) Lack of ability/ interest</li> <li>16. (Solution) PE Staff qualifications/s skills</li> <li>17. (Barrier) Lack of Opportunity to do desired sport</li> <li>18. (Solution) Facilities (eg swimming pool / climbing wall</li> <li>19. (Barrier) Peer pressure</li> <li>20. (Solution) Educate benefits of regular exercise</li> </ol>	4	<p>Exemplar answer This age group would not have their own transport (1), sports development could look at the location of activities in local areas / link with partnerships to provide activities at local schools (1)</p> <p>Barrier must be correct in order to access the solution mark.</p> <p>DNA Money /Time/ Transport on their own. The barrier should be Lack of.</p>

Question		Answer	Marks	Guidance
	(b)	<b>Two</b> from: 1. Male / female 2. Disabled people 3. Different ethnicities and cultures 4. Other different age groups o young children (e.g. 0-10 year-olds) o children/adolescents) o young adults (e.g. 16-24 year-olds) o adults (e.g. 25-50-year-olds) o Over 50-year-olds and retired people 5. Physically inactive people	2	Do not accept adolescents 11-15 years old Accept 1 <sup>st</sup> 2 answers only

Question		Answer	Marks	Guidance
	(c)	(i)	3	6 x Synoptic Marks from Unit 1 LO 1.8/2.6 – The Impact of physical activity, training and lifestyle on the skeletal (1.8) and muscular system (2.6)  Submax 3 marks for each area  DNA hypertrophy on its own for the cardiovascular system
		(ii)	3	

Question	Answer	Guidance
(d*)	<p><b>Level 3 (7-8 marks)</b> A comprehensive answer:</p> <ul style="list-style-type: none"> <li>• Detailed knowledge and understanding</li> <li>• Effective analysis/evaluation and/or discussion/explanation/development</li> <li>• Clear and consistent practical application of knowledge</li> <li>• Accurate use of technical and specialist vocabulary</li> <li>• High standard of written communication.</li> </ul> <p>At Level 3 responses are likely to include</p> <ul style="list-style-type: none"> <li>• Detailed balanced discussion covering 3 /4 levels of the continuum within 2 roles.</li> <li>• Links the different roles in each stage and how they work together to support the progression of a performer.</li> </ul> <p><b>Level 2 (4–6 marks)</b> A competent answer:</p> <ul style="list-style-type: none"> <li>• Satisfactory knowledge and understanding</li> <li>• Analysis/evaluation and/or discussion/explanation/development attempted with some success</li> <li>• Some success in practical application of knowledge</li> <li>• Technical and specialist vocabulary used with some accuracy</li> <li>• Written communication generally fluent with few errors.</li> </ul> <p>At level 2 responses are likely to include</p> <ul style="list-style-type: none"> <li>• Includes at least 2 levels of the continuum across 2 different roles.</li> <li>• May include one role which covers all 4 levels of the continuum.</li> </ul>	<p><b>Level 1 (1–3 marks)</b> A limited answer:</p> <ul style="list-style-type: none"> <li>• Basic knowledge and understanding</li> <li>• Little or no attempt to analyse/evaluate and/or discuss/explain/develop</li> <li>• Little or no attempt at practical application of knowledge</li> <li>• Technical and specialist vocabulary used with limited success</li> <li>• Written communication lacks fluency and there will be errors, some of which may be intrusive.</li> </ul> <p>At level 1 responses are likely to include:</p> <ul style="list-style-type: none"> <li>• Emphasis on one role or on one level of the continuum.</li> <li>• Likely to include one role only with 2 / 3 levels of the continuum</li> <li>• May identify 2 roles but provide description of only 1 part of the continuum</li> </ul>

	Foundation	Participation	Performance	Elite
Coach	<ul style="list-style-type: none"> <li>Introduces players to the sport.</li> <li>Teaches basic skills. fundamental skills of sports.</li> <li>Explains rules / code of conduct.</li> <li>Makes it fun.</li> <li>Opportunity to try sport.</li> <li>Have fun / social aspect.</li> <li>Acts as a role model</li> <li>Promotes Values</li> </ul>	<ul style="list-style-type: none"> <li>Works on skills</li> <li>focus on enjoyment</li> <li>some focus on progression and might discuss clubs opportunities.</li> <li>Training based on enjoyment and performance.</li> <li>School level coaching.</li> <li>Links to local clubs, junior teams / clubs.</li> <li>Encourage socially excluded / target groups.</li> <li>Motivates players</li> </ul>	<ul style="list-style-type: none"> <li>Regional levels, tactics, strategies.</li> <li>Focus performer on role in team / specific aspects of performance.</li> <li>Use more technology – physiotherapists, referral / links.</li> <li>Links with school and elite level clubs / teams.</li> <li>Higher qualified able to teach more advanced skills</li> </ul>	<ul style="list-style-type: none"> <li>Helps motivate the performer</li> <li>is a friend to the performer</li> <li>listens to the performer</li> <li>makes sure performer has correct team around them e.g. sports medicine, physio, psychologist</li> <li>works on tactics</li> <li>analyses players and oppositions performance.</li> <li>Use of performance data – biomechanics to increase levels of performance at national / international competition.</li> <li>Highest levels of coaching qualifications which will support the performer</li> </ul>
Leader	<ul style="list-style-type: none"> <li>Provide support for PE teachers / coaches to supervise activity sessions.</li> <li>Provide advice and support for participants.</li> <li>Provide additional supervision to increase participation numbers.</li> <li>Encouragement / role model.</li> </ul>	<ul style="list-style-type: none"> <li>Help supervise events / activities / sports festivals.</li> <li>Additional supervision to help increase participation.</li> <li>Support coaches/teachers on skills/techniques.</li> </ul>	<ul style="list-style-type: none"> <li>Support understanding of opportunities and commitment needed to achieve.</li> </ul>	<ul style="list-style-type: none"> <li>Communicate clear vision for the sport to participants.</li> </ul>



Sports dev officer	<ul style="list-style-type: none"> <li>• Encourage participation.</li> <li>• Teach basic skills of sports.</li> <li>• Liaise with schools / local facilities for use of facilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Arrange projects / sports events / competitions.</li> <li>• Link between schools and local clubs / teams.</li> <li>• Provide / arrange equipment / facility.</li> <li>• Include all groups in society.</li> </ul>	<ul style="list-style-type: none"> <li>• Link between local clubs / schools and county / regional clubs.</li> <li>• Advise on funding for equipment.</li> <li>• Advise on use of facilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Link between regional / county and national sports opportunities.</li> </ul>
PE teacher	<ul style="list-style-type: none"> <li>• Teach basic skills, introduce different sports.</li> <li>• Encourage / motivate / make activity fun.</li> <li>• Acts as a role model</li> <li>• Promotes Values</li> </ul>	<ul style="list-style-type: none"> <li>• PE lessons and extra-curricular activities and fixtures to develop participations.</li> <li>• Link with local clubs / teams.</li> <li>• Link with regional / district / county teams.</li> <li>• Role model.</li> <li>• Encouragement to progress.</li> <li>• Encourage life-long / long term participation.</li> <li>• Encourage / Educate link between activity / healthy lifestyle.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify high level performance, encourage participation in regional / county activities.</li> <li>• Specific training for progression and development.</li> </ul>	<ul style="list-style-type: none"> <li>• Link for communication between school commitments and national training / competitions.</li> </ul>
Official	<ul style="list-style-type: none"> <li>• Enable junior activities to take place.</li> <li>• Dual role as leader / coach of team / sport participants.</li> </ul>	<ul style="list-style-type: none"> <li>• Enable junior competitions to take place.</li> <li>• Paid role – teacher / coach.</li> <li>• Coach rules whilst officiating.</li> <li>• Encourage values in sport.</li> </ul>	<ul style="list-style-type: none"> <li>• Higher level of qualification needed.</li> <li>• Paid role – part time / weekend role.</li> </ul>	<ul style="list-style-type: none"> <li>• Paid role.</li> <li>• Selected based on performance.</li> <li>• Follow organisation guidelines.</li> <li>• Higher level qualifications needed.</li> </ul>

Question		Answer	Marks	Guidance
3	(a)	<p>Physical</p> <ol style="list-style-type: none"> <li>1. Decreased pressure on NHS / GP's / Hospital admissions</li> <li>2. Increase participation</li> <li>3. Increase in uptake of initiatives and events</li> <li>4. Decrease in chronic diseases / obesity figures</li> </ol> <p>Sporting Success</p> <ol style="list-style-type: none"> <li>5. Increase in talent pool</li> <li>6. Increase in success in competition – medal success</li> <li>7. Increase participation at grassroots level</li> </ol> <p>Social impact</p> <ol style="list-style-type: none"> <li>8. Less crime / anti-social behaviour</li> <li>9. Communities working together</li> <li>10. Increased employment</li> <li>11. Increased inclusion of target groups</li> </ol>	3	One mark for each response, submax one mark for each area
	(b)	<ol style="list-style-type: none"> <li>1. Survey can be answered easily – any device / anywhere.</li> <li>2. Time efficient / quick</li> <li>3. Collect from large survey area.</li> <li>4. Collect from large numbers.</li> <li>5. Data analysis is easier.</li> <li>6. Less cost / cheaper using online collection method.</li> <li>7. Quicker and easier to collate responses.</li> </ol>	4	<p>One mark for each correct response</p> <p>Accept first 4 answers only</p>

Question		Answer	Marks	Guidance
4	(a)	National event 1. FA Cup 2. British Athletics Championship 3. Twenty20 Cricket  National initiative 4. Swim 21 5. Chance to Shine 6. Great British Tennis Weekend	2	Accept any correct UK example for each

Question		Answer	Marks	Guidance
	(b)	<p>Submax 3 marks for identifying a factor. Submax 3 marks for explanation of the factor.</p> <ol style="list-style-type: none"> <li>1. Aim and Purpose</li> <li>2. Which group is the event targeted at</li> <li>3. Cost</li> <li>4. Is there an ongoing cost/ongoing investment.</li> <li>5. Time</li> <li>6. The time to organise the event / carry out the event / to measure the impact of the event</li> <li>7. Human Resources/ staffing</li> <li>8. Staff required / volunteers required/ training needs</li> <li>9. Expertise/Ability required</li> <li>10. Is there a pool of talent available / individuals with the ability to plan and organise an event</li> <li>11. Levels of accountability</li> <li>12. Who is accountable for the event/who are they accountable to</li> <li>13. Success measures</li> <li>14. How long will the event need to run before success can be demonstrated / clarity of cause an effect / what measurement is in place to demonstrate the success</li> <li>15. Venue/ Facilities &amp; Equipment</li> <li>16. Are the correct facilities available to run the session / are they affordable / do they have them already or need to buy them</li> <li>17. Promotion</li> <li>18. What methods of promotion will be used</li> <li>19. Scale of the event</li> <li>20. How many people and teams are participating how many spectators are there.</li> </ol>	6	<p>Must relate to the organising or planning of an event not factors during the event.</p> <p>Mark for factor can be given on its own. Mark for explanation can only be given if it links to factor that has been identified.</p> <p>Exemplar answer When planning staff expertise (1) needs considering, to see if there are enough staff with the knowledge to plan the event (1)</p>

Question	Answer	Marks	Guidance
(c)	<p>Submax 2 marks for each area:</p> <p>Performer</p> <ol style="list-style-type: none"> <li>1. Becoming a positive role model</li> <li>2. Access to high quality coaches</li> <li>3. Access to high quality support networks (e.g. sports medicine)</li> <li>4. Opportunity to use the best facilities and equipment (e.g. St Georges Park)</li> <li>5. Travel the world when competing</li> <li>6. Celebrity status / recognition / reputation / media coverage</li> <li>7. Career opportunities in sport after finishing playing (E.g. media work)</li> <li>8. Legacy / medals / records titles/ personal pride</li> </ol> <p>Sport</p> <ol style="list-style-type: none"> <li>9. Raises the profile/reputation/ recognition/ popularity</li> <li>10. Increases participation</li> <li>11. Increases the talent pool</li> <li>12. Provides better opportunities to compete/win at major events</li> <li>13. Positive publicity / role models</li> <li>14. Improves coaches / officials</li> </ol> <p>Society</p> <ol style="list-style-type: none"> <li>15. Tackling discrimination</li> <li>16. Breaks-down stereotypes and misconceptions</li> <li>17. Crime reduction/ reduction of Anti social behaviour by increasing active participation</li> <li>18. Health improvements by more people being inspired to participate</li> <li>19. Provides new role models</li> <li>20. Creates opportunities for young people in new sports</li> <li>21. Community cohesion</li> <li>22. Promoting values</li> <li>23. Regeneration of the area</li> </ol>	6	<p>Do not accept any answer relating to financial gain – funding / sponsorship.</p> <p>Answer must relate to participation at national level</p> <p>Submax two for each area.</p>

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