

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

SPORT AND PHYSICAL ACTIVITY



05826-05829, 05872

Unit 3 January 2020 series

Version 1

Contents

ntroduction	3
Paper Unit 3 series overview	4
Question 1 (a)	5
Question 1 (b)	5
Question 1 (c)	6
Question 1 (d) (i)	6
Question 1 (d) (ii)	7
Question 1 (d) (iii)	7
Question 2 (a)	7
Question 2 (b)	8
Question 2 (c)	8
Question 2 (d)	9
Question 2 (e)	10
Question 3 (a)	11
Question 3 (b)	11
Question 4 (a)	12
Question 4 (b) (i)	12
Question 4 (b) (ii)	13
Question 4 (c)	13
Convright information	14



Would you prefer a Word version?

Did you know that you can save this pdf as a Word file using Acrobat Professional?

Simply click on **File > Export to** and select **Microsoft Word**

(If you have opened this PDF in your browser you will need to save it first. Simply right click anywhere on the page and select *Save as...* to save the PDF. Then open the PDF in Acrobat Professional.)

If you do not have access to Acrobat Professional there are a number of **free** applications available that will also convert PDF to Word (search for *pdf* to word converter).



We value your feedback

We'd like to know your view on the resources we produce. By clicking on the icon above you will help us to ensure that our resources work for you.

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.

You can now find the results awarded in 2018/19 for your Cambridge Technical subject area

As a centre approved to offer our Cambridge Technicals qualifications, we wanted to let you know we have now published the <u>results awarded</u> for 2018/19 Level 2 and 3 Cambridge Technicals (2016 suite). This information is helpful in allowing you to compare your centre achievements alongside national outcomes.

To browse to the document, log in to <u>Interchange</u>, click on 'Resources and materials>Past papers and mark schemes' in the left-hand menu and select 'Cambridge Technicals (2016) Results Awarded 2018/2019' from the drop down list.

ExamBuilder

Remember to keep your eye on ExamBuilder as we continue to update the bank of questions post exam series in line with our past paper policy. Therefore, you can be assured that new assessment material will continually be fed into ExamBuilder on an annual basis.

Online post series external feedback

Keep an eye out for updates on our post series feedback on Exams for Cambridge Technicals Webinars available in the autumn term.

Paper Unit 3 series overview

The quality of scripts offered in response to the January 2020 Unit 3 Sports Organisation and Development examination paper were of a higher standard than in June 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. Overall it was felt that candidates were well prepared for the exam.

In the main, candidates do address the command words in the shorter answer questions, however when answering the longer answer questions that use command words such as 'describe or explain' candidates often respond by simply identifying factors, which makes it more difficult to access the higher marks.

The quality of written communication was mostly sound, although a minority still continue to write notes in bullet form which is not recommended, particularly on Question 4c, the 8-mark levels of response question as quality of written communication is assessed in the question identified with an asterisk (*) in each Unit 3 paper.

When lower mark totals were achieved, the main reason was lack of detail in the students' responses. 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.

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 1c on describing how county sports partnerships increase participation in sport.

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)

1 (a)	Name one internation impacts on sport in the	<u> </u>	ed in sport in the UK. E	xplain how its work
	International Organisa	ation:		
	Explanation:			
				[3]
as answers one mark be Typically ca	dates were able to ident In relation to the seconecause they only gave and ideates gave answers and the values within sporecastics.	nd part of the question, one impact, when in ac s such as 'they set rules	some candidates were tual fact the question a	e only able to access asks for impacts.
Question	1 (b)			
(b)	Complete the paragra bank provided.	ph below about UK Spo	ort using the correct te	rms from the word
	UK Sport invests Natio	onal Lottery and		funding into both
	Olympic and	sp	oort.	
		port athletes in order to	maximise their chance	e of
	They run a	whic	ch helps athletes by pr	oviding top class
	coaching and	s	upport as well as other	sports science
	services.			
	Grass roots programme	Lifelong	Medal	Government
	World Class Programme	Commercial	Sponsorship	Sports medicine
	Popular	National Governing Bodies (NGBs)	Health	Paralympic

[5]

Candidates, in the main, answered this question well and showed a sound understanding of UK Sport. Many candidates scored at least 3 or 4 marks on this question and where candidates did not score full marks this was because they were not aware of the sports medicine support that was given to athletes by UK sport. Many candidates incorrectly thought that it was health support they provided.

Question 1 (c)

(c)	One of the roles and responsibilities of sporting organisations is to increase participation. County Sports Partnerships (CSPs) are heavily involved in this.
	Describe how County Sports Partnerships (CSPs) increase participation in sport and physical activity.
	[4]
•	n was the most poorly answered on the exam paper. Candidates struggled with this two main reasons.
Often candid they provide	estance, candidates had a very limited understanding of County Sports Partnerships (CSP's). dates wrote in vague terms, for example CSP's work with schools or they help run clubs or facilities. The answer needed to show a detailed knowledge of how CSP's can increase for example they implement the school games, they put on taster sessions or they make the facilities.
answers. Th	ne question was worth 4 marks and the candidates did not put enough detail into their ney often only gave one or two points and so this once again meant that the candidates could he full range of marks.
Question	1 (d) (i)
(d)	Indicate whether each of the following statements is true or false. Put a tick (\checkmark) in the box next to the one correct answer.
	(i) Local councils are concerned with providing opportunities for people to improve their health.
	True
	False
	[1]

This question was well answered. Candidates had a good understanding of the role of local councils and their role in providing opportunities to improve people's health.

Question 1 (c	d) (ii)	
(ii)	The National Lottery only funds elite-level sporting performers.	
	True	
	False [1]
This question water funds.	as well answered. Candidates had a good understanding of who the National Lottery	/
Question 1 (c	d) (iii)	
(iii)) The Sport and Recreation Alliance is a trade association for sport and recreation governing and representative bodies.	
	True False	
		[1]
This question wa	as well answered. Candidates had a good understanding of who and what the Sport nce is.	and
Question 2 (a	a)	
2 A target	t group identified for sports development is young children (0-10 years old).	
(a) Des	scribe three potential benefits of physical activity on young children's skeletal system.	

This was a question where candidates scored quite well but if they had actually given three potential benefits as stated in the question rather than one or two then they would have been able to access full marks. Candidates had a good understanding of the question and were able to describe the benefits of physical activity on a young child's skeletal system as, it strengthens the bones, reduces osteoporosis, and prevents arthritis, but if they are to access maximum marks then it is crucial that candidates give three benefits.

Question 2 (b)

(b)	The benefits of regular physical activity are wider than just the impacts on the skeletal system.	
	Describe three other physical reasons why young children are encouraged to participat in physical activity.	e.
		Г31

This question was synoptically linked to Unit 1 and appeared very straightforward. However, a substantial number of candidates misread the question and answered with the potential psychological impacts of physical activity and so scored no marks. Those candidates who answered the question with the physiologically impacts, scored well and in most instances gave three physical reasons because it was worth 3 marks.

Question 2 (c)

(c) Explain using practical examples three reasons why young adults (16-24 years old) are motivated to take part in sport and physical activity. [6]

This was a very straightforward question based on why young adults are motivated to take part in sport and then they had to support their answer with a practical example. In the main candidates scored well on this question but their answers could have been better if they had given examples as stated in the question. Marks were lost by candidates because they did not do this. Moving forward centres need to make sure that candidates are able to apply their knowledge by giving relevant examples when the question specifically asks for it. For example, if young people are motivated to take part in sport to help weight loss e.g. they go to the gym three times a week as this will help burn calories and so help them to lose weight.

Question 2 (d)

(d) Link each of the examples of sports development initiatives or events described below to the correct purpose for running the event or initiative.

Event/Initiative

Campaign to encourage greater respect for referees and officials
Project to make sport more widely available for young offenders
Initiative aimed at getting women over 16 who stopped playing netball to play the sport again
Programme for developing young coaches

Purpose

Increase participation

Progression in sport

Promotion of values

Support social policy

[4]

This was a very straightforward question based on linking sports development initiatives/events to the correct purpose for running the event/initiative. candidates in the main answered this extremely well and so were able to access the maximum 4 marks relatively easily.

Question 2 (e)

(e)	An official is a role involved within sports development.
	Identify four ways that an official can contribute towards the development of sport.
	1
	2
	3
	4
	4
	[4

The majority of candidates managed to score one or two on this question with 'enforcing rules', 'promoting values' and 'keeping performers safe' the most common answers. However, only some candidates were able to give enough detail in their description to access full marks. Another common error was that they often gave two or three values, fair play, respect or equality which repeated the same point-promoting values, but this only secured the candidates one mark. Again, moving forwards centres need to make sure that candidates are able to give both breadth and depth to their answers in order to access all the marks on these questions.

Question 3 (a)

3	"Ensuring a positive legacy from the Olympic Games for a host city and country is very important for the IOC. This is why I am delighted to see that our British partners have
	succeeded in maximising the legacy of London 2012 across a number of different areas."
	International Olympic Committee (IOC) President Thomas Bach

(a) Explain five positive impacts on a city following the hosting of a major sporting event such as the Olympic Games.

The majority of candidates managed to score at least 2 or 3 marks on this question with 'increased revenue', 'increasing tourism' and 'regeneration of the area' the most common answers. However, only some candidates were able to give enough detail in their explanation to access full marks. The question is worth 5 marks so it requires five positive impacts.

Some candidates simply listed five points, the question asks for candidates to explain the positive impacts so moving forwards centres need to make sure that candidates address the command word in their answers in order to access all the marks on this question.

Question 3 (b)

(b)	Suggest two possible negative effects of hosting a major sporting event.	
	rei	

The majority of candidates answered this question well, scoring maximum marks with a wide range of negative effects identified across a number of scripts. Where candidates only scored one mark this was often because they only gave one negative effect.

Question 4 (a)

- 4 Sports development can be delivered through sporting initiatives and events.
 - (a) For each of the examples tick (✓) the correct column for whether it is an initiative or an event.

Example	Initiative	Event
This Girl Can		
Chance to Shine		
High Five Netball Taster Session		
Swim 21		

[4]

In the main this question was answered well. Candidates showed a good understanding of the difference between an initiative and an event. However sometimes candidates confused 'Chance to Shine' and 'Swim 21' and identified them as events rather than initiatives.

Question 4 (b) (i)

- **(b)** Sports development initiatives and events have a variety of characteristics that need to be considered; two of these are:
 - the scale of the initiative or event; and
 - the organisations involved.

(i)	Describe three considerations about the scale of a sports development event whice would need to be planned for.	:h
		[3]

This was a well answered question on the paper. Many candidates scored full marks. Answers were varied and candidates showed a good understanding of the considerations that had to be taken into account in relation to the scale when planning a sports development event. Very few candidates did not access marks on this question.

Question 4 (b) (ii)

ii)	Suggest three types of organisations that would be involved when planning a regional sports development event or initiative.
	[2]

candidates scored quite well on this question. They were in the main able to identify one or two organisations, and typical answers included 'NGB's, Sport England and County Sport Partnerships'. However, the lower ability candidates simply listed any organisation that they may have been taught about during the course. So for example UK sport, DfE, or DCMS. Going forward centres need to make sure that the area of regional sports development is covered in more detail.

Question 4 (c)

(c)* Nicola Adams won gold medals in boxing for Team GB at the 2012 and 2016 Olympic Games. Like many Olympians, sports development supported her journey to elite level competition.

Discuss how such high profile success in sport can benefit:

- the individual
- the sport
- the National Governing Body (England Boxing)
- society.

[8]

This question assessed candidates understanding of how success in sport can benefit the individual, the sport, the National Governing Body and Society. Most candidates were able to provide a solid Level 2 answer but only a few students were able to achieve a Level 3 answer and provide a detailed balanced answer that covered all four parts of the question. candidates, in the main, were able to provide some information from all areas but this often lacked detail. The best answers structured their response so that it included a point, so for example it benefits the individual as it provides sponsorship and then develop this point to show understanding. So by being sponsored this may allow the individual to access free equipment, it could also allow them to access extra money which will then help them with day to day living costs. Weaker answers were brief, list-like and only considered 1 or 2 parts of the question. Going forward centres need to encourage candidates to include more detail in their answers, to support the point they have made. Very few candidates did not access marks on this question.

Copyright information

Q1b: Bray, Chapman,Myatt, Bointon, Short&Martin, Cambridge Technicals Level 3 Sport and Physical Activity, p44, Hodder Education, 2016. Permission to reproduce all copyright material has been applied for. In some cases, efforts to contact copyright-holders have been unsuccessful and OCR will be happy to rectify any omissions of acknowledgements in future papers if notified.

Q3a: Adapted from London 2012 legacy continues to be felt across the UK, 25 July 2014, www.olympic.org, International Olympic Committee (IOC). Reproduced by permission of International Olympic Committee.

Supporting you

For further details of this qualification please visit the subject webpage.

Review of results

If any of your students' results are not as expected, you may wish to consider one of our review of results services. For full information about the options available visit the <u>OCR website</u>. If university places are at stake you may wish to consider priority service 2 reviews of marking which have an earlier deadline to ensure your reviews are processed in time for university applications.

CPD Training

Attend one of our popular CPD courses to hear exam feedback directly from a senior assessor or drop in to an online Q&A session.

Please find details for all our courses on the relevant subject page on our website.

www.ocr.org.uk

OCR Resources: the small print

OCR's resources are provided to support the delivery of OCR qualifications, but in no way constitute an endorsed teaching method that is required by OCR. Whilst every effort is made to ensure the accuracy of the content, OCR cannot be held responsible for any errors or omissions within these resources. We update our resources on a regular basis, so please check the OCR website to ensure you have the most up to date version.

This resource may be freely copied and distributed, as long as the OCR logo and this small print remain intact and OCR is acknowledged as the originator of this work.

Our documents are updated over time. Whilst every effort is made to check all documents, there may be contradictions between published support and the specification, therefore please use the information on the latest specification at all times. Where changes are made to specifications these will be indicated within the document, there will be a new version number indicated, and a summary of the changes. If you do notice a discrepancy between the specification and a resource please contact us at: resources.feedback@ocr.org.uk.

Whether you already offer OCR qualifications, are new to OCR, or are considering switching from your current provider/awarding organisation, you can request more information by completing the Expression of Interest form which can be found here: www.ocr.org.uk/expression-of-interest

Please get in touch if you want to discuss the accessibility of resources we offer to support delivery of our qualifications: resources.feedback@ocr.org.uk

Looking for a resource?

There is now a quick and easy search tool to help find **free** resources for your qualification:

www.ocr.org.uk/i-want-to/find-resources/

Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our

Customer Support Centre.

Vocational qualifications

Telephone 02476 851509 Facsimile 02476 851633

Email vocational.qualifications@ocr.org.uk

www.ocr.org.uk

OCR is part of Cambridge Assessment, a department of the University of Cambridge. For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored.

© **OCR 2020** Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA. Registered company number 3484466. OCR is an exempt charity.



