

**Modified Enlarged 18 pt**

## **OXFORD CAMBRIDGE AND RSA EXAMINATIONS**

**Thursday 26 May 2022 – Morning**

**Level 3 Cambridge Technical in Sport and Physical Activity**

**05827/05828/05829/05872**

**Unit 3: Sports organisation and development**

**Time allowed: 1 hour plus your additional time allowance**

**No extra materials are needed.**

**Please write clearly in black ink.**

**Centre  
number**

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**Candidate  
number**

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**First name(s)** \_\_\_\_\_

**Last name** \_\_\_\_\_

**Date of  
birth**

D	D	M	M	Y	Y	Y	Y
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**READ INSTRUCTIONS OVERLEAF**

## **INSTRUCTIONS**

**Use black ink.**

**Answer ALL the questions.**

**Write your answer to each question in the space provided. If you need extra space use the lined pages at the end of this booklet. The question numbers must be clearly shown.**

## **INFORMATION**

**The total mark for this paper is 60.**

**The marks for each question are shown in brackets [ ].**

**Quality of written communication will be assessed in questions marked with an asterisk (\*).**

## **ADVICE**

**Read each question carefully before you start your answer.**

**Answer ALL the questions.**

- 1 There are many governmental departments that are involved in the organisation of sport in the UK.**

**(a) Name THREE governmental departments involved in sport in the UK.**

**1** \_\_\_\_\_

**2** \_\_\_\_\_

**3** \_\_\_\_\_

**[3]**

**(b) Complete the statements below about Sport England using the correct terms from the word bank provided. [5]**

**Sport England helps \_\_\_\_\_ and community groups to develop engagement in sport. It gets people involved in sporting activities and provides \_\_\_\_\_ for people to really shine.**

**Sport England aims to \_\_\_\_\_ the number of people with a \_\_\_\_\_ sporting habit, create more opportunities for younger generations, as well as identify and develop \_\_\_\_\_, for example, in athletics. It also aims to provide the most appropriate facilities in the best locations.**

**lifelong**

**maintain**

**increase**

**professional clubs**

**talent**

**opportunities**

**individuals**

**commercial opportunities**

**incentives**

**occasional**

**5**

**(c) One of the roles and responsibilities of sporting organisations in the UK is to provide funding.**

**Describe FOUR benefits to the UK of funding sport.**

**1** \_\_\_\_\_

\_\_\_\_\_

**2** \_\_\_\_\_

\_\_\_\_\_

**3** \_\_\_\_\_

\_\_\_\_\_

**4** \_\_\_\_\_

\_\_\_\_\_

**[4]**

**(d) Indicate whether each of the following statements is True or False.**

**Put a tick (✓) in the box next to the one correct answer.**

**(i) Local councils are concerned with providing elite level sport to their community. [1]**

**True**

☐

**False**

☐

**(ii) National disability sports organisations (NDSOs) bid for the Paralympics. [1]**

**True**

☐

**False**

☐

**(iii) UK Sport distributes lottery funding. [1]**

**True**

☐

**False**

☐

- 2 One of the target groups identified for sports development is physically inactive people.**

**Dave is 55 years old and has been physically inactive for the last 30 years.**

**(a) Describe a suitable warm up for Dave.**

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**[3]**

**(b) Identify THREE cardiovascular benefits of participating in physical activity for physically inactive people like Dave.**

**1** 

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**2** 

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**3** 

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**[3]**

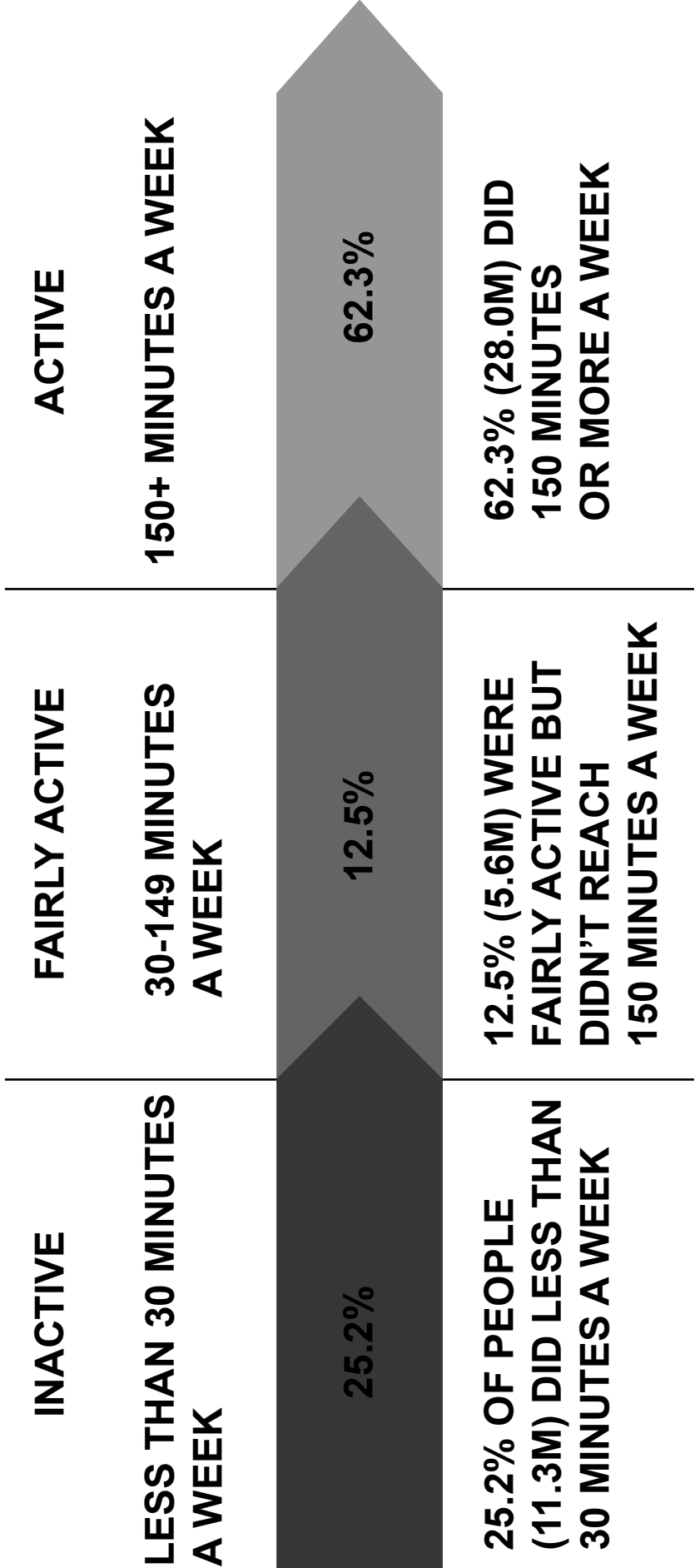
- [illegible]



FIG. 2

HEADLINES

Our data shows that just over 6 in 10 adults (28.0 m) gained the health benefits from achieving 150+ minutes of activity a week.



**(d)\* Premier League Kicks (previously known as Kickz) is a national sports development programme in the UK that uses football to engage 12–18-year-olds in deprived areas. It delivers sports coaching plus educational workshops.**

**Explain the purpose of a sports development programme such as Premier League Kicks. [8]**

[illegible]





**3 Sports development has an impact on society in many ways. One of these is an economic impact.**

**(a) Explain how sport can contribute positively to the economy.**

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**[4]**

- (b) The impact of sports development is sometimes measured by 'levels of performance' and 'levels of participation'.

For an initiative aimed at promoting values through sport, suggest TWO ways in which EACH could be used to measure its impact.

**Levels of performance**

1 \_\_\_\_\_

2 \_\_\_\_\_

**Levels of participation**

1 \_\_\_\_\_

2 \_\_\_\_\_

[4]

**4 Sporting events can be classified as being either local, regional, national or international.**

**(a) For each example of an event, tick ONE correct column to show whether it is a local, regional, national or international event. [4]**

<b>Event</b>	<b>Local</b>	<b>Regional</b>	<b>National</b>	<b>International</b>
<b>Challenge Cup final (Rugby League)</b>				
<b>County badminton tournament</b>				
<b>London marathon</b>				
<b>Sunday league football match</b>				

- (b) The Sainsbury's '1 million kids challenge' was an initiative aimed at getting 1 million children from around the UK involved in the Paralympics by giving them the opportunity to try out a Paralympic sport.**

**Describe the key characteristics that need to be considered when putting on a sports development initiative such as the ‘1 million kids challenge’.**

[illegible]



**(c) Sports development often has to demonstrate success to show that it is worthwhile and deserves funding.**

**(i) The organisers of a sports development initiative which was aimed at people in the 'participation' level of the sports development continuum are reviewing what they did.**

**Describe THREE different ways they could show that the initiative was successful other than total numbers who participated in it.**

**1**

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**2**

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**3**

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**[3]**

- (ii) The same organisers now want to plan and deliver a sports development initiative aimed at people in the 'excellence' level of the sports development continuum.

They want to identify ways to measure the success of the initiative as part of the planning of the event.

Suggest **FOUR** different ways they could show that the initiative was successful given its focus on the 'excellence' level of the sports development continuum.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

[4]

**END OF QUESTION PAPER**

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