Mark Scheme

Pearson BTEC Level 3 – Sport

Unit 19: Development and Provision of Sport and Physical Activity (31542)

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Unit 19: Development and Provision of Sport and Physical Activity

General marking guidance

- All learners must receive the same treatment. Examiners must mark the first learner in exactly the same way as they mark the last.
- Marking grids should be applied positively. Learners must be rewarded for what they have shown they can do, rather than be penalised for omissions.
- Examiners should mark according to the marking grid, not according to their perception of where the grade boundaries may lie.
- All marks on the marking grid should be used appropriately.
- All the marks on the marking grid are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks, if the learner's response is not rewardable according to the marking grid.
- Where judgement is required, a marking grid will provide the principles by which marks will be awarded.
- When examiners are in doubt regarding the application of the marking grid to a learner's response, a senior examiner should be consulted.

Specific marking guidance

The marking grids have been designed to assess learner work holistically.
Rows in the grids identify the assessment focus/outcome being targeted. When using a marking grid, the 'best fit' approach should be used.

- Examiners should first make a holistic judgement on which band most closely matches the learner's response and place it within that band. Learners will be placed in the band that best describes their answer.
- The mark awarded within the band will be decided based on the quality of the answer, in response to the assessment focus/outcome and will be modified according to how securely all bullet points are displayed at that band.
- Marks will be awarded towards the top or bottom of that band, depending on how they have evidenced each of the descriptor bullet points.

Activity 1

Assessment focus	Band 0	Band 1	Band 2	Band 3
Aims	**0**	**1–4**	**5-7**	**8-10**
	No rewardable material.	Identifies basic aims, which demonstrates limited knowledge of the concepts of sports development, in relation to the case study.	Identifies targeted aims demonstrating knowledge and understanding of sports development, in the context of the case study.	Identifies targeted aims, demonstrating specific knowledge and understanding of sports development and its application to the case study.
		Rationale for aims might be attempted but not always relevant to the case study.	Rationale for targeted aims are often present and generally relevant to the case study.	Justification for targeted aims showing relevance to the case study.
		Research might be evident but lacking relevance to the case study.	Evidence of research being applied and referenced to the case study and aims selection.	Evidence of current research being applied and referenced to the case study and aims selection.

Activity 2

Assessment focus	Band 0	Band 1	Band 2
Performance Indicators	**0**	**1–3**	**4–5**
	No rewardable material.	Identifies performance indicators, which demonstrates limited relevance/linkage to aims (which shows limited knowledge of sports development).	Identifies relevant performance indicators, which demonstrates application and specific linkage to aims (showing sound knowledge and understanding of sports development).
		Research might be evident but lacking relevance to the case study.	Evidence of research being applied and referenced, to the case study.

Activity 3

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Proposed Activities	**0**	**1–4**	**5–8**	**9–12**	**13-15**
	No rewardable material.	Proposed activities demonstrate limited relevance to aims (which shows limited knowledge of sports development).	Proposed activities demonstrate relevance to aims (which shows knowledge of sports development).	Proposed activities demonstrate specific relevance to aims (which shows sound knowledge of sports development).	Proposed activities demonstrate specific relevance to aims (which shows in-depth knowledge of sports development).
		Rationale for proposed activities might be attempted, but not always relevant to the case study.	Rationale for proposed activities is often present and generally relevant to the case study.	Rationale for proposed activities is mostly relevant to the case study.	Justification for proposed activities shows relevance to the case study, with realistic timeframes.
		Research might be evident but lacking relevance to the case study.	Evidence of research being applied.	Evidence of research being applied and referenced, to the case study.	Evidence of current research being applied and referenced to the case study.

Activity 4

Assessment focus	Band 0	Band 1	Band 2
Resources	**0**	**1–3**	**4–5**
	No rewardable material.	Identifies resources for proposed activities (to meet aims), which shows limited knowledge of sports development.	Identifies resources for proposed activities (to meet aims), which shows sound knowledge and understanding of sports development.
		Resources identified and may be relevant to the activities.	Resources are realistic and justified in the context of the activities.
		Research might be evident, but lacking relevance to the case study.	Evidence of research being applied and referenced to the case study.

Activity 5

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4	Band 5
Interrelationship between proposal and sports development concepts	**0**	**1–5**	**6–10**	**11–15**	**16-20**	**21-25**
	Level of response not worthy of credit.	Demonstrates a limited knowledge of the interrelationships between proposal and wider sports development concepts.	Demonstrates knowledge of the interrelationships between proposal and wider sports development concepts.	Demonstrates understanding of the interrelationships between proposal and wider sports development concepts.	Demonstrates an analysis of interrelationships between proposal and wider sports development concepts.	Demonstrates an in-depth analysis of interrelationships between proposal and wider sports development concepts.
				Justification is attempted, but is lacking relevance to proposal and sports development.	Justification is relevant to sports development.	Justification is relevant to proposal and sports development.
			Evidence of research might lack application to the relationships.	Evidence of research is applied to the relationships.	Evidence of research is applied and referenced to the relationships.	Evidence of current research being applied and referenced to the relationships.





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