

**CAMBRIDGE TECHNICALS LEVEL 3 (2016)**

**Examiners' report**

# **SPORT AND PHYSICAL ACTIVITY**

**05826–05829, 05872**

**Unit 21 January 2022 series**

# Contents

- Introduction .....3
- Unit 21 series overview .....4
- Section A overview .....5
  - Question 1 .....5
  - Question 2 .....5
  - Question 3 .....5
  - Question 4 .....6
  - Question 5 .....6
  - Question 6 .....7
  - Question 7 .....7
  - Question 8 .....8
  - Question 9 .....8
  - Question 10 .....9
  - Question 11 .....9
  - Question 12 .....9
- Section B overview .....10
  - Question 13 .....10
  - Question 14 .....11
  - Question 15 .....11
  - Question 16 .....12
- Section C overview .....13
  - Question 17 (a) .....13
  - Question 17 (b) (i) .....14
  - Question 17 (b) (ii) .....14
  - Question 17 (c) .....15

## 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 and the mark scheme can be downloaded from OCR.

### 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).

## Unit 21 series overview

The quality of scripts offered in response to the January 2022 Unit 21 The Business of Sport examination paper were of a slightly lower standard than in January 2021.

Most candidates managed their time effectively with little evidence of them running out of time to complete the paper.

Candidates performed less well on questions that demanded the application of knowledge or where they needed to give supporting examples. It must also be noted that candidates did not perform well on the question that is synoptically linked to Unit 3 of the specification (Question 16). 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 17 (a) where candidates were asked to use their knowledge and apply it to the case study.

If candidates require extra space for their answers, centres are asked to remind them to use additional booklets for their answers, rather than write down the sides of the answer booklet or in other ways which potentially make the response difficult to read and therefore mark.

<b><i>Candidates who did well on this paper generally did the following:</i></b>	<b><i>Candidates who did less well on this paper generally did the following:</i></b>
<ul style="list-style-type: none"> <li>• made sure that they attempted all the questions</li> <li>• if the question was worth 4 marks they gave 4 answers to the question</li> <li>• in the extended answer (Question 17 (a)) they made sure that they showed good written communication. They developed and expanded the points that they raised by giving relevant examples</li> <li>• gave answers that were clearly expressed and showed good knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• had a lack of detail in their responses</li> <li>• when answering the longer answer questions (e.g. Questions 14 and 15) that use command words such as 'describe or explain', candidates often responded by simply identifying factors, which makes it more difficult to access the higher marks</li> <li>• gave too few points for the marks available for that question and then often repeated points in responses rather than being able to make separate, distinct points in relation to the question set</li> <li>• in the extended answer (levels question – Question 17 (a)) they did not develop or expand any points that they had made and most importantly they did not give any supporting examples to show their understanding.</li> </ul>

## Section A overview

The recall-type questions and short answer questions in Section A were in the main answered well and candidates scored accordingly. In general, they showed a good understanding of the structure of local businesses, corruption and the role of volunteers, however their knowledge of public and private organisations was considerably weaker.

### Question 1

1 Identify **two** reasons why voluntary sector businesses use volunteers.

1 .....

2 .....

[2]

This question was very well answered. Candidates showed that they had a good understanding of why voluntary sector businesses use volunteers.

### Question 2

2 Give **two** examples of sports media companies.

1 .....

2 .....

[2]

The majority of candidates scored maximum marks on this question. They showed an excellent understanding of sports media companies.

### Question 3

3 Corporate Social Responsibility (CSR) could include working on community projects.

Identify **two** other examples of what CSR could involve.

1 .....

2 .....

[2]

This appeared a very straightforward question which asked candidates to identify two examples of what CSR could involve other than working on community projects (which was in the stem of the question). These are clearly identified in the syllabus specification. However, many candidates did not score marks because their answers were often vague and in some instances they did not even attempt the question.

### Question 4

- 4 The National Lottery might turn down a school's funding request for a new games hall floor because they don't meet the criteria for allowing the local community to use the facility.

Give **two** other reasons why a funding body might decide a sports club have not met the criteria for funding, and therefore decline their application.

1 .....

.....

2 .....

.....

[2]

Only a small number of candidates were able to access both marks on this question. It asks, apart from not meeting the criteria; give two other reasons why the National Lottery might decline the school's application. Many responses were very vague and often irrelevant. In their responses candidates needed to focus on factors such as 'can't prove the need for the hall' and 'no proof that the outcome can be delivered' to score maximum marks.

### Question 5

- 5 The National Lottery is one source of funding for sports clubs.

State **two** other ways that a local netball club could obtain further funding.

1 .....

2 .....

[2]

This was a well answered question with typical answers to this question being 'sponsorship', 'donations' and 'fundraising events'

### Question 6

- 6 Corruption happens in sports businesses in many different forms. Give an example of how each of these types of corruption can occur.

Acceptance of unethical practice in sport

.....  
.....

Breaking financial regulations

.....  
.....

Bribes and kickbacks

.....  
.....

[3]

In the main, this question was answered well by candidates. They showed a good understanding of corruption and were able to apply their knowledge through examples. The majority of the candidates were able to provide at least two acceptable examples for the three parts to the question. The weakest answers were concerned with the unethical practice in sport; examples here were often vague and or incorrect.

### Question 7

- 7 Give **four** characteristics that describe the organisational structure of a local sports business.

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

[4]

When answering this question, candidates showed a good knowledge of the organisational structure of a local sports business, however only some candidates were able to access full marks. Where lower marks were achieved this was often because candidates did not give four characteristics. It is very important that once again centres re-iterate to candidates that where a question is worth a certain number of marks then they need to make the necessary amount of points in order to access the maximum marks for that question.

### Question 8

**8** Outline **three** roles at a major sporting event which are unlikely to be undertaken by volunteers.

1 .....

2 .....

3 .....

**[3]**

This was a very straightforward question, and most candidates should have been able to access full marks. However, candidates often repeated points under officials (so they put linesperson, judge and referee) or they simply did not write a third answer.

### Question 9

**9** Using the word bank below, complete the following sentences about private sector sports businesses.

professional clubs                  profits                  communities                  sales  
participation                  government                  shareholders                  lotteries

(i) Their main aim is to increase \_\_\_\_\_ .

(ii) Their main source of funding is often \_\_\_\_\_ .

(iii) They are most accountable to \_\_\_\_\_ .

**[3]**

This question assessed candidates' understanding about private sector businesses. This proved to be a challenge to quite a number, many of whom appeared to have a limited understanding and so used the incorrect words to fill in the sentences. Only a small percentage of candidates were able to access full marks.



### Question 10

10 Identify **two** types of sports organisations in the public sector.

1 .....

2 .....

[2]

Candidates struggled with this, even though it was a very straightforward question. Many of them did not read the question carefully enough as it asked for types of sports organisations in the public sector. Unfortunately, many candidates gave answers that referred to private sector organisations and even voluntary sports organisations and so scored no marks.

### Question 11

11 The statements below relate to the importance of Corporate Social Responsibility within sports businesses.

State whether they are True or False by **circling** the correct answer.

Its main purpose is to improve brand image. True / False

It can be used as a marketing strategy. True / False

It is a way to meet community obligations. True / False

[3]

This question was well answered. Candidates showed that they had a good understanding of the importance of Corporate Social Responsibility (CSR) within sports businesses. The majority of candidates scored either 2 or 3 marks on this question.

### Question 12

12 Describe **two** possible consequences to businesses if they do not treat volunteers with the same consistency as other employees.

1 .....

.....

2 .....

.....

[2]

This question was again answered well. Many candidates showed good knowledge of this topic and were able to describe two possible consequences to businesses if they do not treat volunteers fairly. Typical answers included volunteers would leave, damage to reputation and grievance procedures.

## Section B overview

In the main, candidates showed a sound knowledge of the questions in this section, however the application of this knowledge in relation to each of the particular questions shows that there is still room for further improvement. Centres are reminded that if a question is worth 5 marks, then candidates need to try to make five relevant points. It is also worth noting that Question 16, which had a synoptic link to Unit 3, was not well answered.

### Question 13

- 13** There are many transaction and relationship marketing strategies available for sports businesses to use.

The table below is about a professional rugby club that is trying to sell tickets for their upcoming season.

Complete the spaces in the table with the appropriate information.

Characteristic	Transaction Marketing	Relationship Marketing
Organisational goal		Retain customers
Amount of customer contact		Frequent/often
Degree/level of customer commitment	Low	High
Basis for seller–customer interactions	Use of conflict and manipulation	
Timescale		

[5]

This question had a mixed response, showing that some centres appeared to have taught this area very much in line with the specification and candidate answers followed the exact wording of the mark scheme. However, weaker answers showed limited knowledge of transaction and relationship marketing and answers were often in vague terms.

### Question 14

14 If a local cricket club stopped receiving funding from their governing body, the ECB, how might this impact on cricket in the local area?

[5]

.....

.....

.....

.....

.....

.....

The majority of candidates managed to score 2 or 3 marks on this question with 'can't buy new equipment', 'decrease in participation', 'less interest in the club' and 'closure of the club' as the most common answers. Only a small percentage were able to give enough detail in their answer to access full marks. This question was worth 5 marks. Moving forward, centres need to make sure that candidates give the appropriate number of answers in order to access all the marks on these type of questions.

### Question 15

15 Sports Direct is an example of an international sports business. Describe the characteristics of a sports business with an international structure.

[5]

.....

.....


.....

.....

.....

.....

This question was answered in a very similar way to the previous question. The majority of candidates showed some understanding of characteristics of a sports business with an international structure and so managed to score 2 or 3 marks. Typical answers included 'large teams of people', 'a complex hierarchy' and 'a large number of sites' being the most common answers. However, very few candidates were able to give enough detail in their description to access the full 5 marks.

	<b>AfL</b>	<p>It is vital that 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. This question was worth 5 marks and so required five answers; many candidates only gave two or three responses.</p>
---	------------	---

### Question 16

**16** There are many ways of measuring success in sports businesses.

Describe the ways that public or voluntary sector sports development organisations can have their levels of performance and levels of participation measured. You should support your answer with relevant examples.

**[5]**


Level of Performance

.....  
.....  
.....  
.....  
.....

Level of Participation

.....  
.....  
.....  
.....  
.....

This question was not answered well by candidates. It was clear that many of the candidates did not realise that this was a synoptic link to Unit 3 and so struggled to describe the ways that organisations can have their levels of performance and levels of participation measured. Many of the candidates wrote in very vague terms and made irrelevant comments particularly in relation to the level of performance. They did not realise that they had to consider the different types of assessment (self and external assessment). Therefore, only a small minority were able to access marks on this question.

	<b>AfL</b>	Moving forward, centres need to make candidates aware that the Unit 21 exam paper will contain questions that have a synoptic link to Unit 3 and that they need to be prepared for this.
---	------------	--

## Section C overview

This section of the paper continues to be the most challenging for students. In particular, this year it was not answered well. Candidates showed a very limited understanding of the topics in the questions, the impacts of commercialisation, maximising fan engagement and CSR.

This was made even more demanding for them because they then had to use their limited knowledge of these topics and apply it to the case study. The net result was that, overall, candidates scored fewer marks on this section in comparison to Sections A and B.

### Question 17 (a)

- 17 (a)\*** The new Canadian Premier League (CPL) is an exciting development for football fans in Canada. It also provides significant opportunities for commercial partners.

Discuss the likely impacts of commercialisation on the Canadian Premier League. Use examples from other countries or sports to support your answer.

**[8]**

.....

.....

.....

.....

.....

.....


This eight-mark question is marked using a levels response mark scheme; examiners use the levels descriptors and indicative content in the mark scheme to reach a holistic judgement about the level within which the response should sit and award a mark within that level accordingly.

This question was in the main not well answered. Many of the candidates were only able to provide a Level 1 answer and only a minority were able to access Level 3. In essence, candidates had to discuss the impacts of commercialisation on the CPL and then use examples to support their answer.

In many instances, candidates did not do this and simply wrote about some of the basic impacts of commercialisation, namely increased revenue, increased media coverage, sponsorship and a greater fan base but did not include any examples

The best answers structured their response so that they included a much more detailed assessment of the impacts. This included topics like the power of agents, the pressure on players, media intrusion and the impact of social media. They discussed these impacts and supported their answer with examples.

It must also be noted that there were some candidates who scored no marks on this question because their answer was vague and irrelevant and had nothing worthy of a mark. There were also a number of candidates who made no response (NR) to the question.

	<b>AfL</b>	If a question asks candidates to support their answers with examples, it is vital that they do this. Centres need to prepare candidates for this type of question and make sure that they give a detailed response that includes relevant examples in order to access the higher marks on the question.
---	------------	---

Question 17 (b) (i)

- (b) (i) Explain how club owners can maximise the potential benefits of the customer/fan engagement for their teams.

.....

.....

.....

.....

.....

.....

..... [3]

This was probably the most accessible question in Section C. In the main candidates were able to give one or two different ways that clubs could engage better with the fans, but very few candidates accessed full marks because the majority of their answers lacked detail and depth.

Question 17 (b) (ii)

- (ii) Explain how media coverage will have an impact on the growth and success of the new clubs.

.....

.....

.....

.....

.....

..... [3]

Another challenging question. This time it asked candidates to apply their knowledge regarding media coverage and the impact that this will have on the growth and success of new clubs. The better candidates were able to do this and identified increased revenue/sponsorship and an increase in popularity/participation as the main impacts. However, there were weaker responses with vague and irrelevant answers, and in some cases no response (NR).

### Question 17 (c)

- (c) Using examples, discuss the importance of Corporate Social Responsibility to the CPL clubs and how they can take advantage of this.

.....

.....

.....

.....

.....

.....

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

This was a difficult question based on the importance of CSR to the CPL and the candidates had to support their answers with examples. Some candidates were unable to access any marks on this question. The better responses scored 2 or 3 marks on the question but the marks that they achieved could have been better if they had given examples as stated in the question. Candidates lost marks because they did not do this, as they could only score 3 marks without any examples.

---

# Supporting you

---

## 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 [OCR website](#).

## Supporting you through 2021-2022

Our priority is supporting you and your students this spring and to support you as you prepare for summer 2022. We'll update our [website information](#) regularly with resources, guidance and key information.

## Take a look at our support for:

- [Teachers](#)
- [Students](#)
- [Exams officers](#)

## Keep up-to-date

We are sending a weekly roundup to tell you about important updates. You can also sign up for your subject specific updates. If you haven't already, [sign up here](#).

## OCR Professional Development

Attend one of our popular CPD courses to hear directly from a senior assessor or drop in to a Q&A session. All our courses for the academic year 2021-2022 are being delivered live via an online platform, so you can attend from any location.

Please find details for all our courses on the relevant subject page on our [website](#) or visit [OCR professional development](#).

## Signed up for Exambuilder?

**ExamBuilder** is the question builder platform for a range of our GCSE, A Level, Cambridge Nationals, Cambridge Technicals and Functional Skills qualifications. See the full list of available qualifications in the [sign up form](#).

ExamBuilder is **free for all OCR centres** with an Interchange account and gives you unlimited users per centre. We need an [Interchange](#) username to validate the identity of your centre's first user account for ExamBuilder.

If you do not have an Interchange account please contact your centre administrator (usually the Exams Officer) to request a username, or nominate an existing Interchange user in your department.



---

# Supporting you

---

## Active Results

Review students' exam performance with our free online results analysis tool.

**For the spring 2022 series, results analysis is available for Cambridge Nationals (moderated units) only.**

It allows you to:

- review and run analysis reports on exam performance
- analyse results at question and/or topic level
- compare your centre with OCR national averages
- identify trends across the centre
- facilitate effective planning and delivery of courses
- identify areas of the curriculum where students excel or struggle
- help pinpoint strengths and weaknesses of students and teaching departments.

Find out more at [ocr.org.uk/activeresults](https://ocr.org.uk/activeresults).

## 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.

Call us on  
**01223 553998**

Alternatively, you can email us on  
**support@ocr.org.uk**

For more information visit

 **ocr.org.uk/qualifications/resource-finder**

 **ocr.org.uk**

 **/ocrexams**

 **/ocrexams**

 **/company/ocr**

 **/ocrexams**

## We really value your feedback

Click to send us an autogenerated email about this resource. Add comments if you want to. Let us know how we can improve this resource or what else you need. Your email address will not be used or shared for any marketing purposes.



**I like this**



**I dislike this**

Please note – web links are correct at date of publication but other websites may change over time. If you have any problems with a link you may want to navigate to that organisation's website for a direct search.



OCR is part of Cambridge University Press & 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 2022 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.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up to date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please [contact us](#).

You can copy and distribute this resource freely if you keep the OCR logo and this small print intact and you acknowledge OCR as the originator of the resource.

OCR acknowledges the use of the following content: N/A

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our [Expression of Interest form](#).

Please [get in touch](#) if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.