

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

SPORT AND PHYSICAL ACTIVITY

05826–05829, 05872

Unit 21 Summer 2022 series

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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.

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Unit 21 series overview

The quality of scripts offered in response to the June 2022 Unit 21 The Business of Sport examination paper were of a similar standard to those in January 2022. Most candidates managed their time effectively with little evidence of candidates running out of time to complete the paper.

Candidates performed less well on questions that demanded the application of knowledge or where the candidates needed to give supporting examples. This was evident in Question 13 and 15.

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 17b where candidates were asked to use their knowledge and apply it to the case study.

If candidates require extra space for their response's centres are asked to remind candidates to use additional booklets for their responses, 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

Candidates who did well on this paper generally did the following:	Candidates who did less well on this paper generally did the following:
<ul style="list-style-type: none"> • made sure that they attempted all the questions • if the question was worth 5 marks, they gave 5 responses to the question • in the extended answer Question 17a) they made sure that they showed good written communication. They developed and expanded the points that they made and gave evidence from the case study • gave responses that were clearly expressed and showed good knowledge. 	<ul style="list-style-type: none"> • required more detail in their responses when answering the longer answer questions (e.g., Questions 13 and 17c) that use command words such as 'describe or explain' candidates often responded by identifying factors, which makes it more difficult to access the higher marks. • gave too few points for the marks available in a question and then often repeated points in responses. • did not make separate, distinct points in relation to the question set. • in the extended answer Question 17a, they did not develop or expand any points that they had made and they did not refer to the case study to show their understanding.

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, candidates showed a good understanding of the characteristics of sports businesses, the types of private sports businesses, how funding for businesses could be used and the role of volunteers. However, their knowledge of corruption in sports businesses was considerably weaker.

Question 1

1 Identify **two** characteristics of a national sports business.

1

2 [2]

This question was well answered. Candidates showed that they had a good understanding of the characteristics of a national sports business. The most common responses included they had large teams of people and multi-site locations.

Question 2

2 Give **two** examples of how a community tennis club might use funding for new facilities.

1

.....

2

..... [2]

A number of candidates struggled to score marks on this question with many incorrectly stating it could be used for equipment or kit. However, for those candidates who did score marks on this question, typical responses included build new courts and improving the clubhouse.

Question 3

3 Apart from funding new facilities, give **two** other examples of how a sports club might use funding.

1

.....

2

.....

[2]

This was a very well answered question with many candidates scoring maximum marks. Many of the candidate's responses included to buy new equipment, for improved coaching or to employ new staff.

Question 4

4 A hockey club is organising a 'taster day for children to come and try playing hockey'.
Give **three** possible sources that the club could access funding from.

1

2

3

[3]

This question was synoptically linked to Unit 3 and this was in the main answered well. The majority of candidates scored 2 or 3 marks on this question showing a good knowledge of the sources of funding, A wide range of responses were provided by the students.

Question 5

5 Other than National Governing Bodies (NGBs), identify **four** different types of organisations involved in sport in the UK.

- 1
- 2
- 3
- 4

[4]

This question was also synoptically linked to Unit 3. In the main candidates showed a sound knowledge of the different types of organisations involved in sport in the UK. They identified the Government, local councils, the National Lottery and UK sport in their responses. However, a significant number of candidates incorrectly gave examples of governing bodies as their responses.

Question 6

6 Which **one** of the following is an example of a public sector sports business?

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

(a) Community volleyball club

(b) David Lloyd gym

(c) Leisure centre

(d) Sports clothing shop

[1]

This question was very well answered. A significant number of candidates showed that they had a good understanding of an example of a public sector sports business.

Question 7

7 Give an example of each of the following types of private sector sports businesses.

Sports media company:

Sports equipment manufacturer:

Sports betting company:

Sports clothing retailer:

[4]

This was the best answered question on the exam paper. Candidates showed an excellent knowledge of the different types of private sector sports businesses and a significant number of candidates scored maximum marks on the question.

Question 8

8 Explain how staff members and customers benefit when a company has good retention of its staff.

Benefits to staff members

.....

.....

.....

Benefits to customers

.....

.....

.....

[4]

When answering this question, candidates showed a good knowledge of retention of staff and the benefits it can bring, however only some candidates were able to access full marks. Where lower marks were achieved this was often because candidates did not give two benefits for each part of the question.

Assessment for learning



It is very important that once again centres re-iterate to candidates that where a question is worth a certain number of marks then candidates need to make the necessary number of points in order to access the maximum marks for that question.

Question 9

9 Identify **two** roles that could be undertaken by volunteers at a school sports day.

1

.....

2

.....

[2]

This is a very straightforward question, and many candidates were able to access full marks. However, candidates sometimes repeated points under officials (so they put judge and referee) or under support staff (they put welcoming parents and setting up equipment)

Question 10

10 Give **two** types of corruption in sports businesses.

1

.....

2

.....

[2]

Candidates frequently found this question difficult. Many candidates gave responses that referred to corruption in sport in general and so they wrote about doping and cheating and so scored no marks. Typical correct responses included reference to bribes, match fixing and breaking financial regulations.

Question 11

11 Describe **two** ways that a sports business can demonstrate competitiveness.

1

.....

2

.....

[2]

This question assessed candidates' understanding of competitiveness and how businesses can demonstrate this. Many candidate responses were often vague and incorrect. Very few candidates were able to access full marks, although the better responses did consider offering discounts, price matching and having a wide range of products in their responses.

Question 12

12 The statements below relate to what Corporate Social Responsibility (CSR) involves.

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

CSR involves 'Positive reputation of the organisation'.

True / False

CSR involves 'The Influence of Government and the Department for Digital, Culture, Media and Sport (DCMS)'.

True / False

[2]

This question was well answered. Candidates showed that they had a good understanding of what Corporate Social Responsibility (CSR) involves. Many candidates scored maximum marks on this question.

Question 14

14 Sports businesses regularly use a variety of methods to attract and retain customers.

Match the following methods of attraction/retention to the examples in the table below by placing the correct letter next to each one.

- A Reputation/positive word of mouth.
- B Identify and understand target group.
- C Loyalty/reward schemes.
- D Success of organisation.

Method of attraction/retention	Example
	A company might offer a free drink in the café for every new customer recommended by an existing member/customer.
	Giving people '11 months for the price of 12' when renewing their membership.
	Sending out a leaflet to a retirement home about the benefits of exercise for over 60s with a timetable of suitable classes.
	Advertising how well the business has done on social media and using customer feedback to reinforce this.

[4]

This question was well answered. Candidates showed a good understanding of the methods of attraction and retention of customers and were able to match them up with the examples given. Many candidates scored full marks on this question.

Question 15

15 Using examples, describe how sports businesses make sure that they include Corporate Social Responsibility (CSR) obligations in relation to:

- Community projects
- Adhering to laws and regulations
- Environmental and sustainability awareness

.....

.....

.....

.....

.....

.....

.....

..... [6]

Many of the candidates could not describe, using examples, how sports businesses make sure they include CSR obligations in relation to three different aspects. In many instances candidates repeated the terms community projects, adhering to laws and regulations, and environmental and sustainability awareness. However, some candidates were able to access marks because they provided relevant examples.

Using examples to answer questions

It is important that centres give their candidates practice at writing descriptive responses using examples to support their understanding. This will help them to score more marks on these type of questions in the future

Section C overview

This section of the paper continues to be the most challenging for students. In particular, candidates showed a limited understanding of the topics in the questions, the impacts of commercialisation, a SWOT analysis and how to measure success of a competition.

This was then 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 overall, candidates scored fewer marks on this section in comparison to Sections A and B. In some instances, candidates scored no marks on this section

Question 17 (a*)

17 (a)* Use the case study to analyse the impacts of commercialisation on the Davis Cup.

[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 poorly answered. Many of the candidates were only able to provide a Level 1 response and only a minority were able to access Level 3. In essence, candidates had to discuss the impacts of commercialisation on the Davis Cup and then use the case study to support their response.

In many instances, candidates 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 information from the case study to support their comments.

The best responses structured their answer 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 response with evidence from the case study.

It must also be noted that there were several who scored no marks on this question because their response 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.

Question 17 (b)

(b) Complete a SWOT analysis of the competition's new format.

[6]

Successful candidates were able to create a SWOT analysis and identified some of the strengths and opportunities and to a lesser extent the weaknesses and threats. However, the weaker candidates were not able to do this, they produced vague and irrelevant responses, and in some cases 'no response' (NR).

Question 17 (c)

(c) Explain how Kosmos will measure the success of the competition's new format.

.....

.....

.....

.....

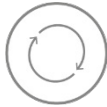
.....

.....

..... [6]

Many candidates scored 2 or 3 marks on this question with an explanation of profitability, an increase in viewing figures and a positive reputation being the most common responses. Some of the weakest responses only identified factors that could measure success so put legacy or share prices without an explanation. This was considered too vague, and no marks were given. Only a small percentage of candidates were able to give enough detail in their response to access full marks.

Assessment for learning

 This question was worth 6 marks, so centres need to make sure that candidates give six responses to access all the marks on these types of questions. Many candidates only gave two or three responses, so they could only access 2 or 3 marks.

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