

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

SPORT AND PHYSICAL ACTIVITY

05826-05829, 05872

Unit 21 Summer 2023 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 for the June 2023 series Unit 21 The Business of Sport examination were of a slightly lower standard than in June 2022.

The majority of candidates managed their time well and there was little evidence of candidates running out of time to complete the paper.

The recall type questions and short response questions in Section A were, in general, answered well by candidates. However, there were a small number of questions, notably Question 5 and Question 11, where candidates often did not score any marks. In contrast to previous series, candidates showed some improvement on Sections B and C, where they were required to write extended responses and show an ability to apply their knowledge and understanding of the syllabus in greater depth. The exception to this was Question 17 (a), where many candidates struggled to show the necessary in-depth analysis and subject knowledge, which resulted in the majority of responses falling within Level 1. Discussion of the reasons why boxing has become more commercialised were often basic and examples from the case study were used sparingly, or not at all, in some cases.

If candidates require extra space for their responses, centres are asked to remind candidates to use extra 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 Candidates who did less well on this paper generally: generally: attempted all of the questions did not answer all of the questions gave the required number of responses, e.g. 4 had a lack of detail in their responses responses for a 4-mark question did not use the correct subject specific provided relevant and accurate examples for terminology the questions that required them to do so gave too few points for the marks available for • used the correct terminology from the syllabus that question when addressing questions on CSR. often repeated points in responses rather than Corruption in Sport and Sources of Funding for making separate, distinct points in relation to **Sports Businesses** the question set wrote in clear and concise terms, expressing for the extended response, levels question – sound knowledge across the majority of Question 17 (a), they did not develop or questions. expand any points that they, made. Moreover, they did not give any supporting examples to show their understanding.

Section A overview

The recall type questions and short response questions in Section A were, in the most part, answered well and candidates scored accordingly. In general, they showed a good understanding of the different types of employment contracts, the roles volunteers can undertake and examples of sports equipment manufacturers. However, their knowledge of the ways sports businesses can show sustainability and their ability to identify public sector organisations involved in UK sport was considerably weaker.

| | 4.5 | - 4 |
|-----|---------|-----|
| () | uestion | - 1 |
| | | |

| • | identity three methods that a sports business might use to attract customers. | |
|---|---|-----|
| | 1 | |
| | 2 | |
| | 3 | |
| | | [3] |
| | | |

This question was generally answered well by candidates. Most showed a good understanding of the methods a sports business would use to attract customers.

Question 2

| 2 | Name ${\bf a}$ type of contract that might be used for the employment of staff in sports businesses. |
|---|--|
| | |
| | [1] |

5

This question was answered well by the majority of candidates. Those who did not score often responded with 'long term' or 'zero hour' as an example of a type of contract.

| 3 | Which two of the following statements below are benefits of retaining staff to an organisation? |
|-------|--|
| | Tick (✓) the boxes next to the two correct responses. |
| | Having job security |
| | Job satisfaction |
| | Lower recruitment and training costs |
| | Staff will get to know the customers [2] |
| | [-] |
| not | s appeared to be a straightforward question but the response from candidates was mixed. Some did score at all and others were only given 1 mark. There were also responses from some candidates ticking one box, rather than the required two. |
| | |
| Qu | estion 4 |
| 4 | Identify two roles that a volunteer might undertake at a village sports day. |
| | 1 |
| | |
| | 2[2] |
| not | majority of candidates answered this question well and achieved full marks. Where candidates did score marks, their responses were often vague and did not identify a clear role that is undertaken by blunteer at a village sports event. |
| | |
| Qu | estion 5 |
| 5 | Suggest one potential barrier that sports businesses face when training volunteers. |
| | [1] |
| ʻlacl | re was a mixed response to this question, with many candidates citing either 'lack of experience' or c of knowledge' as a barrier. This suggested that they had focused their attention on the volunteer, er than the sports business. |

| 6 | Outline three ways that Corporate Social Responsibility (CSR) is important to sports businesses. |
|----------------|--|
| | 1 |
| | 2 |
| | 3 |
| | [3] |
| resp repu | spite having a wide range of option choices available for this question, the majority of correct conses fell within the same few points on the mark scheme. Many candidates referred to 'improved utation', 'attracting more customers' and 'enables access to funding' but there were also frequent conses of 'make more money' or 'make profit' being incorrectly offered. |
| | |
| Qu 7 | estion 7 Identify four ways that sports businesses can show sustainability. |
| | 1 |
| | 2 |
| | 3 |
| | 4 |
| | |

There were only a small number of candidates who achieved full marks on this question. Some candidates repeated responses, most commonly 'environmentally friendly' and 'ecologically friendly', and therefore could only be given the mark once.

| 8 | When a sports business applies for funding, describe how they would show that they meet funding body criteria. |
|---|--|
| | |
| | |
| | |
| | |
| | |
| | [3] |

This question required candidates to describe the ways in which sports businesses could access funding by meeting the criteria set. Some candidates focused on the completion of forms while others gave vague and irrelevant responses, which could not be given a mark. Those who did score predominantly focused on the importance of 'having a clear goal' and 'proving there was a demand' for the funding.

Question 9

| Name two sports equipment manufacturers. | |
|---|-----|
| 1 | |
| 2 | [2] |
| | 4 |

The vast majority of candidates achieved full marks on this question. Common correct responses were 'Nike' and 'Adidas'. Those candidates who did not gain 2 marks often gave the name of a sports retailer, such as 'Sports Direct'.

[3]

Question 10

| 10 | Describe a positive and a negative impact that the mass media could have on a sports business. |
|-----|---|
| | Positive impact |
| | Negative impact |
| | [2] |
| ned | question was answered well by most candidates, particularly the positive impacts that the mass lia could have on a sports business. Most focused on the reputation of the business and used this conse for both sections. |
| | |
| Qu | estion 11 |
| 11 | Identify three public sector organisations involved in sport in the UK. |
| | 1 |
| | 2 |
| | 3 |

The majority of candidates did not score on this question and it was answered poorly. Common incorrect responses were the names of fitness gyms, 'local parks', 'swimming pools', 'leisure centres' and 'schools and colleges'.

12 Providing education is one role of a public sector sports organisation.

Give four other roles and responsibilities of sports organisations in the UK.

| | [4] |
|---|-----|
| 4 | |
| 3 | |
| | |
| 1 | |

Very few candidates achieved full marks on this question, although most were able to identify one or two correct examples. 'Increasing participation' and 'provide funding' were the most popular correct responses seen.

Section B overview

In general, candidates performed well in this section. Many were able to apply sound subject knowledge to the questions and used the correct terminology from the syllabus. The slight exception to this was Question 14, measuring the success of a sports business, which has a synoptic link to Unit 3. Candidates were not as secure in their knowledge of this area, in comparison to the other questions in Section B, and the marks scored reflected this accordingly. Centres are reminded that candidates should be making the required number of responses for each question. Many were not offering five responses for some of the questions, which automatically reduced the maximum number of marks they could achieve.

Question 13

| 13 | Retention of staff is very important for sports businesses. |
|----|--|
| | Outline the methods that might be used to retain staff in sports businesses. |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | 15 |

This question was answered well by the majority of candidates. Subject knowledge was good and candidates were using the correct terminology throughout their response. Many scored at least 3 marks and there were numerous examples of candidates achieving a maximum of 5 marks. Responses regularly came from across the full range of options available, which suggests that centres have taught this section in good depth and candidates were able to apply the knowledge confidently to the requirements of the question.

| 14 | Describe the different ways that a private sector sports business can measure its success. |
|----|--|
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| | |
| | |
| | 151 |

There was a mixed response to this question. Some candidates showed a good breadth of knowledge and were able to describe a range of relevant points from the available options. 'Make profit', 'good reputation', 'repeat/increase customers' and 'winning trophies/competitions' were all common responses, but some candidates were too vague in their descriptions and did not clearly identify the methods by which success can be measured.

Assessment for learning



It is vital that centres make sure candidates can give both breadth and depth to their responses in order to access all the marks on these questions. Although the question was worth 5 marks, many candidates only gave two or three responses so therefore limited the maximum number of marks they could achieve.

| 15 | Discuss the potential benefits that an individual might get from volunteering for a sports business. |
|------------------------------|---|
| | |
| | |
| | |
| | |
| | |
| | [5] |
| Ques ooss impr cand | vast majority of candidates were able to score at least 2 or 3 marks on this question but again, like stion 14, many did not offer the required amount of responses (5) in order to give themselves the sibility of achieving the maximum number of marks available. Many correctly made reference to roving skills' and 'gaining work experience'. However, there were frequent responses from lidates identifying tangible rewards such as 'money/payment', which does not tally with the role of a nateer. |
| | |
| Que | estion 16 |
| 16 | Describe the organisational structure of a global sports business. |
| | |
| | |
| | |

This question was, in general, answered well by candidates. Many scored at least 3 marks and some were able to achieve the maximum available. There were, however, frequent candidate responses which did not use the words in bold in points 1 and 2 on the marks scheme, which therefore meant they were unable to be given the mark.

Section C overview

There was a mixed response to this section from candidates and it continues to be the most challenging part of the examination. Questions 17 (b) and 17 (c) were answered well in many cases but candidates struggled to show the necessary knowledge and ability to offer the detailed analysis that is required for Question 17 (a). Moreover, the use of examples by candidates from the case study were infrequent and, when present, were often just directly quoted with minimal or no link to the knowledge points. Due to this, most candidates scored lower on this section in comparison to Sections B and C.

Question 17 (a)*

17 (a)* Explain how boxing has become commercialised, and how the rise of YouTube athletes has helped to enhance this. Use the case study to support your answers.

[8]

This 8-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 response and just a minority were able to access Level 3. The question required candidates to explain the role that YouTube stars have had on the commercialisation of boxing.

Many were able to identify one or two ways in which this had occurred but too often these points were not expanded on in enough depth and detail, or in some cases, at all. The question also required candidates to draw examples from the case study to support their explanations, but this was not evident in many cases. In some instances where examples were provided, these were not linked directly to the knowledge points and were just copied from the case study with little or no analysis.

Those candidates who provided the best responses structured their response so that they included a much more detailed assessment of the role of YouTube stars and the impact their involvement has had on boxing. This included topics like the influence they have due to their large number of followers, the role of sponsorship and the ways in which boxers and the sport generate profit. These candidates then went on to discuss these points and supported their response with examples, both from the case study and their own observations from the sport in general.

It must also be noted that there were some candidates who scored no marks on this question because their response was vague and irrelevant. There were also a number of candidates who made no response (NR) to the question.

Question 17 (b)

| (b) | Using examples, discuss the different sources of funding that a sports business might access to help them to expand. | |
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Although many candidates were able to score marks on this question, many did not provide relevant examples to the identified knowledge points so therefore reached the sub-max of 3 marks. This is clearly highlighted in the stem of the question but was not recognised and then addressed by many candidates. In many cases, candidates went on to provide further knowledge points but these were not accompanied by examples. There were also frequent examples of candidates just giving generic descriptions of what the funding could be spent on, e.g. 'build a new sport centre', rather than how it can be accessed by the sports business and a named example of how it would be used.

Assessment for learning



If the stem of a question asks candidates to support their responses 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 (c)

| :) | Describe the types of corruption that could occur in a celebrity sports event such as the KSI 'vs' Logan Paul fight. |
|------------|--|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | [6] |

Candidates were often able to identify the different types of corruption and those who scored well then linked each one to a relevant example. 'Doping' and 'Cheating' were both common responses that were accompanied by accurate practical examples. Some candidates did not achieve marks because they either did not provide any examples; the types of corruption were just identified, or the examples they gave included vague or inaccurate descriptions.

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