

Cambridge Technicals in Sport and Physical Activity

Level 3 Cambridge Technicals Certificates in Sport and Physical Activity
05826, 05827

Level 3 Cambridge Technicals Diplomas in Sport and Physical Activity
05828, 05829, 05872

OCR Report to Centres - January 2018

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This report on the examination provides information on the performance of learners which it is hoped will be useful to teachers in their preparation of learners for future examinations. It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the examination.

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Unit 1 Body systems and the effects of physical activity

General Comments:

In this examination series, many candidates were well prepared for questions on most aspects of the specification, although some individual centres were less well prepared in one or two topic areas. Most candidates again managed their time effectively with little evidence of running out of time to complete the paper. Most scored well with the multi-choice questions at the beginning of the paper.

In Section C of the paper where candidates are required to write an extended answer, candidates showed a better standard of written communication than the previous series, with the vast majority sticking to the requirements of the question rather than going off the point.

The most demanding parts of the paper for many candidates were questions 15, 16b, 18 and Q20, which was often left unanswered.

Comments on Individual Questions:

Section A

Questions 1 – 10

Questions 1 – 8 were multi-choice type questions.

A very small minority did not respond to one or more of these, with most answering them well. The questions that proved the most challenging were questions 2,4,5 and 6.

Candidates advised to read question and all answers carefully before committing to a particular answer. Candidates are advised to look for and/or highlight key words in each question.

Candidates should beware of a negative question e.g. which is **not** a ... and lung volumes relate to air, not oxygen. Candidates are also reminded to be aware of and to recognise the specific muscles within the quadriceps and hamstrings.

Candidates are also advised to re-visit these multi-choice questions again if they have time.

Very few scored 10/10 for the multi-choice section.

Section B

Question No. 11

Very few candidates scored the full three marks available for this question. Many could identify the Tibia and Metatarsals but most struggled with labelling the Talus – with many simply writing 'ankle bone'.

Question No. 12

Many answered this question well and scored the full three marks available, although a minority of candidates incorrectly labelled the movement at the elbow as extension rather than flexion.

Question No. 13

This was answered well by most candidates who worked through the 'word bank' to find the appropriate words. Most were able to correctly identify flexion, but many confused the contraction type. Most correctly identify the word agonist but many put incorrect muscle names especially for iliopsoas.

Question No. 14

This question was to identify the appropriate muscle fibre type and it proved very difficult for many to score the full three marks available. Many were unable to identify fast oxidative or slow oxidative, but most were able to give fast glycolytic for the third answer. Simply writing fast twitch was not good enough to score marks for this Level 3 examination.

Question No. 15a and b

Many candidates started their answer by re-writing part of the question – there is no need to do this and merely wastes valuable time.

In Q15a most candidates identified hypertrophy as part of their outline and some described hyperplasia but very few achieved the third mark. Candidates are reminded that three separate points are required for a three-mark question.

In 15b, many candidates scored the full three marks showing a good understanding of how a warm-up improves the efficiency of muscles. Candidates did not score any marks for saying that muscles 'get warmer' because this is simply a repeat of the question.

Question No. 16a and b

Although most could identify the structures of the heart, many were unable to back each up with an accurate description of the role of each structure. The role has to identify where the blood has come from or where it was going to and some left this important information out.

In 16b, many candidates answered this poorly with few marks being scored. The question is about the role of arterioles during exercise and therefore only those who described vasodilation and vasoconstriction and the flow of blood scored marks.

Question No. 17

Most candidates scored at least one mark for this four-mark question. Most described and did not account for the differences between the two performers. Half the marks available were for accounting for the differences and half for the description. The question asked for differences and so those that wrote of similarities were unable to access the marks available.

Question No. 18

Candidates that fully explained the mechanics of breathing during inspiration, using all the terms available in the 'word bank, scored well.

Too many candidates got themselves confused with the mechanics of inspiration with the mechanics of expiration and so scored few marks. Those that scored marks explained the roles of the diaphragm, external intercostals and the ribs and it was only the most able candidates who were able to effectively explain the role of the thoracic cavity and pressure.

Question No. 19

This was generally well-answered, with most candidates scoring at least two marks. Those that did not score full marks often got the last sentence wrong with the actions of carbon dioxide and oxygen the wrong way around.

Question No. 20a and b

This question was the weakest answered of them all, with some candidates leaving the whole question unanswered. Very few scored the full six marks available. Knowledge of the three energy systems is expected for this specification but many did not know the three stages of the aerobic system in 20a.

In 20b, few got all three marks – more scored a mark for the 3rd stage.

Question No. 21

This ten-mark question is marked using a levels response mark scheme with descriptors that enable Examiners to pinpoint a mark from the responses they read.

Many candidates answered this question well and took into account both the positive and negative impacts. A few of the lower scoring candidates stuck with either positive or negative and too many candidates ignored the demand to use practical examples to support their answer.

Candidates are reminded that using practical examples is often a feature of these extended questions and for them to be prepared to use relevant practical examples throughout their answer.

The better scoring candidates pleasingly gave detailed knowledge and understanding of the impacts of activity on the skeletal system, a common feature of these good candidates is that they use the correct technical vocabulary throughout their answer. Some candidates tended to wander off the point and write in detail about the muscular system and therefore scored few marks.

This extended question is also assessed on the quality of written communication and the better responses again showed a fluent and accurate approach, with few spelling errors and with good use of clear sentences and paragraphs. Weaker candidates again showed poor structure and accuracy in spelling.

Unit 3 Sports Organisation and Development

General Comments

The quality of scripts offered in response to the January 2018 Unit 3 Sports Organisation and Development examination paper were of a higher standard than in previous papers. Although relatively few learners managed to get into the higher end of the mark range.

Evidence would suggest that learners understood what was required of them throughout all 4 learning outcomes and there was little evidence of learners misinterpreting questions. A common downfall that still exists for some learners is examination technique, with many examples of responses offering too few points for the marks available for that question and a number of learners repeating points in responses rather than being able to make separate, distinct points in relation to the question set. Learners did address the command words in the majority of cases, especially in the shorter answer questions.

The quality of written communication was mostly sound, although a minority wrote notes in bullet form which is not recommended, particularly on Question 2d, the 8-mark levels of response question. Quality of written communication is assessed in the question identified with an asterisk (*) in each Unit 3 paper and using bullet points does limit the candidates ability to show this.

It is recommended that centres continue to highlight the key organisations and developments in sport to their learners. When lower mark totals were achieved, the main reason was a lack of fundamental knowledge. For example in question 1d (School Games), few learners achieved full marks, with many describing how School Games operated generally (e.g. 'provide competition') rather than addressing the benefits (e.g. 'develops a young person's values and a healthier/active lifestyle').

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 1b on how performance analysis supports coaches and with 3b on the advantages and disadvantages of using surveys.

At the end of the question paper there are 3 blank pages. Centres are asked to remind learners to use this space if they require extra space 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.

Comments on Individual Questions

Question No.1

Overall, this proved to be a very challenging question, with a real spread of marks. While 1a and 1c were answered relatively well, 1b and 1d proved difficult for many. Learner's knowledge of Performance Analysis and The School Games were in the main quite limited and this is something for centres to be aware of in their teaching.

Q1 a. Responses to this question were on the whole very good, with the majority of learners scoring a maximum. The two international governing bodies were clearly identified. However some learners misunderstood the question and identified either European or National Governing Bodies in their answers.

Q1b. A large number of learners did not answer this question very well and often wrote in very vague terms. This question was challenging and needed specific, detailed knowledge; they struggled to describe how performance analysis could support coaches and improve elite level sport. Many learners simply wrote about how it helped focus on a players strengths and/or weaknesses and it helped their overall performance. Few learners referred to the use of videos or the use of statistical data or how it could help them focus on the weaknesses of their opposition.

Q1c. Learners, in the main, answered this question well. The question asked specifically for four impacts and this definitely helped the learners to focus on this in their answers. It was pleasing to see that many learners scored 3 or 4 marks on this question. Where learners answered the question poorly this was because their knowledge of the Lottery was very limited or it concentrated on how lottery funding helped elite performance (which had already been stated in the question).

Q1d. Learners struggled with this question for two main reasons. Firstly it was worth 6 marks and they did not put enough detail into their answers. It was clear that although they knew of perhaps one or two benefits (the main two being it gave students a new experience/opportunity and it gave students a healthier lifestyle) they did not have sufficient knowledge to access the higher marks in this question by giving 5 or 6 possible benefits.

Secondly, responses were also often very vague and so typical responses referred to how the actual school games operated rather than considering the benefits.

Question No.2

Overall, this question is where the learners performed the best.

Q2a This appeared to be a very straight forward question based on how participation in sport could promote certain values. However it was not answered particularly well, it seemed that some learners were unsure about the word 'values' and therefore their answers did not reflect what was asked of them and they scored poorly. Where learners clearly understood what a value was then they were able to access full marks relatively easily.

Q2b This was a very straight forward question, however surprisingly many learners did not score a maximum. Some learners wrote about all of the four stages of the continuum and where the performance stage 'fitted in' to the pyramid. Many learners only identified that the performers at this level played for the county or regional side. It is essential that more relevant detail is given by learners if they are to access the full amount of marks.

Q2c. This question was well answered overall. In the majority of the responses, learners described in detail the reasons why over 50's should be encouraged to participate. However in some instances learners only gave perhaps two reasons, when there were actually 4 marks available or they wrote simply about how it just improved their general health with no real specific detail.

Q2d. (Levels of Response) This question was generally well answered. Most learners were able to provide a solid level 2 answer with the higher end able to achieve level 3 and provide a balanced answer that covered many of the reasons for increased participation.

Learners were able to provide detail on a range of reasons that could increase participation and were able to provide some examples of how this has occurred.

The best answers structured their response so that it included a variety of reasons and included detail from all three key areas – health, provision and promotional factors. They also backed this up with a good and balanced understanding of how these factors had caused an increase in participation.

Weaker answers were brief and list-like, stating a reason but not really explaining how it could increase participation. Learners need to be encouraged to include practical examples in their answers, to support the point they have made. Very few learners scored 0.

Question No.3

This question proved to be the most challenging question on the paper. Learners struggled to understand and provide detailed answers to both parts of the question

Q3a. Learners really struggled with this question. Answers to this question were in the main often vague and in quite a few instances irrelevant as they related directly to the Active People Survey rather than surveys in general. Also it was noticeable that learners scored better on the disadvantages rather than the advantages. Very few scripts were able to show two advantages, when in actual fact statements such as surveys are cheap and easy to administer would have scored full marks for this part of the question.

Q3b. The answers to this question were some of the weakest on the exam paper. The majority of learners only scored 1 or 2 marks. Many did not seem to realise that the question was asking for a detailed description (it was worth 5 marks) about how the success of an initiative such as Chance to Shine could be measured. Learners answers were too brief and they often only wrote about an increase in participation or club numbers or an increase in overall performance. More detail was necessary to access the higher marks and needed to include factors such as a greater usage of facilities and improved health for the participants.

Question No.4

Overall, this question was well answered and in particular on parts b and c learners often scored maximum marks.

Q4a. Learners' responses were rather limited in this question and very few actually scored maximum marks. Many learners had difficulty in giving enough detail to their description of how councils could support sports events and initiatives. Answers were sometimes vague and simply referred to increased funding. Where more detail was given it typically only included that the council would provide facilities for the event and promote the events and so they achieved only 2 of the available 4 marks.

Q4b. In the main this question was well answered and learners often scored full marks. They showed that they had a good basic knowledge of the types of cost that needed to be considered when putting on a sports event/initiative. Where learners did not score maximum marks this was often because they gave two examples from the same point on the mark scheme.

Q4c This was very well answered and learners often scored full marks. They showed that they had a good basic knowledge of international sports events. Where learners did not score maximum marks this was because they either named national sports events, e.g. the F A Cup or they named two events from the same sport e.g. The Football World Cup and the champions league.

Q4d. This was a very accessible question, with the majority of learners managing to score two or three marks, with 'reduction in crime', 'improving the local facilities' and 'bringing the community together' the most common answers. However, few learners were able to give enough detail in their description to access the higher range of marks. Again, moving forwards centres need to continue to make sure that learners are able to give both breadth and depth to their answers in order to access the higher marks on the 6 mark questions.

Unit 4 Working safely in sport, exercise, health and leisure.

General Comments:

This January series showed improvement from last year in exam technique and candidate's ability to apply their knowledge to practical situations however scripts tended to be mid to low range scoring due to significant gaps in knowledge, such as duty of care, safeguarding and RIDDOR. Some of these areas were highlighted last year as topics that candidates found hard or showed a lack of understanding.

Centres would really benefit from making sure candidates have a good understanding of these areas and are able to apply the knowledge to real life sporting scenarios. The use of past papers, practice questions and different scenarios may really help candidates to practice being able to translate knowledge they have learnt about one of these topics into practical application in order to score more marks on an exam question and therefore access the higher grades.

There is a full learning outcome on health and safety requirements yet candidates appear to have limited understanding of them.

Section A was generally done very well, with many candidates scoring highly. Many candidates showed a good understanding of the types of abuse, different emergency services and responsibilities of a lifeguard.

Question 1 showed a lack of understanding of duty of care, which was also highlighted as a weak area in 2017. Centres really need to make sure candidates know a definition of duty of care, but also what it actually means in practice and what comes under the term duty of care. Using practice questions and the mark schemes would help assessors to do this.

Section B showed varied performance by candidates. Questions 11, 14a and 15a were answered well, whilst questions 12, 13 and 15b were answered poorly. There was some good exam technique shown in section B with candidates giving detailed answers and having good educated guesses when it appeared they were unsure. Despite many candidates appearing to be unclear on RIDDOR, they made a reasonable attempt and wrote at least one side, which allowed them to pick up a mark or two. There was also an improvement on candidates being able to provide practical examples, however this is something centres still need to work on .

Comments on Individual Questions:

Question 1

This was answered poorly with few candidates scoring full marks. All the marks were achieved on the mark scheme just not very frequently. Many candidates showed no understanding of what duty of care is about providing answers that were not linked at all.

Question 2

This was well answered by the majority of candidates with all points on the mark scheme accessed.

Question 3

This was a split question – for candidates who knew what the DPA was they answered it well, generally with points 1 and 4 – not sharing and secure storage. However there was a significant proportion of candidates did not seem to know what this Act was about and therefore gave answers that were not about data at all. Points 2 and 3 were rarely given.

Question 4

This was generally well answered with many candidates achieving 2 marks, with all points being accessed. Candidates were sometimes losing a mark, due to giving 2 answers covering the same aspect, eg spillage / spilling of a chemical. Centres should work with the candidates to help them recognise that these cover the same aspect, and for them to achieve full marks, their answers needs to cover more than one (or a range of) aspect.

Question 5

Most candidates achieved this mark.

Question 6

Consistently well answered by the majority of candidates.

Question 7

This question was either answered well, or poorly. This question highlights the need for good exam technique. The question asks for two examples. When candidate provided examples such as a broken bench then both marks were often achieved. Some candidates were very generic and didn't give examples, ie a bag on the floor, but instead stated trip hazard.

Question 8

Almost all candidates achieved this mark.

Question 9

The majority of candidates were able to score 3/3 on this question with all marks accessed.

Question 10

This was answered reasonably well with some candidates achieving both marks, many candidates though, scored 1 mark. Points 1 (no 1:1) and point 5 (ratios) were the most commonly given correct answers. For those that did not access both marks, they tended to give one of the above points and CCTV.

Question 11a

This was generally well answered due to its applied nature. Many candidates were able to give several answers as to how a fire and missing person could be caused in a leisure centre. Not many achieved the full marks simply due to not giving enough points. If candidates scored poorly it was often because they gave one comment, for example, 'a fire could be caused by a cooker being unattended' and then they moved on to the missing person, or they went on to discuss calling the emergency services and evacuating the building which wasn't relevant.

Question 11b

Similarly to 11a, this was well answered and when candidates gave a range of points they generally achieving 3 of the 4 marks, mainly accessing points 1, 2, 3 and 7. Common errors included candidates saying that if electricity (despite it being a power cut) hit the water then there would be chance of an electric shock or alternatively talking about lifts not working in a sports centre and having to swim underwater with torches to find if anyone was there.

Question 12a

This was poorly answered because the majority of candidates saw the first aid, receptionist, health and safety officer part but failed to read the question which was about risk management, not dealing with an emergency situation so many candidates provided answers, such as call the emergency services and make a PA announcement, that were not on the mark scheme due to the context being wrong. Centres need to encourage candidates to identify the context i.e. is it risk management or in the emergency situation.

Question 12bi

This was also poorly answered. Candidates could have drawn upon knowledge from Unit 2 to assist them with their answer. Many candidates repeated the question and said safeguarding and assessing risk which was given in the stem of the question. Some accessed points 3 (fair), 7 (duty of care) 9 (rules) and the most commonly given answer was point 11 (check equipment). The other points were rarely achieved. Many did not understand what the question was asking and gave many of the points from 12bii mark scheme.

Question 12bii

Many candidates achieved half marks on this question, with the most common points being point 1 (maltreatment), 3 (safe care) and 8 (reporting/ sharing info). Few were able to give four points.

It was quite a frequent occurrence that candidates gave an answer for 12bii that would have scored 2 or 3 on 12bi. It was clear that many candidates were not clear on this topic area and did not know what was relevant to running a safe session and what was relevant to safeguarding.

Question 13

Overall this was not well answered. This was the question that takes into account quality of written communication and is marked by levels. This question highlighted that candidates do not understand what RIDDOR is.

The unit specification has five bullet points that assessors should be teaching learners, however there was little evidence that candidates were really aware of what should be reported or how the incidents would be reported. Many could define it but that was the limit of their knowledge.

Many talked about writing any potential accidents down in the accident book and then managers trying to fix problems before they happened. There was a clear lack of knowledge about what type of incidents are reported through RIDDOR.

Centres need to make sure they are giving candidates a real understanding of the impact of such laws in a sport and leisure environment. Using the Health and Safety Executive website would be of real benefit to assessors and candidates to ensure they understand what RIDDOR is and how it is applied. When candidates did not know what RIDDOR was about they showed some good understanding of when to make a report but few gave many examples to push their answers into L3.

Candidate's knowledge of the Equality Act was better and there were more examples given in this section, but again it was still fairly limited and weak. Some candidates discussed access, facilities and employment but for the majority of candidates answers were quite simple in saying that it was to give equal opportunities and no discrimination suggesting that they were answering using common sense as opposed to knowledge that they had really learnt about the legislation.

Candidates also seemed to focus on one act so discussed one in more detail, added one or two lines about the other then finished which again limited achievement on the levels. The majority of candidates scored 2-4 on this question with only a small percentage scoring above 5 marks.

Question 14a

Many candidates achieved at least 3 out of 6 on this question with many being able to give a range of examples of how risk could be minimised. When candidates did not score as well it was mainly due to two reasons: 1) repeating points e.g. two points about rules or about keeping areas clean or 2) wrong context of the question. The question was about minimising risk and some candidates gave answers about dealing with an emergency.

Question 15a

This was generally well answered with many candidates scoring 4 or 5 marks with the majority of the points accessed. However those who answered it poorly tended to not read the question/ understand the context and discussed what Allan could do in the gym such as give examples when carrying out exercises in the gym or make sure people weren't lifting too heavy a weight. The question asked about his role as a first aider.

Question 15b

This question was either well answered with candidates giving a range of examples of when Emergency First Aid would be used such as choking or an unconscious patient or very poorly answered with candidates giving all the same answers as to Q15a.

Areas that appear to be causing the most confusion are safeguarding, duty of care and understanding and application of the laws. There is still confusion on what the terms mean and which is which, limiting candidates being able to apply their knowledge to a question in order to achieve the higher marks.

Centres could help candidates by using past papers and mark schemes to highlight the importance of reading the question and understanding the context of the question in order for candidates to select the relevant knowledge to put into their answer.

Unit 21 The Business of Sport

General Comments

In this first series of the examination, learners were in the main well prepared for questions on most aspects of the unit.

Most learners managed their time effectively with little evidence of many running out of time to complete the paper. The recall-type questions and short answer questions in Section A were generally answered well and most scored well

In Sections B and C of the paper where learners are required to write extended answers, answers often showed a lack of fluency in written communication and at times strayed from the requirements of the question. Learners performed less well on questions that demanded the application of knowledge or the learners needed to give supporting examples. For example In question 14 the learners were asked to explain with examples how increased commercialisation of sports might feel to consumers, this proved to be extremely challenging.

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 5 on the PEST analysis and on Question 14 on commercialisation.

If learners require extra space for their answers centres are asked to remind learners 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.

Comments on Individual Questions

Section A

Question No.1

This was answered well by many learners, although some repeated the terms in the question rather than actually defining what a sports business is.

Question No 2

Responses to this question were excellent, with the majority of learners scoring a maximum. The two types of sport business were clearly identified. Where learners did not score maximum marks this was because they gave two examples from the same type of business on the mark scheme.

Question No 3

Multiple choice Question

Learners knowledge of different type of organisations was rather mixed. There was some confusion from their answers over whether Virgin Active was a global or a national private organisation.

Question No 4

Learners knowledge of the internal environment was very good and they scored very well on this question, many of them scoring maximum marks. However In some responses, learners mistook suppliers to be one of the components.

Question No 5

This question was answered poorly, showing that learners had not read the question properly. The majority of responses simply listed the 4 components of a PEST analysis- Political, Economic, Social/Cultural and Technological. However the question actually states that learners are to 'outline what each component focuses on'. So as a result many learners scored 0 on this question. For those learners who did outline or provide an appropriate example then they were able to access some or all of the marks.

Question No 6

This was generally answered well with learners showing a good knowledge of how businesses can measure their success, with many learners being able to explain four different ways and so achieve maximum marks. Answers were varied and covered the whole of the mark scheme.

Question No 7

This question was answered reasonably well; however few learners scored full marks. Many learners were able to describe 2 or 3 benefits with cost of attraction v retention, predictability of income and regular customers are easier to service being the most common. However very few learners were able to give 4 benefits and so achieve full marks. It is very important that centres re-iterate to learners that where a question is worth 4 marks that learners need to make 4 points.

Question No 8

Responses to this question were very good, with the majority of learners scoring a maximum. The two roles of volunteers were clearly identified. Where learners did not score maximum marks this was because they gave two examples from the same role on the mark scheme.

Question No 9

This was a straight forward question and was well answered by the majority of learners. There were some scripts where this question was left unanswered

Question No 10

This question had a mixed response showing that some Centres appeared to have really taught this area very much in line with the teaching content, and learners answers followed the exact wording of the mark scheme, for example, sector, roles and responsibilities, local requirements etc. However weaker answers showed limited knowledge of staff recruitment and wrote in very vague terms.

Question No 11

This was well answered and learners often scored full marks. They showed that they had a good basic knowledge of 'transactional' marketing and typically referred to a short time frame, to make a sale and poor customer service in their answers. Where learners did not score maximum marks answers were vague and in some instances not attempted.

Question No 12

This was well answered and learners often scored full marks. They showed that they had a good basic knowledge of CSR and typically referred to the impact it had on society and the environment, with sometimes worthwhile examples being given as an alternative. There were some scripts where this question was left unanswered.

Question No 13

When answering this question, learners showed good knowledge of CSR, however a lot of learners did not give examples, which the question required, and therefore limited their mark to a sub max of 3. Where learners did give examples they were well explained and justified the point on the mark scheme. On other scripts learners gave more than one example which was unnecessary as it did not allow them to access any further marks. It is very important that once again centres re-iterate to learners that where a question is worth 5 marks that learners need to make 5 points.

Question No 14

The answers to this question were some of the weakest on the exam paper. The majority of learners only scored 0, 1 or 2 marks. Many did not seem to realise that the question was asking for a detailed description (it was worth 5 marks) with examples about how increased commercialisation of sports might feel to customers. Learners answers were too brief and they often only wrote about an increase in ticket prices or media contracts increasing/limiting access to sport. More detail was necessary to access the higher marks and needed to include factors such as the impact on consumers by businesses using the Mass media and social media and how they were exposed to them.

Question No 15

Many learners scored 3 or more marks on this question showing a good understanding of the challenges associated with recruiting and managing volunteers. There was good coverage of all the marks on the mark scheme. Weaker answers only offered a couple of discussion points and so this limited how many marks they could access. Good answers made sure that they had attempted to discuss at least 5 possible challenges to recruiting and managing volunteers

Question No 16

This was a poorly answered question with many learners only offering 1 or 2 factors that businesses try to do to ensure that they are sustainable. There were also some scripts where this question was left unanswered. The better answers referred to breaking even, creating a quality product, trying to expand what they do and diversifying products. It is very important centres re-iterate to learners that where a question is worth 5 marks that learners need to make 5 points.

Question No 17a (Levels of Response)

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 judgment about the level within which the response should sit and award a mark within that level accordingly. This question was generally quite well answered. Most learners were able to provide a solid level 2 answer with the higher end able to score level 3 and so provide a balanced answer. The best answers structured their response so that it dealt with the impacts and then analysed the effect it would have on both the IAAF and Adidas. Weaker answers were brief and list-like, stating an impact but not really explaining how it could affect the organisations. Very few learners scored 0.

Question No 17b

This was a very accessible question, with the majority of learners managing to score at least two or three marks, with a 'new sponsorship deal' 'government loans/grants and 'membership fees' the most common answers. However, the best answers were able to give a description that included 5 or 6 alternative sources of funding in their description to access the higher range of marks. Again, moving forwards centres need to continue to make sure that learners are able to give both breadth and depth to their answers in order to access the higher marks on the 6 mark questions.

Question No 17c

This was a straight forward question which learners scored quite well on. Many of them scored 2 or 3 marks but were restricted from scoring more than this by the limited amount of benefits and drawbacks that they wrote about. This question was worth 6 marks and so as a bare minimum learners need to be giving 3 from each area. It was good to see learners use real sponsorship examples to justify a point on the mark scheme.

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