

Cambridge Technicals Level 3

Sport & Physical Activity

05826-05829 & 05872

Unit 21 The business of sport

OCR Report to Centres June 2018

About this Examiner Report to Centres

This report on the 2018 Summer assessments aims to highlight:

- areas where students were more successful
- main areas where students may need additional support and some reflection
- points of advice 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.

The report also includes links and brief information on:

- A reminder of our **post-results services** including **reviews of results**
- Link to **grade boundaries**
- **Further support that you can expect from OCR**, such as our CPD programme

Reviews of results

If any of your students' results are not as expected you may wish to consider one of our Reviews of results services. For full information about the options available visit the [OCR website](#). If University places are at stake you may wish to consider priority service 2 reviews of marking which have an earlier deadline to ensure your reviews are processed in time for university applications: <http://www.ocr.org.uk/administration/stage-5-post-results-services/enquiries-about-results/service-2-priority-service-2-2a-2b/>

Grade boundaries

Grade boundaries for this, and all other assessments, can be found on [OCR website](#)

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General Comments

In this second 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. For example, In question 16 the learners were asked to describe the structure of a local sports organisation such as the hockey club mentioned in the question, 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 15 on funding and on Question 17c on the Micro and Macro environment.

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

Multiple choice Question

This was answered well by the majority of learners, only a small minority confused the voluntary sector being associated with local government.

Question No 2

This was a very straight forward question however; responses to this question were mixed. Those learners who knew about the characteristics of an international sports organisation scored the maximum two marks whilst the weaker candidates often gave vague and irrelevant answers, with answers relating to profit and sales.

Question No 3

A very straight forward question which most learners answered well, only a small number of learners confused employees as being part of the micro environment.

Question No 4

Multiple choice question

This was well answered by the majority of learners, only a small minority confused community sports club as being part of the public sector.

Question No 5

Multiple choice question

This was well answered by most learners, with only a small number confusing the type of contract as a full time contract they would receive whilst working in a theme park on the coast as opposed to the correct answer- seasonal contract.

Question No 6

This question was in the main well answered. Learners showed that they had a good basic understanding of 'relationship' marketing and it was pleasing to note that the majority of candidates did try to identify four characteristics showing that learners had read the question properly. Typical answers included detail on the quality of customer services, having good relationships and spending time with the customer, as well as giving loyalty bonuses to retain customers.

Question No 7

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

Question No 8

This question was answered reasonably well; however, few learners actually scored full marks. Many learners were able to describe why businesses see CSR as important, improving reputation and image of the business, attracting more customers and ethically it being the correct thing to do being the most common. However very few learners were able to give 4 reasons 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 9

Responses to this question were very good, with the majority of learners scoring a maximum. The different types of corruption were clearly identified and a description and an example were given to support this. Where learners did not score maximum marks this was because they did not give an example. It is essential that when a question requires examples to support their answers that learners do this otherwise, they will not be able to access the marks.

Question No 10

This was a straight forward question and was well answered by the majority of learners. There were some learners who did get confused by the term 'funding' in the question and referred to Sport England and NGB's as organisations who could make funding requests.

Question No 11

This question had a mixed response showing that some Centres appeared to have really taught this area very well and so learners' answers referred to an increase in revenue, better training facilities and stadia and an increase in spectators in their responses. However, weaker answers showed limited knowledge of commercialism and often wrote in very vague terms.

Question No 12

Multiple choice question

This was well answered by the majority of learners.

Question No 13

When answering this question, learners showed good knowledge of why sports businesses use volunteers, 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. 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. Many candidates only made 3 points and so they are only able to access 3 marks.

Question No 14

Many learners scored 3 or more marks on this question showing a good understanding of customer attraction and retention. There was good coverage of all the points on the mark scheme. Weaker answers only offered a couple of explanations and so this limited how many marks the learners could access. Better answers made sure that they had attempted to explain 5 possible ways of trying to improve customer attraction and retention.

Question No 15

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) of how to obtain funding. Learners' answers were often too brief and in many instances, the learners seem to have misinterpreted the question and considered instead how they could use the funding. The question was actually concerned with the process of how to get funding. Where candidates had tried to explain how to get funding their answers often lacked detail and did not specifically state what the whole process involved, which was vital if the students were going to access the higher range of marks.

Question No 16

This was another poorly answered question with many learners only offering a very basic description of the structure of a local sports organisation and so they were only able to access 1 or 2 marks. There were also some scripts where this question was left unanswered. The better answers referred to the small number of staff, shared job roles in the club, it was normally only on one site and it targeted the local community. 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. The majority of learners were able to provide a solid level 2 answer however very few were able to access level 3. The question asked to evaluate the impact that the commercialism of T20 has had on cricket. In the majority of candidate responses, they simply considered the positive aspects and although this was in many instances done very well they did not consider any negatives, so because of this it immediately limited their access to the very highest marks, as there was no balance to their answer. The best

answers structured their response so that it dealt with both the positives and the negatives. Weaker answers were brief and list-like, stating a positive impact but not really explaining how it has affected the sport of cricket. Very few learners scored 0.

Question No 17b

This was another very poorly answered question with many learners only offering a very basic description of the problems relating to the sustainability of T20's growth and so they were only able to access 1 or 2 marks. There were also some scripts where this question was left unanswered. The limited candidates who scored well on this question considered both the environmental and economical sustainability of T20 but often learners responses were vague and in many instance showed a real lack of understanding of the question.

Question No 17c

This was another challenging question for the learners and in the main; they found it difficult to access the higher marks. Many of them only scored 2 or 3 marks but were restricted from scoring more by the lack of detail and information they had provided.

This question was worth 8 marks and required detailed explanations of both the Macro and Micro environment. In relation to both parts of the question learners in many instances simply wrote lists, so for the Macro environment- Political/Economic/Social and Cultural/ and Technological with no explanations and it was the same for the Micro environment- competitors/intermediaries/ suppliers/ and stakeholders. Only when each of these terms were explained were candidates able to access marks. It is vital therefore, that centres make it clear to their learners that when the question asks for an explanation that students do not simply write lists.

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