

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

SPORT AND PHYSICAL ACTIVITY



05826–05829, 05872

Unit 21 Summer 2019 series

Version 1

Contents

Introduction3

Paper Unit 21 series overview4

Section A overview5

 Question 15

 Question 25

 Question 36

 Question 46

 Question 57

 Question 67

 Question 78

 Question 88

 Question 98

 Question 109

 Question 119

 Question 1210

Section B overview11

 Question 13 (a)11

 Question 13 (b)12

 Question 1412

 Question 1513

Section C overview14

 Question 16 (a)14

 Question 16 (b)15

 Question 16 (c)16

Copyright information16



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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 can be downloaded from OCR.

Note to Centres: There were a number of centres who had selected an invalid combination of units or had claimed the wrong units for a student that prevented overall qualifications results being issued. Please note that it is the responsibility of the centre to check that correct units have been entered for certification claims. OCR cannot guarantee that the issuing of results in these circumstances will meet deadlines for UCAS confirmation.'

Sector Update: Two key changes have occurred in relation to the Level 3 Technicals qualifications, both in relation to the examined units; firstly, an additional re-sit has been allowed, so learners can have 2 further attempts at an examined unit if they wish to improve their result from the first attempt made. And secondly, a 'near pass' R grade has been introduced, which enables learners who do not pass but achieve sufficient marks to gain some points for their examined unit outcome, which may mean that it is not necessary to re-sit the exam.

Paper Unit 21 series overview

The quality of scripts offered in response to the June 2019 Unit 21 The Business of Sport examination paper were of a slightly lower standard than in January 2019.

Most candidates 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 candidates scored well. In comparison in Sections B and C of the paper where candidates are required to write extended answers, answers are still showing a lack of fluency in written communication and at times, they stray from the requirements of the question.

Candidates performed less well on questions that demanded the application of knowledge or where they needed to give supporting examples. For example, in Question 13b, candidates were asked to explain with examples how the structure of a local business was different from a national business. This proved to be challenging, not because of the knowledge required but because candidates did not use examples to support their knowledge.

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 16a on how women's football could use commercialism to their benefit and on Question 16c on relationship marketing.

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

Section A overview

The questions in this section were generally well answered and candidates showed good knowledge of the topics covered in the questions.

Question 1

- 1 Identify **three** potential drawbacks of being a volunteer for a sports business.

1

2

3

[3]

This was a very straightforward question but responses to this question were mixed. Those candidates who knew about the potential drawbacks of being a volunteer scored the maximum 3 marks while the weaker responses were vague and irrelevant, often referring to 'zero hour contracts'.

Question 2

- 2 Identify what Corporate Social Responsibility (CSR) involves in sports businesses.

.....

.....

.....[3]

Only a small number of candidates were able to access all 3 marks on this question as many responses only discussed the environmental impact of CSR, which resulted in them only scoring one mark. Moving forward centres need to make sure that if a question is worth 3 marks then candidates need to identify three points if they are to achieve maximum marks.

Question 3

3 Give **four** reasons why a private health club would consider Corporate Social Responsibility (CSR) to be important.

- 1
- 2
- 3
- 4

[4]

This question was in the main well answered. candidates showed that they had a good basic understanding of Corporate Social Responsibility (CSR) and the majority of candidates did try to identify four characteristics showing that candidates had read the question properly. Typical answers included improving the organisations reputation, developing a positive corporate image, attract more customers and to make a profit.

Question 4

4 One of the roles of sports organisations in the UK is to provide funding.
Give **three** examples of what funding can be provided for in sport.

- 1
- 2
- 3

[3]

This question was well answered and candidates often scored full marks. candidates showed that they had a good basic knowledge of what funding can be used for. Typically, in their answers, they referred to improved facilities and equipment, better coaching and the setting up of initiatives/events.

Question 5

5 Which of the following is **not** a source of funding for sports businesses?

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

- Membership fees
- Selling shares
- Philanthropic donations
- Bank transfers

[1]

This question was answered well by the majority of candidates showing a good understanding of the sources of funding for sports businesses.

Question 6

6 Identify **two** ways that the impact of commercialisation has changed who controls sport today.

1

2

[2]

This question assessed candidates' understanding of the impact of commercialism and how this has changed who controls sport. This proved to be a challenge to many candidates, many of whom appeared to just write about commercialism. Very few candidates were able to access full marks, although the better answers did consider how media companies dictate KO times and also how powerful clubs/owners do have an ever increasing influence on sport.

Question 7

7 Give **two** reasons why a professional rugby club might use volunteers.

1

2

[2]

Responses to this question were good, with many candidates scoring a maximum. The two reasons were clearly identified. Where candidates did not score maximum marks this was often because they wrote about the type of job that volunteers could do rather than the underlying reason for using volunteers.

Question 8

8 Name a target group for a private sector sports business.

.....[1]

This was a very straightforward question and many candidates identifying individuals with a disposable income (wealthy individuals) as the target group.

Question 9

9 The following table shows four different examples of sport businesses.

For each one, tick the correct column for the type of sports business it is.

Sports business	Private sector	Public sector	Voluntary sector
Sunday league football team			
Sports marketing agency			
Sports equipment manufacturer			
Local authority swimming pool			

[4]

This was the best-answered question on the paper and showed that candidates had a very good understanding of the different types of sports businesses. The majority of candidates scored the maximum of 4 marks on this question.

Question 10

10 Give an example of an intermediary within a professional sports club.

.....[1]

The answers to this question were very weak. Very few candidates knew what the term 'intermediary' meant and so were unable to access the question.

Question 11

11 Employing people within sports businesses can sometimes be a challenge. Identify **three** factors that might affect staff recruitment.

.....
.....
.....[3]

In the main, this question was well answered. candidates had a good understanding of the challenges that face sports businesses when employing staff. Where candidates did not score well this was because they concentrated their answers simply on peoples' lack of qualifications/experience and training which limited the amount of marks they could score.

Question 12

12 Outline **three** methods that a sports business might use to retain its staff.

1

2

3

[3]

This question was well answered and candidates often scored full marks. Candidates showed that they had a good knowledge of the ways that sports businesses try to retain their staff. Typically, they referred to the increase in salary, possible promotion, improved working hours and bonus/incentive schemes in their answers. Where candidates did not score maximum marks, answers were too vague and in some instances not attempted.

Section B overview

In the main, candidates showed a good knowledge of the questions in this section, however their application of this knowledge in relation to each of the particular questions shows that there is room for improvement.

Question 13 (a)

13 'Goals' 5 a-side football centres are an example of a national business in the UK.

(a) Identify another national sporting business and describe its organisational structure.

Example of sporting business.....

Organisational structure

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

[5]

When answering this question, candidates showed a good knowledge of the organisational structure of a national sporting business and many candidates were able to access full marks. Where lower marks were achieved this was often because candidates did not give four factors in their description. It is very important that once again centres reiterate to candidates that where a question is worth a certain amount of marks then candidates need to make the necessary amount of points in order to access the maximum marks for that question.

Section C overview

This section of the paper was poorly answered. Candidates' knowledge of commercialism was shown to be limited and many of their answers require much greater depth and detail to access the higher marks.

Question 16 (a)

(a)* Commercialisation is very important to the development of women's football in the UK.

Explain, using examples, how the clubs applying to join the top two tiers of women's football could use commercialisation to their benefit.

[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 poorly answered. Many of the candidates were only able to provide a Level 1 answer and very few were able to access Level 3. The question asked candidates to explain how clubs applying to the top tiers of football could use commercialism to their benefit. In the majority of candidate responses they simply did not consider enough possible options and if they did consider a number of options they did not develop and explain these in detail. Often candidate responses mentioned new forms of sponsorship, or an increase in revenue or an improvement in facilities or stadia but then did not explain in detail how they could use this to their benefit. Furthermore, they did not support their answer with relevant examples. This immediately limited their access to the very highest marks, as there was no depth to their answer. The best answers structured their response so that they included a detailed explanation of how commercialism could be used to their benefit, which was then supported by relevant examples where appropriate. The weakest answers were brief and list-like.

Question 16 (b)

- (b) Give examples of how local sports clubs, local schools and colleges and individual athletes/performers could use funding to have a positive impact on women's football.

Local sports clubs.....

.....

.....

.....

Local schools and colleges.....

.....

.....

.....

Individual athletes/performers

.....

.....

.....

[6]

This was a straightforward question, asking candidates to show their knowledge of how various organisations/individuals use funding to support the development of women's football. Most candidates were able to access 2 or 3 marks; however, the higher marks on this question were limited because candidates tended to repeat their answers from a previous section on the question. So buying new kit or equipment, although applicable to all three sections of the question only scored 1 mark. Those candidates who were able to give a variety of funding uses were then able to access the higher marks on this question.

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