

**CAMBRIDGE TECHNICALS LEVEL 3 (2016)**

**Examiners' report**

# **SPORT AND PHYSICAL ACTIVITY**

**05826–05829, 05872**

**Unit 21 Summer 2023 series**

# Contents

Introduction.....	3
Unit 21 series overview .....	4
Section A overview .....	5
Question 1.....	5
Question 2.....	5
Question 3.....	6
Question 4.....	6
Question 5.....	6
Question 6.....	7
Question 7.....	7
Question 8.....	8
Question 9.....	8
Question 10.....	9
Question 11.....	9
Question 12.....	10
Section B overview .....	11
Question 13.....	11
Question 14.....	12
Question 15.....	13
Question 16.....	13
Section C overview.....	14
Question 17 (a)* .....	14
Question 17 (b) .....	15
Question 17 (c) .....	16

## 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.

### Would you prefer a Word version?

Did you know that you can save this PDF as a Word file using Acrobat Professional?

Simply click on **File > Export to** and select **Microsoft Word**

(If you have opened this PDF in your browser you will need to save it first. Simply right click anywhere on the page and select **Save as . . .** to save the PDF. Then open the PDF in Acrobat Professional.)

If you do not have access to Acrobat Professional there are a number of **free** applications available that will also convert PDF to Word (search for PDF to Word converter).

## 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 generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none"> <li>• attempted all of the questions</li> <li>• gave the required number of responses, e.g. 4 responses for a 4-mark question</li> <li>• provided relevant and accurate examples for the questions that required them to do so</li> <li>• used the correct terminology from the syllabus when addressing questions on CSR, Corruption in Sport and Sources of Funding for Sports Businesses</li> <li>• wrote in clear and concise terms, expressing sound knowledge across the majority of questions.</li> </ul>	<ul style="list-style-type: none"> <li>• did not answer all of the questions</li> <li>• had a lack of detail in their responses</li> <li>• did not use the correct subject specific terminology</li> <li>• gave too few points for the marks available for that question</li> <li>• often repeated points in responses rather than making separate, distinct points in relation to the question set</li> <li>• for the extended response, levels question – Question 17 (a), they did not develop or expand any points that they made. Moreover, they did not give any supporting examples to show their understanding.</li> </ul>

## 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.

### Question 1

1 Identify **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 **a** type of contract that might be used for the employment of staff in sports businesses.

..... [1]

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.

### Question 3

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]

This appeared to be a straightforward question but the response from candidates was mixed. Some did not score at all and others were only given 1 mark. There were also responses from some candidates only ticking one box, rather than the required two.

### Question 4

4 Identify **two** roles that a volunteer might undertake at a village sports day.

1 .....

2 .....

[2]

The majority of candidates answered this question well and achieved full marks. Where candidates did not score marks, their responses were often vague and did not identify a clear role that is undertaken by a volunteer at a village sports event.

### Question 5

5 Suggest **one** potential barrier that sports businesses face when training volunteers.

..... [1]

There was a mixed response to this question, with many candidates citing either 'lack of experience' or 'lack of knowledge' as a barrier. This suggested that they had focused their attention on the volunteer, rather than the sports business.

### Question 6

6 Outline **three** ways that Corporate Social Responsibility (CSR) is important to sports businesses.

1 .....

.....

2 .....

.....

3 .....

.....

[3]

Despite having a wide range of option choices available for this question, the majority of correct responses fell within the same few points on the mark scheme. Many candidates referred to 'improved reputation', 'attracting more customers' and 'enables access to funding' but there were also frequent responses of 'make more money' or 'make profit' being incorrectly offered.

### Question 7

7 Identify **four** ways that sports businesses can show sustainability.

1 .....

.....

2 .....

.....

3 .....

.....

4 .....

.....

[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.





### 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]**

This question was answered well by most candidates, particularly the positive impacts that the mass media could have on a sports business. Most focused on the reputation of the business and used this response for both sections.

### Question 11

**11** Identify **three** public sector organisations involved in sport in the UK.

1 .....

2 .....

3 .....

**[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'.

## Question 12

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

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

1 .....

2 .....

3 .....

4 .....

**[4]**

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 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.







---

# Supporting you

---

## Teach Cambridge

Make sure you visit our secure website [Teach Cambridge](#) to find the full range of resources and support for the subjects you teach. This includes secure materials such as set assignments and exemplars, online and on-demand training.

**Don't have access?** If your school or college teaches any OCR qualifications, please contact your exams officer. You can [forward them this link](#) to help get you started.

## Reviews of marking

If any of your students' results are not as expected, you may wish to consider one of our post-results services. For full information about the options available visit the [OCR website](#).

## Keep up-to-date

We send a monthly bulletin to tell you about important updates. You can also sign up for your subject specific updates. If you haven't already, [sign up here](#).

## OCR Professional Development

Attend one of our popular CPD courses to hear directly from a senior assessor or drop in to a Q&A session. Most of our courses are delivered live via an online platform, so you can attend from any location.

Please find details for all our courses for your subject on **Teach Cambridge**. You'll also find links to our online courses on NEA marking and support.

## Signed up for ExamBuilder?

**ExamBuilder** is the question builder platform for a range of our GCSE, A Level, Cambridge Nationals and Cambridge Technicals qualifications. [Find out more](#).

ExamBuilder is **free for all OCR centres** with an Interchange account and gives you unlimited users per centre. We need an [Interchange](#) username to validate the identity of your centre's first user account for ExamBuilder.

If you do not have an Interchange account please contact your centre administrator (usually the Exams Officer) to request a username, or nominate an existing Interchange user in your department.

## Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

Call us on  
**01223 553998**

Alternatively, you can email us on  
**support@ocr.org.uk**


For more information visit


 **ocr.org.uk/qualifications/resource-finder**

 **ocr.org.uk**

 **facebook.com/ocrexams**

 **twitter.com/ocrexams**

 **instagram.com/ocrexaminations**

 **linkedin.com/company/ocr**

 **youtube.com/ocrexams**

## We really value your feedback

Click to send us an autogenerated email about this resource. Add comments if you want to. Let us know how we can improve this resource or what else you need. Your email address will not be used or shared for any marketing purposes.



**I like this**



**I dislike this**

Please note – web links are correct at date of publication but other websites may change over time. If you have any problems with a link you may want to navigate to that organisation's website for a direct search.



OCR is part of Cambridge University Press & Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2023 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA. Registered company number 3484466. OCR is an exempt charity.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up to date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please [contact us](#).

You can copy and distribute this resource freely if you keep the OCR logo and this small print intact and you acknowledge OCR as the originator of the resource.

OCR acknowledges the use of the following content: N/A

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our [Expression of Interest form](#).

Please [get in touch](#) if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.