

**CAMBRIDGE TECHNICALS LEVEL 3 (2016)**

**Examiners' report**

# **SPORT AND PHYSICAL ACTIVITY**

**05826–05829, 05872**

**Unit 21 January 2024 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 [Teach Cambridge](#).

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## Unit 21 series overview

The quality of scripts offered for the January 2024 series Unit 21 The Business of Sport examination were of a slightly higher standard than in June 2023.

Most 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 answer questions in Section A were answered well by many candidates. However, there were a few questions, notably Question 5 and Question 14, where some responses were not given any marks. This was largely due to misinterpretation of the requirements of the questions. In line with the previous series, candidate responses again showed improvement on Sections B and C, where required written extended answers and to 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 responses struggled to show the necessary in-depth analysis and subject knowledge, which resulted in most responses falling within Level 1 or the lower end of Level 2. Discussion on the importance of commercialisation was brief and basic in many instances and the points that were raised lacked further development and exploration. Moreover, some candidates did not address the second part of the question and offered little, if any, analysis of the vital role that commercialisation can play for businesses when recovering from a negative situation like a pandemic.

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. 3 responses for a 3-mark question</li> <li>• provided relevant and accurate examples for the questions that required them to do so</li> <li>• addressed the requirements of the question, particularly in Section 3 where links needed to be made in regards to the impact of a negative situation such as a pandemic</li> <li>• used the correct terminology from the syllabus when addressing questions on P.E.S.T analysis private sector businesses and sources of funding for sports businesses</li> <li>• wrote in clear and concise terms, expressing sound knowledge across most 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>• did not give any examples for Question 17 (a)</li> <li>• for the extended answer levels question, Question 17 (a), did not make use of the case study and focused on alternative sports, such as football, when providing examples.</li> </ul>

## Section A overview

The recall type questions and short answer questions in Section A were, in the most part, answered well and candidates were given marks accordingly. In general, they showed a good understanding of the uses of funding obtained by an amateur club, target groups in sport and physical ability and the impact of mass media on professional sports clubs. However, some responses struggled to identify the different types of private sector businesses and were unable to name one part of the internal environment of a sports business.

### Question 1

1 Which **one** of the following is **not** a type of contract?

Put a tick (✓) in the box next to the correct response.

- Occasional
- Permanent
- Seasonal
- Temporary

[1]

Most candidates answered this question correctly.

### Question 2

2 Identify **three** uses for funding obtained by an amateur football club.

- 1 .....
- 2 .....
- 3 .....

[3]

This question was answered well by many candidates and they used the correct terminology throughout. Popular responses were 'kit/equipment', 'new/improved facilities' and 'improving coaching'. Some candidates highlighted 'kit' and 'equipment' as two separate responses so were only given 1 mark due to this repetition.

### Question 3

- 3 Describe **one** positive impact and **one** negative impact of the mass media on a professional sports club.

Positive .....

.....

.....

Negative .....

.....

.....

[2]

Many candidates did well on this question, both on the positive and negative sections. All three available positive options on the mark scheme were frequently provided and 'scrutiny of clubs' was a common response on the negative side. Some candidates highlighted 'pressure' on players and/or clubs but did not provide any context to validate the mark.

### Question 4

- 4 Circle the correct answer to indicate if each of the following is a target group in sport and physical activity.

People with disabilities **True / False**

Elite performers **True / False**

Over 50s **True / False**

Physically inactive people **True / False**

[4]

Most candidates did well on this question, with many being given full marks.

### Question 5

5 Name **five** different types of private sector business.

- 1 .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....

**[5]**

Despite this appearing to be a relatively straightforward question, there was a mixed response from candidates. Many were able to identify three or more types of private sector businesses and responses from across the full range of options available on the mark scheme were common. However, some candidates provided examples of the businesses and therefore were not given any marks.

### Question 6

6 Name a sports business in the following organisation types.

National organisation: .....

Global organisation: .....

**[2]**

This question was answered well by most candidates. Common examples given were 'Sports Direct' for National Organisation and 'Nike' for Global Organisation.

### Question 7

7 Which **three** of the following are reasons why sports businesses use volunteers?

Circle the **three** correct responses from the table below.

Administration	Advocacy
Cost	Employability
Exploitation	Meeting objectives

[3]

This question was answered well by candidates, with many being given full marks. For those that were not given full marks, 'Employability' was often the incorrect response.

### Question 8

8 One role of a volunteer could be event support staff.

Give an example of **one** job that this role might involve. Outline **two** training requirements for a volunteer acting as event support staff.

Event support staff: .....

Training:

1 .....

2 .....

[3]

There was a mixed response to this question from candidates. Many were able to identify 'Steward' or 'First Aider' as examples of Event Support Staff and they then went on to identify training, such as 'Health and Safety' or 'Evacuation procedures', for the second section of the question. Some candidates named 'Official' or 'Sports Leader/coach' as the support staff, which cannot be accepted. Many descriptions for training requirements were worded poorly and focused more on a role or duty that the volunteer would be expected to carry out, rather than the training itself. In some cases, candidates were still able to be given a mark for this, but it was not always clear whether they understood the requirements of the question.



### Question 9

9 What does the letter 'E' stand for in a P.E.S.T. analysis?

[1]

Many candidates were not given a mark on this question because they identified 'Economical' as their response. 'Environment' was also a common incorrect response that was provided.

#### Misconception



Many candidates incorrectly thought the response to this question was 'Economical'. This is likely due to the fact that the other three letters of the acronym all end with 'al' - Political, Social and Technological

### Question 10

10 The impact of sports development can be measured by different methods.

Circle the correct method of measuring for each aspect.

Aspect	Method of measurement
Measuring impact on performance	Weight loss
	Club marks
	Uptake of NGB schemes
Measuring impact on participation	Surveys
	Meeting social needs
	Public awareness
Measuring impact on local community	Benchmarks
	Decreasing obesity levels
	Self-assessment

[3]

The number of available options for this question caused confusion for some candidates, although many were given 2 or full marks. 'Meeting social needs' and 'Benchmarks' were commonly the incorrect methods identified.

### Question 11

11 What do the letters 'O' and 'T' stand for in a S.W.O.T. analysis?

O - .....

T - .....

[2]

Similar to Question 9, candidates were required to identify parts of a key acronym within the unit content, but many were unable to do this. Some candidates did not provide a response at all, or only attempted one part of the question. 'Time' was frequently offered as an incorrect response.

### Question 12

12 Name **one** part of the internal environment of a sports business.

..... [1]

This question was answered well by many candidates, with all four available options on the mark scheme present across a wide range of responses.

## Section B overview

In general, candidates performed well in this section. It was clear that many had good subject knowledge of corruption in sport and were able to provide sound descriptions, with many supporting these with accurate practical examples. The slight exception to this was Question 14: how organisations are involved in the distribution of funding. Candidates often gave generic descriptions of the role each organisation plays, and they were not as secure in their knowledge of this area, in comparison to the other questions in Section B, and the marks given reflected this accordingly. Centres are reminded that candidates should be making the required number of responses for each question. By offering less than five responses for some of the questions, candidates automatically reduced the maximum number of marks they could be given.

### Question 13

**13** There are many examples of corruption in sport.

Give an example of corruption under each of the following headings:

Cheating .....

.....  
.....

Match fixing .....

.....  
.....

Doping .....

.....  
.....

Breaking financial regulations .....

.....  
.....

Bribes and kickbacks .....

.....  
.....

**[5]**

On the whole, candidates displayed good knowledge of the different types of corruption in sport. The first three areas: cheating; match fixing; doping, were all accurately addressed. Many candidates were able to provide a description of the types of corruption, which was then supported by a relevant practical example. Popular responses were 'diving in football' for cheating, 'paying an official to gain a predetermined outcome' for match fixing and references to Lance Armstrong for doping. Candidate knowledge was less secure, however, for the final two areas. Many wrote about club's spending 'more than they are allowed' but without referring to a specific regulation that had been broken, e.g. Salary Cap or Financial Fair Play. Most candidates were not given a mark for their example of bribes and kickbacks. The reason for this was that reference was commonly made to paying officials or referees to gain an advantage within a game, which is an example of match fixing.

### Assessment for learning



Centres must place particular emphasis when teaching their candidates, the difference between match fixing, bribes and kickbacks. Many used similar examples when answering both of these questions. There were very few who correctly referenced vote rigging or the accusations regarding financial benefits paid to FIFA officials in regards to Qatar hosting the 2022 Football World Cup as examples of bribes and kickbacks.

### Question 14

14 Describe how the following are involved in granting funding to sporting organisations:

Government/DCMS .....

.....

.....

UK Sport .....

.....

.....

NGBs .....

.....

.....

Local Government .....

.....

.....

Sports businesses .....

.....

.....

[5]

There was a mixed response to this question from candidates. Many were not able to differentiate between the role that each one plays in the distribution of funding and most responses were generic and lacked detail. Some candidates gave a correct example but applied it to the wrong area, e.g. stated that Government/DCMs provide funding directly to National Governing Bodies.

### Question 15

15 Explain the ways that a sports business can measure its success.

.....

.....

.....

.....

.....

.....

.....

..... [5]

Although candidates were often able to correctly identify many of the measures that can be used to gauge the success of a sports business, they did not apply this knowledge in a way that facilitated the awarding of marks. All too often, candidates responded by essentially asking a question, rather than making a definitive statement. Common examples of this were responses such as 'have they made a profit or not'. The question requires, in most cases, for candidates to use a key word such as 'improving' or 'increasing' to show how the sports business has developed. In many instances, candidates effectively gave a one-word response. This was usually within a sentence but did not provide any explanation of how it could be used, e.g. 'Reputation is one way to measure the success of a sports business'.

## Question 16

**16** Describe the importance of Corporate Social Responsibility (CSR) to sports organisations.

.....

.....

.....

.....

.....

.....

.....

**[5]**

This question was answered well by candidates. The knowledge and understanding shown when discussing the importance of Corporate Social Responsibility to sports organisations was secure in many cases. Frequent reference was made to the financial benefits derived, access to funding and improved reputation of the company. However, there were examples of candidates who did not provide at least five responses. This obviously meant that they were unable to achieve maximum marks for this question.

### Assessment for learning



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

## 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. In line with what has been seen in previous series', Questions 17 (b) and 17 (c) were answered well but many responses struggled to show the required knowledge and understanding necessary for Question 17 (a). The question had two distinct sections: impact of Covid-19 on the club and the importance of commercialisation. However, some candidates only addressed one of them and this obviously limited the level and mark they could be given.

### Question 17 (a)\*

17

(a)\* The COVID-19 pandemic highlighted that all types of sports businesses are vulnerable to change. The pandemic also highlighted the importance of commercialisation and the positive impact it can have on sports businesses.

Using examples from the case study, and thinking specifically about recovering from a negative situation like a pandemic, analyse the importance of commercialisation to sports businesses.

[8]

This 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 few were able to access Level 3. The question required candidates to analyse the importance of commercialisation to sports business, with specific reference to recovering from a negative situation like a pandemic.

Many were able to identify one or two ways in which commercialisation can benefit a sports business 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, particularly relating to the impact of Covid-19, 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.

The more successful responses covered both aspects of the question and gave detailed analysis of the impact of Covid-19 on the club and the importance of commercialisation. The increase in revenue, sponsorship opportunities and the increase in fan base were all popular areas that were frequently addressed by candidates. They then went on to discuss these points and supported their response with examples, both from the case study and even their own observations and experiences from the time.

Some candidate responses only focused on one aspect of the question so this limited the mark that could be achieved.



### Question 17 (b)

**(b)** Being able to obtain funding is always important to professional sports teams, particularly after a negative event such as a pandemic.

Apart from loans, describe the sources of funding available to professional sports teams and how the pandemic might have made it more difficult to obtain these.

.....

.....

.....

.....

.....

.....

..... [6]

This question was answered well by many candidates. They were able to identify three sources of funding and then went on to provide commentary on why it might have been more difficult to obtain these following the pandemic. Sales/sponsorships, grants and membership fees were all commonly identified responses. Some candidates highlighted sources of funding but did not then go on to address the second part of the question, so limiting the number of marks that could be achieved.

### Question 17 (c)

**(c)** Public sector businesses have a number of characteristics that mean they differ from those in other sectors.

Name the characteristics of a public business and explain how they could be affected by situations such as the COVID-19 pandemic.

.....

.....

.....

.....

.....

.....

..... [6]

On the whole, candidate knowledge was secure on this question and many were able to correctly identify three of the characteristics of Public sector businesses. Less developed responses struggled to apply knowledge by explaining the ways in which these businesses could have been affected by situations such as the Covid-19 pandemic. In some instances, this section of the question was not addressed at all, or was discussed, but in terms that were too vague for marks to be given.

## Copyright information

Section C, Question 17 (a): \* Item removed due to third party copyright restrictions. Adapted text from ['Premiership rugby won't survive another lockdown' warns Bristol Bears head coach Pat Lam](#), inews, 21 December 2021. By Hugh Godwin, Rugby Union Correspondent.

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