OCR
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CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

SPORT AND PHYSICAL ACTIVITY

05826–05829, 05872

Unit 21 January 2025 series

Contents

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 2025 series Unit 21 The Business of Sport examination were of a slightly higher standard compared to June 2024.

Most candidates managed their time well and there was little evidence of them running out of time to complete the paper.

The recall-type questions and short answer questions in Section A were answered well by most candidates. The level of knowledge and understanding shown was, on the whole, sound and secure. Many candidates were able to do well on most of the questions.

However, many candidates did not do as well on Section B, where their knowledge of the areas of CSR and sustainability was not sufficiently developed to access the marks available. They particularly struggled on Question 14 (b), where many did not understand the requirements of the question or were too vague in their responses.

Candidates had mixed results on Section C. While most were given marks on Question 17, the levels question, most of them fell within Level 1 or the lower end of Level 2. They also did not do well on Question 18, where very few seemed to grasp the requirements of the question.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
- attempted all of the questions - gave the required number of responses, e.g. three responses for a 3 mark question - provided relevant and accurate practical examples for the questions that required them to do so - used the correct terminology from the syllabus when addressing questions on sources of funding for sport, the structure of businesses and corruption in sport - had good knowledge of the roles of volunteers and the impact of commercialisation when answering the questions in Sections B and C - wrote in clear and concise terms, expressing sound knowledge and understanding across most questions.	- did not answer all of the questions - had a lack of detail in their responses and wrote in vague terms about the points discussed - did not use correct subject specific terminology - gave too few points for the marks available for the question - repeated language from the stem of the question - misinterpreted or did not understand the requirements of a question - quoted sections of the article but did not go on to apply their own knowledge to show understanding of the impacts for the extended answer levels question.

Section A overview

The recall-type questions and short answer questions in Section A were answered well and candidates were credited accordingly. In general, they showed a good understanding of PEST analysis, the sources of funding for sport in the UK, the benefits of retaining staff to a sports business and the impacts of commercialisation on sports clubs. However, many candidates struggled to describe the criteria that voluntary sector organisations need to meet when applying for funding. Moreover, while most candidates were able to identify ways private sector sports businesses can measure success, some did not go on to explain them in the necessary depth to gain credit.

Question 1

1   The business environment model is split into three elements.

Which **one** of the following is **not** part of the micro-environment?

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

Competitors ☐

Customers ☐

Employees ☐

Suppliers ☐

[1]

Most candidates answered this multiple choice question well.

Question 2

2   The macro-environment is often assessed using a PEST analysis.

Identify the forces and trends that each letter represents.

P ....

E ....

S ....

T ....

[4]

Many candidates did well on this question, but there were some common errors made to the words that were not credited. Many candidates responded with Economical, rather than Economic, so were not given credit. Society and Technology were also common incorrect answers that were provided by some candidates.

Assessment for learning
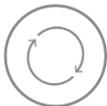
Candidates must be taught that the correct word for the letter E in PEST analysis is Economic and not Economical.

Question 3

3   Which **one** of the following is an example of an organisation in the voluntary sector.

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

Community football team

Local authority leisure centre

Private golf club

Union of European Football Associations

[1]

Most candidates answered this question correctly.

Question 4

4   Give a named example of each of the following types of sports business:

private sports club ....

sports betting ....

sports media ....

sports retail ....

[4]

Most candidates were able to name examples of sports betting, sports media and sports retail businesses. However, many identified a professional sports club for the first part of the question. Common incorrect responses were Manchester United and Arsenal, among a whole range of other professional football clubs.

Exemplar 1

private sports club ......Manchester United Football ~~Club~~ G Club

sports betting ....Bet 365

sports media ...Sky Sports

sports retail ....Nike

[4]

This exemplar shows a common incorrect answer of 'Manchester United Football Club' for the first response.

Question 5

5 Explain **three** differences between the structure of a local sport business and the structure of an international sports business.

1 ....

....

2 ....

....

3 ....

....

[3]

The question required candidates to explain three differences between the structure of local and international sports businesses. While there were many correct responses, many candidates identified a feature of one of the types of business but then only drew a comparison with the other. This did not meet the requirements of the question, as only one type of business was addressed and explained.

Exemplar 2

1 ....local........has........a........low........amount........of........staff........compared........
............to........an........international........business..
2 ....A........local........business........has........shared........sub........roles........
........whereas........an........~~the~~ international........business........wouldn't........................
3 ....International........will........have........a........higher........number........of........
........Sites..

[3]

All three responses in this exemplar highlight the point raised. The candidate compared local to international (or vice-versa) rather than identify the characteristics of each. The key word in the first response is 'compared', in the second it is 'wouldn't' and in the third it is 'higher'.

Question 6

6   Identify **two** positive impacts of the commercialisation of sport on a professional rugby team.

1   ....

2   ....

[2]

Candidates generally gave a sound response to this question. Many were able to identify an increase in revenue and new forms of sponsorship as positive impacts of commercialisation.

Question 7

7   Other than sales, identify **three** sources of funding for sport in the UK.

1   ....

2   ....

3   ....

[3]

Most candidates answered this question well, with many getting 2 or more marks. Most of the available options on the mark scheme were used by candidates. Common incorrect responses that were given included 'Government', 'The National Lottery' and 'UK Sport'.

Question 8

8   Describe **two** ways funding can be used by a local leisure centre to develop its provision.

1   ....

    ....

2   ....

    ....

[2]

Most candidates answered this question very well. The most common responses provided were facilities and equipment, although all of the available options on the mark scheme were seen to some degree.

Question 9

9   Describe **two** criteria that a voluntary sector organisation such as a local sports club may need to meet to gain funding.

1   ....

....

2   ....

....

[2]

Candidates got a mixed range of marks for this question. Many correctly identified proving a need or demand for the service/product and the importance of having a clear goal in mind. However, others focused on characteristics of the club, such as the facilities they have, or how they would need to apply for the funding, e.g. fill in a form.

Question 10

10   Explain **two** ways in which a private sector sports business can measure success.

....

....

....

....

....

.... **[2]**

Many candidates answered this question well. Profitability, winning trophies and competitions and increase in customer numbers were all common correct responses. However, there were frequent cases where candidates identified the ways in which a private sector sports business can measure success but then did not go on to explain them in any detail.

Assessment for learning

Centres should make sure they devote sufficient learning time to examination techniques, specifically developing understanding of the requirements of each of the command words commonly used in the questions.

Question 11

11 Recruiting and retaining staff is becoming more difficult for all sports businesses.

Identify **two** benefits of retaining staff **to a sports business**.

1 ....

2 ....

[2]

This question was well-answered by most candidates. They were able to identify a reduction in training costs and the improved relationship between staff and customers as common benefits to a sports business. Some candidates incorrectly focused on the time saved or benefits to staff, rather than the business.

Question 12

12 Identify and explain **two** methods that a sports business can use to retain its staff.

Method 1 ....

Explanation ....

....

....

Method 2 ....

Explanation ....

....

....

[4]

Many candidates showed a good level of knowledge and understanding on this question and were able to access all of the available marks. The most common responses were bonus/discount/reward schemes, opportunity for progression and a pension. Candidates not only identified the method but were then able to explain, with the required clarity, reasons why each one would help a sports business to retain its staff.

Question 11

Section B overview

There were elements of this section that candidates were successful on and where they demonstrated a developed understanding of the teaching content from the relevant areas of the unit specification. Their knowledge of the role of volunteers and the potential ways in which corruption can occur in sport were often sound and well developed. However, the questions in the first part of the section relating to Corporate Social Responsibility and sustainability were mostly not answered well. This was particularly evident for Question 14 (a) and Question 14 (b). Candidates often either wrote in vague terms or did not address the requirements of each question, so many candidates were not given any marks on these questions.

Question 13 (a)

13

(a) Describe what is meant by the term Corporate Social Responsibility (CSR).

....

....

....

.... **[2]**

Candidates accessed a mixed range of marks for this question. Some candidates were able to highlight that CSR is where a business considers its impact on society and the environment and they often used language very similar to what is on the mark scheme. However, many others described features of CSR and were not given either of the marks available.

Question 13 (b)

(b) Describe **three** reasons why CSR is important to a global sports organisation.

1 ....

....

2 ....

....

3 ....

.... **[3]**

Many candidates answered this question well. Their knowledge of the importance of CSR to global sports organisations was sound and a good range of the available correct responses were given. Of these, the most common answers were 'improved reputation', 'access to funding' and as a marketing tool.

Question 14 (a)

14

(a) To be sustainable, a business needs to be economically viable.

Explain what is meant by economically viable.

....

.... **[1]**

Most candidates did not do well on this question. They often wrote in generic terms and were not able to sufficiently explain what is meant by economically viable. Some candidates repeated the stem of the question or used variants of the term, e.g. sustainable without further explanation or analysis, which was incorrect.

Misconception

? Some candidates misinterpreted the question and provided an explanation of what is meant by environmentally viable.

Question 14 (b)

(b) Describe **two** ways in which a sports retail business selling clothing and footwear can operate sustainably.

1 ....

....

....

2 ....

....

.... **[4]**

Generally, candidates did not answer this question well. Candidates were mostly given marks when they linked to businesses selling recycled clothing, packaging made from recycled materials and the use of renewable energy to power shops or transport products. However, many candidates did not demonstrate an understanding of sustainability, or the requirements of the question, so they were unable to access any of the available marks.

Question 15 (a)

15

(a) Community-based running clubs rely on volunteers to operate.

Identify **two** types of volunteers.

1 ....

2 ....

[2]

Most candidates answered this question well. Those who were less successful often gave examples of different roles that volunteers can undertake. Alongside this, 'part time' or 'full time' were also common incorrect responses offered by candidates.

Question 15 (b)

(b) Describe **four** roles that volunteers could undertake to support the operations of the running club.

1 ....

....

....

2 ....

....

....

3 ....

....

....

4 ....

....

....

[4]

The question required candidates to describe roles that volunteers at an amateur athletics club would undertake to support its running. Many were able to do this and gave a valid assessment of some of the typical tasks that would be required for each role. Event support staff, such as stewards, first aiders and coaches were all commonly used as examples. However, some candidates did not identify a role or give a detailed description of the required duties that would need to be fulfilled when actually completing it. There were also instances where candidates described different sports, such as football, which highlighted that they had not understood or taken note of the requirements of the question.

Question 16

16 Describe **four** potential ways in which corruption could occur within sport.

1 ....

....

2 ....

....

3 ....

....

4 ....

....

[4]

While many candidates answered this question well and were able to provide and then describe four potential ways in which corruption can occur in sport, there were some who did not access the marks available. This was often because they only identified the types of corruption and did not go on to *describe* the ways in which they can occur in sport. This was the command word in the stem of the question and, as such, simply listing the types of corruption was not enough for candidates to gain marks.

Exemplar 3

1 Match fixing ....

....

2 Cheating ....

....

3 Money laundering ....

....

4 Bribes and kickbacks ....

....

[4]

This exemplar identified the types of corruption, but the question requires candidates to describe the ways they can occur in sport. Each response on its own is not enough to get a mark - an explanation is also needed.

Section C overview

There was a mixed response to this section from candidates. It continues to be a challenging part of the examination, but there was some good knowledge and understanding displayed on the negative impacts of commercialisation on sports performers. Question 17, the levels marked question, required candidates to analyse the impact on a professional football club if they were to lose a sponsorship deal due to negative publicity. Many candidates did not answer well, with most responses falling within Level 1 or the lower end of Level 2. Only a few candidates were able to access any of the available 6 marks for Question 18. Knowledge of this area was less secure, and many of the responses provided were generic and/or did not address the requirement of the question.

Question 17*

17* Analyse the impact on a professional football club if a sponsorship deal ends due to negative publicity. [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. A mark within that level is then recorded.

This question was not answered well by most candidates. Many candidates were only able to provide an answer within Level 1 or the bottom of Level 2, with just a few able to access Level 3. The question required candidates to discuss the impact on a professional football club when it loses a sponsorship due to negative publicity.

Many candidates were able to identify one or two ways in which a club could be impacted, usually negatively, but too often these points were not expanded on in enough depth and detail, or in some cases, at all. Candidates often identified a loss of revenue as being one of the main impacts, with some then going on to explain what the implications of this might be. Some then provided relevant practical examples to support the points made. The effect on other sponsors, an over-reliance on the funds received from sponsorship and damage to the clubs reputation were also common negative impacts given by candidates.

It was evident that some candidates did not have sufficient knowledge and understanding of commercialisation to be able to provide much of their own independent analysis of the impacts of losing a sponsor. These candidates often quoted text from the article but did not go on to offer their own evaluation of the points raised.

The candidates who provided the most successful responses were able to give detailed explanations of the implications, both positive and negative, to a professional sports team when losing a sponsor. They then went on to discuss the points made in detail and supported their answer with examples, both from the case study and their own experiences.

Question 18

18 Explain how a semi-professional football club can use both transaction and relationship marketing to grow its business.

....

....

....

....

....

.... **[6]**

> In general, candidates did not answer this question well, with most not getting any marks. They often focused on sales and/or profit and wrote in vague terms about transaction and relationship marketing, rather than focusing on how they can help a semi-professional football club grow as a business. Many offered examples related to selling kit, merchandise and food and drink, without explaining their role in helping the club to develop. The most common responses of those who got marks were offering discounts/cheap tickets, loyalty/reward schemes and use of social media to improve reputation.

Question 19

19 The commercialisation of sport impacts on performers as well as sports clubs. Analyse how the commercialisation of sport can have a negative impact on sports performers.

....

....

....

....

....

.... **[6]**

> Most candidates answered this question well, with many getting full marks. Candidates who were successful on this question displayed sound knowledge of the key themes, with pressure on players to perform well, media intrusion into their lives and the impact of media/social media being the most common responses. These candidates then went on to give an example related to the point and also described the negative impact this might have on the performer. Although most candidates were given marks on this question, some identified a point or impact but did not then go on to provide examples or explain what the consequences might be to the performer. Some candidates also focused on the club or sport, which was not a requirement of the question.

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