Cambridge Technicals Sport

Unit 21: The business of sport

Level 3 Cambridge Technical in Sport and Physical Activity
05872

Mark Scheme for June 2022

MARKING INSTRUCTIONS

PREPARATION FOR MARKING

TRADITIONAL

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

MARKING

1. Mark strictly to the mark scheme.

2. Marks awarded must relate directly to the marking criteria.

3. The schedule of dates is very important. It is essential that you meet the traditional 40% Batch 1 and 100% Batch 2 deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.

4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or by email.

5. **Crossed Out Responses**
    Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

    Rubric Error Responses – Optional Questions
    Where candidates have a choice of questions across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. (The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)

    Multiple Choice Question Responses
    When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate). When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.
    Contradictory Responses
    When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)
Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. (The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)

Short Answer Questions (requiring a more developed response, worth **two or more marks**)
If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)
Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6.   Always check the pages (and additional lined pages if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add an annotation to confirm that the work has been seen.

7.   There is a NR (No Response) option. Award NR (No Response)
    -   if there is nothing written at all in the answer space
    -   OR if there is a comment which does not in any way related to the question (e.g. 'can't do', 'don't know')
    -   OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question
    Note: Award 0 marks - for an attempt that earns no credit (including copying out the question)

8.   Assistant Examiners will email a brief report on the performance of candidates to your Team Leader (Supervisor) by the end of the marking period. Your report should contain notes on particular strength displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

9. **Annotations**

<u>Multiple Choice Questions</u>

Examiners indicate is answer given is correct or not by indicating '1' or '0' on the right hand side of the question.

<u>All questions other than Multiple Choice and Extended response question</u>

Tick = correct
Cross = incorrect
BOD = benefit of the doubt given
NBD = no benefit of the doubt given / also used where additional material may have been seen but no more marks gained
NR = no response attempted
SEEN = response been read but no credit given
REP = Point repeated and no further credit given

<u>Extended response question</u>

Please note that on the extended response question ticks and crosses are <u>not</u> used as it is <u>not</u> 1 tick = 1 mark.

Where applicable:

Id is used to indicate that a knowledge point from the mark scheme indicative content has been used.

Und is used to indicate that a more developed or detailed point has been made (showing greater understanding).

Eg is used to indicate where an example has been used or applied to support or develop the response.

L1 = Level 1 (for 'Levels-marked' questions only) – put at end of response to indicate level awarded
L2 = Level 2 (for 'Levels-marked' questions only) – put at end of response to indicate level awarded
L3 = Level 3 (for 'Levels-marked' questions only) – put at end of response to indicate level awarded

<u>Examiner Guidance on annotations</u>

1. General guidance:

   - mark in red ink (supervisors mark scripts they are sampling in green)
   - record the total mark for each **part question** (e.g. question 4 (a)) in the right hand margin
   - record the total mark for each **whole question/section** (e.g. question 4 (a), (b) and (c) total) at the end of the question in right hand margin – <u>circle this total mark</u>

2. For Multiple-Choice Questions (MCQs), use a **tick** or a **cross** to the right hand side of the option indicated by the learner as being their answer.

3. For points-marked questions (the majority):
   - Structured scheme: one mark = one point, represented by a **tick**
   - Keep referring to the requirements of each question
   - Take into consideration the sub-max for parts of the question where applicable and indicate '**max**' has been reached for each part as appropriate
   - Ringed mark at the end of each whole question only
   - Use only the agreed annotations when marking.

4. For the levels marked questions:
   - Keep checking for relevance of the response to the requirements of the question
   - Give '**Id**' for each numbered point in the MS indicative content (don't record the numbered point)
   - Give '**Und**' for every point that has been sufficiently developed and shown understanding (often, but not always, indicated by a bullet point in the MS)
   - Put '**Eg**' in the LH margin if a valid, relevant and accurate practical example is given
   - Use other usual annotations on the body of the script.

   - Now review again the answer.
   - Remember to keep checking whether the response actually answers the question set.

   - REVIEW THE LEVELS' DESCRIPTORS AND <u>ESPECIALLY THE DISCRIMINATOR POINTS</u> TO PINPOINT THE MARK.
   - Write the final mark for the question at the end of the response in the RH margin and also indicate the level awarded (**L1, L2** or **L3**).

FINALLY – remember that

- Some learners may make relatively few points but develop them well to show good understanding, meet well the generic criteria descriptors in the top level and answer all parts of the question and therefore score well.
- Some learners may make many points but may not show the depth of analysis required to match the generic criteria descriptors in the top level and therefore score less well.
- Do not be afraid to give full marks if all descriptors / discriminators are met at the required level.
- It is unlikely for learners to score 0 (nil) marks if they have attempted to answer the question set, unless the material is entirely irrelevant.
- Use your professional judgement and contact your Team Leader if you need help in applying the scheme.

THEN:
- Add up the marks for the whole question and put in RH margin and circle.
- Record all question totals on the front of the script in the grid provided on the cover.
- Add up these question totals to give a final mark and record on top left of script encircled.
- Check for arithmetical errors.
- Transfer question totals to the online mark sheet and make sure the total mark on the online mark sheet agrees with the total on the question paper.
- Ensure marks are legible on the question paper.
- Ensure every page of script is annotated – cross through blank pages and if additional pages/material has been provided and considered in the marking, annotate this in the usual way to indicate any credit given or use '**NBD**' if the material has not attracted additional marks to show it has been seen.

Question	Answer	Marks	Guidance
1	1 Medium to large teams of people 2 Hierarchical structures 3 Multi-site locations 4 Could be franchised 5 Target group is nationwide 6 Can be private, public or voluntary	2	Mark first two attempts only
2	1 Resurfacing / new courts 2 Renovating / building a clubhouse 3 Installing floodlights 4 New/improved changing rooms / toilets 5 Employ a groundsman to maintain playing facilities	2	Accept other suitable examples Mark first two attempts only DNA New/improved facilities
3	1 New kit/equipment 2 Grounds work/groundskeeping 3 Running events (E.g. Asda Kwik Cricket) 4 Coaching/training (E.g. coaching courses/first aid training) 5 Employ new staff/coaches 6 Initiative for increasing participation (E.g. 'This Girl Can')	2	Accept other suitable examples, but do not accept examples relating to facilities. Mark first two attempts only
4	1 Government/DCMS/Sport England/National Lottery 2 NGB 3 Sponsorship 4 Private donations 5 Local authorities/councils 6 Membership/subscription fees 7 Grants 8 Loans 9 Fundraising events	3	Synoptic link Unit 3, 4.2 Mark first three attempts only

Question	Answer	Marks	Guidance
5	1 Government (DCMS / Dept of Health / Dept for Ed) 2 NDSOs 3 National Lottery 4 Sport England 5 UK Sport 6 Sport and Rec Alliance 7 County Sports Partnerships 8 Local councils 9 Other organisations (E.g. YST)	4	Synoptic link Unit 3, 1.1 Accept examples (E.g. specific NGBs) Accept first four attempts only
6	Leisure Centre	1	
7	Media 1 E.g. BT Sport Equipment 2 E.g. Adidas Betting 3 E.g. Bet 365 Retail 4 E.g. Decathlon	4	Accept other suitable examples. Only accept first answer under each heading Submax one mark for each
8	Benefits to staff members 1 There will be opportunities for promotions / progression 2 Job security 3 (Increased) professional development 4 (Increased) job satisfaction 5 Bonuses / rewards / social activities 6 Good working environment 7 Pension scheme Benefits to customers 8 Having familiar staff to deal with 9 Individual needs will be better met 10 Chance to build rapport / relationships / trust 11 Better customer service / more enjoyable experience	4	Submax 2 for each part

Question	Answer	Marks	Guidance
9	1 Scorer 2 Timekeeper 3 Registration / administrative 4 Official 5 Coach / leader 6 First aider 7 Support staff (E.g. welcoming parents/setting up equipment)	2	Accept first two attempts only
10	1 Accepting something unethical (E.g. endorsing somebody who failed a drugs test) 2 Breaking financial regulations/tax evasion 3 Taking bribes/Kickbacks 4 Being involved in money-laundering 5 Throwing games/matches/match fixing	2	Accept first two attempts only
11	1 Attractive pricing being cheaper/price match scheme/offers/discounts 2 Effective marketing/promotion of business/media coverage 3 Having a wide range of products/services available 4 Understanding/knowing the competition 5 Good customer service	2	Accept other reasonable examples Accept first two attempts only
12	True False	2	
13	1 Cost. Explanation – The costs associated with using volunteers are relatively low, and much lower than employing staff. 2 Inclusion. Explanation – Businesses can utilise staff from a wide range of backgrounds. For example, a company organising a cycling race might use adults with learning difficulties as marshalls. 3 Meeting objectives. Explanation – A business might have CSR objectives to upskill local community 4 Funding criteria. Explanation – Part of a funding bid might mean that a business needs to utilise a volunteer workforce 5 Advocacy. Explanation – In order to get favour for the building of a new astroturf, a sports centre might offer young people the opportunity to volunteer / learn new skills.	5	Only award marks where there is **explanation**. There needs to be some sort of reasoning.

Question		Answer	Marks	Guidance
		6 Nature of organisations. Explanation – For example, a sports shop might not be suited to taking on volunteers, but a voluntary running club probably would.		
		7 Avoids legal/contract issues. Explanation – Volunteers don't necessarily require contracts, so it's easy for sports businesses to use them as required.		DNA - Zero hour contract
		8 Positive image/reflection/reputation of the organisation		
		9 Supporting employability and development/gives (work) experience		
		10 Supporting local communities.		
14		1 A 2 C 3 B 4 D	4	Answers here are in the order that they appear on the paper.
15		<u>Community projects</u> 1 Taking the lead on the setting up and running of schemes that will be of benefit to people in the local community. 2 E.g. 'Premier League Kicks' was set up by the FA, but runs out of Premier League clubs to provide kids with safe spaces, equipment and coaches to play football. <u>Adhering to laws and regulations</u> 3 Following the rules/staying within societal and business laws. 4 E.g. A rugby club staying within the designated salary cap imposed by the league. <u>Environmental and sustainability awareness</u> 5 Having an awareness of the bigger environmental and sustainability issues and putting steps in place to reduce their impact/benefit the environment. 6 E.g. Several golf clubs in the south west of England 'harvest' rain water so that they can water the courses when water is less abundant in the summer months.	6	Award 1 mark for the description and 1 mark for the example on each section Accept alternative examples

Question		Answer	Marks	Guidance
16		1 Completing an application / bid form 2 Having a visit from funding provider (E.g. from a National Lottery representative) 3 Meeting the criteria 4 Achieving aims/goals 5 Proving that there is a need for the funding (does demand exist) 6 Providing evidence of the initial impact that the funding might have 7 Showing potential for legacy/long term benefits 8 Proving that the project can be delivered / money will actually support the outcome 9 Proving that they are eligible (appropriate number of people / that bowls is a valid sport)	5	
17	**(a)***	**Level 3 (7-8 marks)** **A comprehensive answer:** ● Detailed knowledge and understanding ● Effective analysis ● Clear & consistent practical application of knowledge ● Accurate use of technical and specialist vocabulary ● High standard of written communication. ● A wide range of commercialisation knowledge **Level 2 (4-6 marks)** **A competent answer:** ● Satisfactory knowledge and understanding ● Analysis/evaluation and/or discussion/explanation/development attempted with some success ● Some success in practical application of knowledge ● Technical and specialist vocabulary used with some accuracy ● Written communication generally fluent with few errors.	8	**At Level 3 responses <u>are likely</u> to include:** ● Detailed discussions. Several areas of commercialisation will be discussed. ● Terminology, which implies an understanding of commercialisation, demonstrated. ● Examples from the case study will be included. ● Several points to be developed and/or exemplified **At Level 2 responses <u>are likely</u> to include:** ● Good discussions. A few areas of commercialisation will be discussed. ● Terminology, which implies some understanding of commercialisation, demonstrated. ● Some examples from the case study will be included. Expect at least one example for the mid-top of this level. ● Not all points are developed and/or exemplified

Question	Answer	Marks	Guidance

	● A breadth of commercialisation knowledge should be discussed
	
	Level 1 (1-3 marks)
	A limited answer:
	● Basic knowledge and understanding
	● Little or no attempt to analyse/evaluate and/or discuss/explain/develop
	● Little or no attempt at practical application of knowledge
	● Technical and specialist vocabulary used with limited success
	● Written communication lacks fluency and there will be errors, some of which may be intrusive.
	● Commercialisation may be discussed.
	
	Accept both positive and negative responses.
	1 Increased influence of commercial organisations / media corporations
	   Analysis could be built around the impact of Amazon Prime / pay TV networks and how these will affect the global reach (pos & neg)
	2 Increase in revenue / sponsorship
	3 Increase in spectatorship / participation / reach / reputation
	4 Impact of technology (pos & neg)
	
	5 Less control by national and international governing bodies
	   Analysis could focus on switch of power from ITF/ATP to Kosmos
	  6 Powerful / rich individual clubs holding increasing influence
	     Impact of Pique's involvement should be analysed
			At Level 1 responses <u>are likely</u> to include:
			● Basic discussions. Perhaps only 1 or 2 areas of commercialisation will be discussed.
			● Terminology, which implies a basic understanding of commercialisation, demonstrated.
			● Examples from the case study might not be included.
			● Little application to the context.
			● Few if any developed and/or exemplified point
			
			7 Individual players and agents having increasing power rather than clubs
			    How the players who have voiced support/concern might have an influence. Information in the case study re Andy Murray/Lleyton Hewitt could be utilised.
			8 Impact of media money
			    Increased prize money attracts competitors. Over reliance on media funding/the game might be unsustainable in the future.
			9 More pressure on players (extended seasons / burn out etc)
			    Expect details about the packed calendar to be analysed. Impact this will have on the players.
			10 Media intrusion into sport stars' lives
			11 Impact of social media (pos / neg)
			12 Rising cost of spectatorship
			    Costs of multi-platform methods of spectating could be analysed.
			13 Disconnect between fans and performers
			    Fans could see this as yet another money-spinning event for the players.

Question		Answer	Marks	Guidance
17	**(b)**	Strengths 1 The competition is well known / strong brand name / reputation 2 It has always attracted the world's top players / players want to play in the competition 3 Spectators already exist / demand for watching. 4 Shorter format. 5 One venue so less travelling for players & spectators Weaknesses 6 Only potential to reach limited fans if aired on pay TV 7 The brand is not as strong as the Grand Slams (E.g. Wimbledon)/hesitant to change 8 Cost of pay TV can be prohibitive Opportunities 9 Pique's name is huge / could attract a new audience to the sport/competition. 10 Can link with other sporting events for marketing (E.g. with football clubs) 11 A chance to give tennis more global reach / exposure 12 Increase revenue/make more money/sponsorship Threats 13 Could put off / lose 'traditionalist' fans 14 Players might not take part/player injury or burnout 15 Other rival tournaments could make it hard to compete. 16 Online (illegal) streaming of matches could affect revenues	6	To get all 6 marks, at least one mark has to come from each section, Submax 2 marks for each section.

Question		Answer	Marks	Guidance
17	**(c)**	1 Profitability / maximising income Explanation: They would expect to see a return on their investment / advertising revenues / pay TV 2 Share price Ex: Kosmos' share price should react favourably with the success of the event 3 Customer satisfaction / repeat business / loyalty / retention Ex: Customers / spectators will return each year / not return based on their satisfaction with the running of the event 4 Growth / reach / viewing figures Ex: If the sport has been watched by a significant number of people in an area of the world otherwise not a 'typical' tennis area, then this is success. 5 Reputation / exposure Ex: If players and spectators speak favourably of the event/ their experiences, this will build a positive reputation 6 Expansion of organisation Ex: If the event is successful, Kosmos might increase the number of tennis events that they're involved in, thus growing the company 7 Legacy Ex: Local communities form hosting cities could have a legacy of new facilities / new role models created for kids 8 Recognisability Ex: The Davis Cup could become as well-known as The US Open. Its success could be based on people knowing that it exists. 9 Number of entrants Ex: If all of the world's top 10 players take part, this will be a clear endorsement/measure of success.	6	Accept any 6 points of explanation

OCR (Oxford Cambridge and RSA Examinations)
The Triangle Building
Shaftesbury Road
Cambridge
CB2 8EA

OCR Customer Contact Centre

Education and Learning
Telephone: 01223 553998
Facsimile: 01223 552627
Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

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