Cambridge Technicals Sport

Unit 21: The business of sport

Level 3 Cambridge Technical in Sport and Physical Activity
05872

Mark Scheme for January 2024

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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**

Annotation	Meaning
BOD	Benefit of doubt
✖	Cross
DEV	Development
EG	Example/Reference
IRRL	Significant amount of material which doesn't answer the question
KU	Knowledge and understanding
L1	Level 1
L2	Level 2
L3	Level 3
MAX	Max
REP	Repeat
✔	Tick
VG	Vague

<u>Multiple Choice Questions</u>

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

All questions other than Multiple Choice and Extended response question

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

Extended response question

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			Occasional	1	
2			1 New/improved facilities 2 Kit/new equipment 3 Groundworks/grounds keeping 4 Running events E.g., 5 a-side competitions 5 Improving coaching e.g., coaching qualifications 6 Transport/accommodation 7 Advertising/marketing	3	
3			<u>Positive</u> 1 Increased coverage/spotlight/recognition/ enhanced reputation 2 More opportunities for fans to watch their team on TV/increase fanbase 3 More revenue – to buy new players, improve stadiums. <u>Negative</u> 4 More scrutiny of clubs could lead to a 'bad news' story/decreased reputation/increase in opportunities for online abuse e.g. racism 5 Change in kick off times to suit TV. 6 Over reliance on the money – decreases if a team is relegated and not on TV as much.	2	Accept any other suitable answers.
4			True False True True	4	Synoptic (Unit 3, 3.2)

Question			Answer	Marks	Guidance
5			1 Retail 2 Professional sports clubs 3 Private leisure centres/sports clubs 4 Personal trainers/fitness instructors 5 Marketing and sponsorship agencies 6 Sports media companies 7 Equipment manufacturers 8 Sports technology companies 9 Sport betting companies 10 Sports nutrition 11 International governing bodies 12 Sports rehab	5	Accept types only. – <u>not examples</u>.
6			<u>National organisation</u> A retail shop like JD Sports/Sports Direct <u>Global organisation</u> Nike Adidas	2	Accept any other suitable answer – must be sport related business Do not accept Professional Sports Clubs
7			Advocacy Cost Meeting objectives	3	

Question			Answer	Marks	Guidance
8			Event support staff: 1 Steward/Marshall/Security/First Aider 2 Registration desk Training: 1 Health and safety training e.g., manual handling, COSHH 2 First aid training 3 Event-specific – e.g. training for marshal, evacuation procedures, online registration 4 Venue-specific	3 Sub max 1 Sub max 2	Do not accept any of the below - as these are listed separately in the spec ● sports coaches/leaders ● club/team committees ● officials ● administrative positions Accept any suitable answers. For training requirements.
9			Economic	1	Do not accept Economical
10			 Measuring performance – club mark Measuring participation - surveys Measuring impact on society – decreasing obesity levels	3	Synoptic (Unit 3, 3.2)
11			Opportunities Threats	2	
12			1 Employees 2 Equipment/facilities 3 Finance 4 Functional responsibilities	1	

Question	Answer	Marks	Guidance
13	<u>Cheating</u> E.g. ball tampering in cricket (Australian Cricket Team). Use of illegal equipment e.g. Banned swimsuits, golf clubs outside the legal length. Foul play e.g., diving to win a penalty in football. <u>Match fixing</u> Throwing a game on purpose e.g., letting in a goal on purpose, or getting out in cricket. E.g., betting on the outcome of a game you are playing in. Accept specific examples such as Stephen Lee in snooker, or the Pakistan 'spot-fixing' scandal in cricket. Paying a match official to gain an advantage during a game e.g. paying referee to award a penalty <u>Doping</u> Taking illegal/banned drugs/PEDs E.g., failing random drugs tests, like high profile examples from cycling, weightlifting and athletics. Accept examples like David Millar in cycling, or state-sponsored doping by the Russian Olympic team. Not being signed up to WADA e.g., Russian lack of doping control and out of competition testing. <u>Breaking financial regulations</u> E.g., breaching the Financial Fair Play regulations in football. Chelsea Football Club were found guilty and were given a transfer ban. Breaking salary caps e.g., Saracens Rugby Club Tax avoidance e.g., Messi. Unpublished payments to agents e.g., in football. <u>Bribes and kickbacks</u> Money changing hands in exchange for preferential treatment. E.g. There have been accusations about financial benefits being paid to officials at FIFA to secure the hosting of the 2022 Football World Cup for Qatar. Vote rigging e.g., Qatar world cup and FIFA player of the year award.	5	Sub Max 1 per section. Accept examples of each type of corruption Do not accept - 'taking drugs' on own

Question			Answer	Marks	Guidance
14			<u>Government/DCMS</u> The UK government provides funding directly to UK Sport for elite sport. <u>UK Sport</u> They provide funding to NGBs (enabling them to operate world-class programmes / to fund athletes directly) <u>NGBs</u> They provide training / competitions / officials / Don't give out money directly but provide services to support their sports e.g. pay for hotels, travel, food, coaching <u>Local government</u> They fund facilities and projects/initiatives for local communities, (E.g. parks / leisure centres / playing fields, summer schools), for clubs/schools and wider community use. <u>Sports businesses</u> They may provide sponsorship/funding in exchange for advertising/positive press releases. E.g., Local business sponsors youth football team kit	5	

Question			Answer	Marks	Guidance
15			1 By making more money and being more profitable/increased sales to make more money 2 By increasing the price or value of its shares. 3 By receiving almost no complaints / by scoring well in customer satisfaction surveys/ good customer satisfaction. 4 By improving its reputation. 5 By improving its growth/reach of products. (E.g., having club shirts sold around the globe.) 6 Through repeat business/customer loyalty (E.g., could be measured by season ticket renewal rates) 7 Through the expansion of the organisation (E.g., opening up new branches/venues) 8 By creating a lasting legacy (E.g., creating community facilities to be accessed by fans) 9 By winning trophies and competitions. 10 By having increased recognisability (E.g., the club badge being recognised across the world)	5	Do not accept one-word answers, such as profit etc. must have some form explanation i.e. profit, as they will make more money.
16			**1 A way of meeting social and community obligations** By delivering community sports programmes in inner city areas, with professional players (E.g., from a local senior basketball club) People will see such community involvement as a positive thing and might therefore see the organisation in a positive light. **2 Improves organisation reputation** Clubs can use CSR to compare themselves positively to other organisations (possibly giving them more leverage with sponsors / for gaining funding)	5	Allow answers in **bold**, and/or a description.

Question	Answer	Marks	Guidance
	3 Can be used as a marketing tool Clubs will directly use evidence of meeting CSR in advertising. E.g., a club offering community basketball sessions could be used as a positive story to help sell season tickets. **4 Can increase commercial success** Clubs being seen as demonstrating the elements of 'good' CSR will possibly sell more merchandise/tickets (because they are seen in a good light by their supporters/the general public) **5 Reaching and engaging with more people from across the entire social and demographic spectrum** Highlighting their CSR might help to engage with people in the community who have not previously engaged with the team/club (therefore creating new customers/members/users). **6 Can access funding** It might lead to increased funding opportunities (because funding providers might look upon them more favourably). **7 Develop positive corporate image** Clubs can look good by adhering to CSR e.g., being carbon neutral. **8 Meeting regulatory requirements** Adhere to laws and regulations. Businesses have to meet requirements such as emissions. **9 Customers are focussed on CSR** businesses use it as a medium for delivering messages about their business.		

				Answer	Marks	Guidance
17	(a)*	**Impact on finance/revenue:**		**Impact of COVID on the club – links to article** 1 Taking a £88 million loan from the government. 2 Reducing the salary cap to £5 million 3 Reducing the amount of marquee/stardust players. 4 TV deals being impacted	8	**Look for candidates to exemplify the specification points, in order to strengthen their response.** **Accept both positive and negative responses.**
		Impact on fans		5 Ban from stadiums – reference to Saracens and Harlequins game 6 Wales – Boxing Day matches		
		Impact on wider businesses		7 Wales – business – restaurants and pubs relying on match day income to survive.		
		The increase in revenue		**Importance of commercialisation:** 8 **The increase in revenue** will be particularly important because of the money that was lost when fans weren't allowed into stadia.		
		Improvement in stadia		9 **Improvement in stadia** could be important in the long-term as sports clubs invest in new facilities that allow for greater physical distancing.		
		Sponsorship		10 **Sponsorship** might be harder to come by (due to an enforced smaller advertising budget caused by less revenue), so long-term sponsorship deals will become crucial for future financial planning.		
		Improvement in training facilities / training of coaches		11 **Improvement in training facilities / training of coaches** could come about as clubs divert money into the club's facilities (rather than on external things, like big-money signings).		

			Answer	**Marks**	**Guidance**
		recruitment/development of employees/players	12 It could lead to **recruitment/development of employees/players** which will be a competitive marketplace post-COVID (because there are large numbers of players out of contract/without clubs due to the financial impacts of the pandemic.		
		increased exposure to a national/international/global audiences	13 There could be **increased exposure to a national/international/global audience** as clubs and leagues work hard to sell additional TV rights to matches (as a result of more games being played behind closed doors in empty stadiums).		
		Increased fan base/reach	14 **Increased fan base/reach** was particularly important as clubs worked hard to stay 'in touch' with supporters when matches were off/stadiums were empty. Use of social media to engage with fans, as they couldn't be in the stadium.		
		'Global superstars'	15 Clubs have been able to use the impact of the **'global superstars'** within their clubs to direct people towards their social channels/merchandising.		
		increase their product range	16 During periods of lockdowns, sports clubs will have improved their online shopping provision and they will have had opportunities to **increase their product range** to keep up with trends and online shoppers' habits.		

			Answer	**Marks**	**Guidance**
		Level 3 (7-8 marks) A comprehensive answer: • Detailed knowledge and understanding • Effective analysis • Clear and consistent practical application of knowledge • Accurate use of technical and specialist vocabulary • High standard of written communication.	**Level 2 (4–6 marks)** A competent answer: • Satisfactory knowledge and understanding • Analysis attempted with some success • Some success in practical application of knowledge • Technical and specialist vocabulary used with some accuracy • Written communication is generally fluent with few errors.	**Level 1 (0-3 marks)** A limited answer: • Basic knowledge and understanding • Little or no attempt to analyse • 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.	
		At Level 3 responses are likely to include: • Detailed balanced analysis of the importance of commercialisation and the impact of the pandemic. **At the top of this level** a very good range of points are discussed. Most of these points are developed in good detail and supported with a range of examples	**At Level 2 responses are likely to include:** • Satisfactory knowledge and understanding of the importance of commercialisation and the impact of the pandemic. **At the top of this level** a good range of points are discussed. Some are developed with relevant examples present. **At the bottom of this level** several points are identified and at least one will be developed.	**At Level 1 responses are likely to include:** • Basic knowledge of the importance of commercialisation and the impact of the pandemic. **At the top of this level** 3/4 points are identified and one of these may be discussed in some detail. **At the bottom of this level** 1 or 2 points are identified but not developed	

Question			Answer	Marks	Guidance
17	**(b)**		1 **Sales/sponsorship deals** – loss of revenue from ticket sales/merchandise/food/drinks as no fans were allowed inside the stadium. Businesses cannot afford to sponsor teams/stadiums as they have lost money during the pandemic. Some businesses have thrived during the pandemic and therefore looking to sponsor teams, which they have not done so before. 2 **Grants** – businesses may rely on grants to keep them open or they may no longer be available. 3 **Membership fees** – during the pandemic they would have decreased dramatically because of lockdown. Now on the rise again, as people are allowed out and want to socialise/increase fitness. 4 **Debentures** (e.g., long-term season ticket/corporate facilities/private boxes) – decrease during lockdown, as no games to attend and clubs had to extend their tickets/boxes into the next season, which had an impact on the future revenue. 5 **Philanthropic donations** – could have decreased as their businesses and therefore wealth have been negatively impacted by the pandemic. Or some people got wealthier i.e., online business, so therefore could now donate to their favourite club. 6 **Selling shares** – share prices would have decreased as no sport was being played and then behind locked doors. 7 **Fundraising activities/events** – this would have been very difficult, due to lockdown and social distancing, although some clubs did online sessions to help raise money for their clubs – crowdfunding.	6	Do not credit – loans/bonds – in the article and question. Sub-max 3 marks for naming the types of funding. Sub-max of 3 for descriptions of how they're more difficult to get

Question			Answer	Marks	Guidance
17	**(c)**		**1** **Not for profit organisations** *As they aren't aiming to make a profit, the pandemic wouldn't have had an impact on this, but they also wouldn't have been able to break even as they wouldn't have any customers. Most businesses had to close down, so wouldn't be making any money at all.* **2** **Aim to increase participation/inclusion** *Due to lockdowns and social distancing this would have been difficult – but some local public leisure centres did offer online classes.* **3** **Funded by local or national government, membership fees, lottery funding, private donations** *Funding would have ceased during lockdown – resurgence afterwards.* **4** **Target groups include people on low income, local communities and specific groups (e.g. older, adults, children)** *People may now have even less of an income, making it hard to get them to spend money. Public businesses might need to lower prices even further so they provide a service that everyone can afford.* *Lots of public businesses closed down, therefore limiting the provision for people with a low income.* *Better community spirit during and post pandemic, therefore low communities helped each other out and local businesses.*	6	1 mark for naming the characteristic (bold) 1 mark for explaining the effects of the pandemic. Sub max 3 for naming the characteristics. Needs explanation to gain full marks. Question is regarding public businesses so any reference to private businesses such as Pelton/Joe Wicks increasing participation, cannot be credited.

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