Cambridge Technicals

Sport

Unit 21: The business of sport

Level 3 Cambridge Technical in Sport and Physical Activity
05872

Mark Scheme for June 2025

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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.

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MARKING INSTRUCTIONS

PREPARATION FOR MARKING

RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Online Training: OCR Essential Guide to Marking*.

2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are available in RM Assessor

3. Log-in to RM Assessor and mark the **required number** of practice responses ("scripts") and the **required number** of standardisation responses.

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 RM Assessor 50% and 100% (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, email or via the RM Assessor messaging system.

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 question 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,

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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 objects 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 the annotation 'SEEN' to confirm that the work has been seen and mark any responses using the annotations in section 11.

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 relate 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 is not an attempt at the question.

   Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

8. The RM Assessor **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**

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

10. For answers marked by levels of response: Not applicable in F501

    To determine the level – start at the highest level and work down until you reach the level that matches the answer
    To determine the mark within the level, consider the following

Descriptor	**Award mark**
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

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11. **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

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Multiple Choice Questions

Examiners indicate if the answer given is correct or not with a Tick or a Cross 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
VG = answer is vague / no benefit of the doubt given / also used where additional material may have been seen but no more marks gained
SEEN = response been read but no credit given / also used where no response attempted
REP = Point repeated and no further credit given

Extended response Question

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

Where applicable:

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

DEV 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

Examiner Guidance on annotations

1. General guidance:

- mark using RM annotations – **every** question to be marked
- record the total mark for each question in RM mark boxes
- **check carefully** that you input the correct mark – check the number of ticks recorded for each question (apart from Extended response Question)
- **Do not** use ticks on Extended response Question – use KU (Knowledge and understanding credits) and DEV (Development credits)
- Only record KU and DEV **on left hand side** of script so that candidate's work is not obscured

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- Record level on **left hand side** at the base of Extended response Question and record total mark for the question
- If candidate has attempted the question or even an attempt that is crossed out (still mark crossed out work), and deserves no credit then **record zero**
- If candidate leaves a question unanswered then use the annotation **'SEEN' and record NR** in the totals box (no response)
- Use **BP** on all blank pages to show that you have checked for any responses

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:

- Structured scheme: one mark = one point, represented by a **tick**
- Keep referring to the requirements of each question
- Annotate **every** question answered

4. For the levels marked questions:

- Keep checking for relevance of the response to the requirements of the question
- Give **KU** for each KU credit achieved on the levels MS
- Give '**DEV**' for every point that has been sufficiently developed and shown understanding indicated on the levels MS
- Now **review again** the answer.
- Remember to **keep checking** whether the response actually answers the question set.
- REVIEW THE LEVELS' DESCRIPTORS AND ESPECIALLY THE DISCRIMINATOR POINTS TO PINPOINT THE MARK.
- Indicate the level awarded (**L1, L2** or **L3**) at the base of the answer on the **LHS**, then enter the total mark for Extended response Question
- Some candidates 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 candidates 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.

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Question		Answer	Marks	Guidance
1		**One mark for:** c) Sky Sports	1	Award no marks if more than 1 box is ticked
2		**Two marks from:** 1. Local or national government (grants)/through taxes 2. Memberships fees 3. Admissions 4. Lottery funding 5. Private/philanthropic donations 6. Secondary sales – café / equipment sales	2	DNA - Grants on own
3		**Two marks from:** 1. Great British Tennis Weekend 2. Couch to 5K 3. This Girl Can 4. We are Undefeatable 5. Play Their Way 6. Swim Mark 7. Chance to Shine	3	2 x Synoptic marks Unit 3- 4.1 Accept any other initiatives available in public sector

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Question		Answer	Marks	Guidance
4		**One mark for each sector:** Private Sector 1. To make a profit 2. Target group is individuals with disposable income 3. Funded through private investment/membership fees/sales/sponsorship 4. Increase brand visibility 5. Expand market share 6. Offer premium services and products Voluntary Sector 7. Not for profit 8. Funded by membership fees/donations/sponsorship/loans/private investment 9. Give something back to the local community 10. Increase Inclusion 11. Fulfil social purpose 12. Provide opportunities for volunteers 13. Target group is people on low income/local community	2	

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Question		Answer	Marks	Guidance
5		**Four marks from:** 1. Run by individuals/small teams of staff/managed by a few people or small groups who handle day-to-day operations. 2. Can find creative ways to raise money to support the shop's needs and activities. 3. Can involve shared job roles in the shop/different people might share responsibilities for tasks like putting out stock, ordering stock and serving customers. 4. Target group is local community/people who live nearby 5. Catchment is a small geographical area - most of its employees, customers and support come from a small local area. 6. Located in one main location/low number of locations/single site 7. Can be private, public or voluntary 8. Can be entrepreneurial	4	Candidates must describe the features rather than just identify
6		**One mark from:** 1. Move from amateur to professional in different sports 2. Transformation of sport from leisure activity to paid spectator/performer activity 3. Introduction of sponsorship e.g. Gallagher Premiership Rugby 4. Introduction of large media contracts to have exclusive rights to show sports e.g. Sky Sports showing Premier League matches 5. Importance of customer/fan engagement 6. Impact of mass media 7. Influence of new social media and digital marketing in sport	1	

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Question		Answer	Marks	Guidance
7		**Four marks from:** 1. Changes in who controls sport 2. Increased influence of commercial organisations and media corporations 3. Less control by national and international governing bodies 4. Powerful/rich individual clubs holding increasing influence 5. Individual players and agents having increasing power rather than clubs 6. Over-reliance on funds/monies from media deals 7. Changing rules in sport to make more suitable for television coverage 8. More pressure on players 9. Media intrusion into sport stars' lives/no private life 10. Rising cost of spectatorship (both live and through media) 11. Disconnect between fans and performers 12. Unethical practices in the pursuit of profit such as match fixing or doping	4	Accept suitable examples: 2. Changing kick off times to suit TV schedule 8. Player burn out due to high number of games
8		**Four marks from:** 1. Increases the revenue of a business 2. Improvement to stadia 3. Brings new forms of sponsorship 4. Improvement to training facilities/training of coaches 5. Recruitment and development of employees/players 6. Increase exposure to a national/international/global audience 7. Increased fan base/reach 8. Introduction of the global sport superstar 9. Increases product range	4	BOD - Facilities

Question		Answer	Marks	Guidance
9		**Four marks from:** 1. Build new facilities 2. Upgrade existing facilities 3. Buy kit/equipment 4. Carry out groundworks/groundskeeping 5. Run events 6. Enhanced coaching/training 7. Run initiatives for increasing participation	4	
10		**Two marks from:** Advantages 1. Flexibility – allows employers to adjust workforce numbers/skills based on demand 2. Cost effective – reduces costs relating to permanent employees 3. Skills – allows access to workers with specialised skills for specific times of the year 4. Opportunity to assess staff before offering them a more permanent contract Disadvantages 1. Motivation – seasonal staff may be less motivated and not as committed 2. Training costs – may need to train staff for roles. This may be costly if the turnover of staff is high. 3. Lack of consistency – turnover in staff reduces team effectiveness and consistency 4. May be a lack of personnel when needed	2	

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Question		Answer	Marks	Guidance
11		**One mark for:** Corporate Social Responsibility	1	
12		**Two marks from;** 1. A way to meet social and community obligations 2. Improves organisation's reputation 3. Develop positive corporate image 4. Can be used as a marketing tool/strategy 5. Can increase commercial success 6. It can be a regulatory requirement for many sports organisations 7. Can enable access to funding 8. It is the correct thing to do ethically 9. Consumers are increasingly focussed on CSR issues 10. CSR more part of the culture of sports organisations now than previously	2	

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Question		Answer	Marks	Guidance
13		**Six marks from:** Cheating 1. e.g. Use of illegal equipment 2. e.g. Use of equipment to give an unfair advantage 3. e.g. Foul play Doping 4. e.g. Use of performance enhancing drugs 5. e.g. Blood doping 6. e.g. Sports not signed up to WADA code Match fixing 7. e.g. throwing a game 8. e.g. spot fixing 9. e.g. insider dealings / sharing team information	6	Accept suitable examples of each type of corruption DNA - responses that relate to bribery e.g. paying officials to show bias

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Question		Answer	Marks	Guidance
14		**Four marks from:** 1. A ban on the club's ability to sign new players for a specified period 2. Clubs may face monetary fines for breaching financial regulations. 3. Breaches of financial regulations can lead to loss of trust from sponsors, advertisers, and potential investors. 4. Regulatory bodies may withhold any prize money the club has earned from competitions 5. A club may face a ban or disqualification from participating in competitions. 6. Regulatory bodies may strip them of titles or trophies won previously 7. Regulatory bodies may impose point deductions on the club in the current competition or subsequent seasons/relegation to a lower league 8. Legal action may be taken against individuals within the club's management or against the club itself 9. In extreme cases involving fraud or criminal activities, individuals involved in financial wrongdoing within the club may face imprisonment upon conviction 10. Reputational damage to the club which could impact on sponsorship deals. 11. Clubs popularity could be affected, potentially attracting fewer new fans for a period of time.	4	Candidates must describe the potential impacts rather than just identify Do not accept 'ban' on its own
15	a	**One mark for:** 1. Someone who offers their time and services willingly <u>and</u> without being paid. 2. Work for a cause or organisation they care about / spends time doing something to benefit others 3. Works for non-financial reasons, e.g. to gain experience or make a positive impact	1	

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Question		Answer	Marks	Guidance
15	b	**Four marks from:** 1. Save money (on staffing expenses). 2. Flexibility in staffing levels according to event needs. 3. Bring a range of skills and experiences to the event. 4. Often have local knowledge and connections 5. Enhance community involvement and support. 6. Improve reputation of the event/organisation 7. Offer valuable feedback and insights that can help the event 8. Are enthusiastic promoters for the event. 9. Are often motivated by a genuine passion for sports and the event 10. Enthusiastic volunteers can create a positive environment improving participant experience	4	Synoptic Unit 4 - 4.2 DNA - Free or no cost
16	a	**One mark for:** The money paid on a regular basis to allow a person use of the facilities or to be part of the club	1	

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Question		Answer	Marks	Guidance
16	b	**Four marks from:** Positives 1. Club can plan to have a specific sum of money/reinvest funding into the club 2. Reliable source of income/regular income 3. Clubs build relationships with members (and secure funding year-on-year) 4. Atmosphere/fan base will be improved (by regular support) 5. Retains people as they have paid Negatives 1. Not advisable to have one main income stream (all eggs in one basket) 2. Relies on a certain number of members/if members don't renew there will be uncertainty/numbers can decrease 3. New revenue streams might not be sought out (due to complacency) 4. During challenging economic times the members may cancel	4	Sub max 2 marks positive 2 marks negative

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17*		**Level 3 (7-8 marks)** **A comprehensive answer** ● Detailed knowledge and understanding ● Effective explanation and discussion/development ● 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 ● Some explanation and discussion attempted with some success ● Some success in practical application of knowledge ● Technical and specialist vocabulary used with some accuracy **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	**8**	**At Level 3 responses <u>are likely</u> to include:** ● Good discussion of several ways PulseFit+ will use customer attraction and retention techniques to maintain and increase their numbers ● Examples throughout ● Terminology which implies an understanding of these. ● Several points to be developed and/or exemplified ● Written communication generally fluent with few errors **At Level 2 responses <u>are likely</u> to include:** ● Examples of some ways PulseFit+ will use customer attraction and retention techniques to maintain and increase their numbers ● Examples may include positive or negative ● Not all points to be developed and/or exemplified **At Level 1 responses <u>are likely</u> to include:** ● Examples of a few ways PulseFit+ will use customer attraction and retention techniques to maintain and increase their numbers ● May focus mainly on negative impacts ● Many not be linked to PulseFit+ ● More descriptive than explanatory, some basic terminology is used ● Few if any developed and/or exemplified points

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17*		**Indicative content** **1. Quality of product/sessions** 2. high quality durable equipment such as the bikes 3. interactivity of the products 4. high quality instructors/fitness sessions ● Provide 1-2-1s or a greater range of sessions for different ability /fitness levels EG Nuffield Health - private gyms/leisure clubs may offer 1-2-1 sessions EG Virgin Active – private gyms/leisure clubs can provide a range of different equipment and classes **5. Quality of Customer Service** 6. Convenience/flexibility of working out at home at times which suit customer 7. Providing data and feedback to the customer about their performance ● Being able to provide technical support and assistance should the machine malfunction ● Being able to give more tailored feedback to the users during or after sessions linked to individuals' performance and goals EG The Gym Group - private gyms/leisure clubs maintain the equipment themselves and show customers how to use it	Numbered points = KU points about customer attraction and retention techniques being used (taken directly from or strongly inferred by source material) Bullet points = DEV for other customer attraction and retention techniques PulseFit+ could use (candidates ideas for things not included in / further developed from the source) EG points = EG for examples of other sports businesses using customer attraction and retention techniques (other relevant examples from candidates' own knowledge and understanding outside of the source)

		8. Identify/understand target groups 9. Providing sessions and classes to help with motivation and exercise adherence 10. Providing fitness challenges to keep people interested 11. Have identified owners of 'traditional' exercise equipment as a key target audience ● Provision of classes/sessions/challenges for specific target groups e.g. by age, gender or level of achievement in existing sessions EG Living Well – personal trainers can offer bespoke programmes for the individual targeting whatever goals they have (such as fitness and conditioning for other sports, rehabilitation, etc…) **12. Success of organisation & Marketing/Promotion/Advertising** 13. Customer numbers grew to 2 million / high customer retention rate ● Use a wide range of marketing policies to engage with a wide audience – all of those who may engage with the product. ● Use social media to generate interest/use of hashtags to spread the word and create aspirational products EG Pure Gym/Les Mills Fitness Classes use marketing campaigns to attract new customers .	14. **Offers/discounts, loyalty/Reward Schemes & competitiveness** 15. Fitness challenges and referral discounts ● Could offer a 'trade-in' discount for old exercise equipment (and then donate that to schools/charities) ● Could offer staff discounts and referral bonuses ● Could partner with a chain of gyms/leisure clubs to offer a mix of both face to face and remote fitness sessions ● provide offers at key times of the year to encourage people to take up the activities such as New Year ● price matching competitors such as gyms and leisure clubs or showing how PulseFit+ equipment and subscription costs are comparable/good value EG Hussle – increasing number of gyms/leisure clubs offering walk-in options, no contract, no monthly subscription etc…. so minimal commitment/up-front cost **16. Benchmarking/best practice** ● Base the experience that users may get at private gyms and offer something that meets the standards expected and exceeds them ● EG - Peloton/David Lloyd

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18	**(a)**	**Benefits to the organisation - two marks from:** 1. Reduced recruitment and training costs 2. Do not have to advertise or spend time recruiting new employees 3. Skilled workforce people will have become specialist in their job roles so are more skilled from their experience 4. staff know the customers better - Can build a rapport and add that extra dimension to customer service 5. promoting from within as they know the staff and capabilities/performance, reduces the chances of getting an individual who is an unknown quantity.	2	
	(b)	**Benefits to the customer - two marks from:** 1. Familiar workforce/environment so feel comfortable with the staff, so may feel able to ask questions that help with their development 2. Recognising individual needs as staff who have been there a while know what each customer needs and can tailor service to that **3.** Rapport building as can feel part of the community so will come back and bring friends	2	

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	(c)	**Methods of retaining staff - two marks from:** 1. bonus schemes/rewards based on sales individually or by team/company as whole 2. Pay rise/increase in pay 3. progression opportunities, e.g. promotion within the company 4. self-development/training opportunities; secondments to other departments; working in other locations 5. positive working environment / team spirit 6. flexible working hours / good working conditions / generous annual leave 7. membership or pension/share schemes 8. discounted rates on (PulseFit+) products/memberships	2	
19	**ai**	**Two marks for:** 1. Political 2. Technological		

19	**ii**	**Four marks from:** **Strength** 1. Reputation 2. Range of products evolving 3. Large customer base/high number of existing customers 4. Convenience as can access at home 5. Branding – first in the field so well recognised **6.** Professional instructors **7.** High quality equipment with excellent reviews **Weakness** 1. High price to buy equipment 2. Ongoing cost for membership 3. Not a social activity 4. Require space at home 5. Dependent on technology/Internet may have connectivity issues **6.** Maintenance issues for the equipment – additional cost **Opportunities** 1. Develop other fitness equipment 2. Loyalty scheme for membership 3. Refurbished equipment sales 4. Global market reach 5. Introduction of new features or equipment models **Threats** 1. Cost of living increasing 2. Fashion and trends 3. High cost (vs. other options) 4. Competition for other providers or gyms 5. Market saturation **6.** Consumer fatigue – lose interest	4	Accept any other suitable answer Maximum of 1 mark per area

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