

**Cambridge Technicals
Sport**

Unit 21: The business of sport

Level 3 Cambridge Technical in Sport and Physical Activity
05872

Mark Scheme for June 2019

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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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AnnotationsMultiple Choice Questions

Examiners indicate if an 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 not used as it is not 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

Examiner Guidance on annotations

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 – circle this total mark
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 ESPECIALLY THE DISCRIMINATOR POINTS 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
4		1 Facilities/ground works/maintenance 2 Coaching qualifications/training officials 3 Staffing costs E.g coaches/admin staff/officials 4 Kit/equipment 5 Running events 6 Setting up initiatives. E.g. This Girl Can/Chance to Shine	3	Synoptic Link to Unit 3, 1.2 Accept first three responses only
5		1 Bank transfer	1	Synoptic Link to Unit 3, 1.2
6		1 Increased influence of commercial organisations/media corporation E.g. Sky dictating KO times for football games 2 Less control by national/international governing bodies 3 Powerful/rich individual clubs/owners holding increasing influence 4 Individual players/agents having increased power (rather than clubs)	2	Accept other suitable examples Accept first two responses only
7		1 Cost i.e. it's cheaper 2 Inclusion (with the community)/supports local communities 3 Meeting objectives 4 Funding criteria 5 Advocacy 6 Nature of organisation – E.g. one off events 7 Avoids contracts/legal issues 8 It gives a greater range of skills/expertise 9 They are interested/motivated/passionate/enthusiastic	2	Accept first two responses only Synoptic Link to Unit 3, 1.1/4.2
8		1 Individuals with disposable income/wealthy individuals 2 Professional athletes 3 Schools 4 Teams	1	Accept other suitable examples

Question		Answer				Marks	Guidance
9		Sports business	Private sector	Public sector	Voluntary sector	4	
		Sunday league football team			x		
		Sports marketing agency	x				
		Sports equipment manufacturer	x				
		Local authority swimming pool		x			
10		1 Agent: negotiating wages/contracts 2 Consultant: branding/marketing				1	Accept suitable examples
11		1 Sector 2 Roles/requirements/experience/qualifications (E.g. minimum age requirements/personal skills or qualities required for the job or role) 3 Local needs/demographics 4 Available funding/budget 5 Type of contract 6 Pay/wage/salary				3	Accept first three responses only

Question		Answer	Marks	Guidance
12		1 Bonus schemes/incentives/rewards/discounts/commission 2 Increase in wage/salary 3 Progression/offer them promotion 4 Self-development/extra training 5 Positive working environment 6 Improved Working hours/conditions/flexible working hours 7 Team spirit 8 Pension/share schemes 9 Success of organisation	3	Accept first three responses only DNA 'improved contract' on own
13	(a)	<u>Example of a national business</u> 1 E.g. David Lloyd Health Clubs/Bannatynes/Anytime Fitness <u>Organisational structure</u> 2 Medium-large numbers of people 3 Hierarchical structure 4 Multi-site locations 5 Possibly franchised 6 Target market is nationwide 7 Can be public/private/voluntary	5	Sub max 1 for example – accept suitable examples Sub max 4 for structure DNA- they operate on a national scale (in the question)

Question		Answer	Marks	Guidance
13	(b)	<p>1 Local may only have a <u>small/smaller number of staff</u> when compared to national E.g. a personal trainer might work as an individual, whereas Virgin Active clubs will employ hundreds of personal trainers in its clubs.</p> <p>2 Local could have <u>small hierarchical structure/entrepreneurial</u> when compared to national E.g. An individual running a local marketing agency may be an entrepreneur, whereas a large marketing consultancy will have a large hierarchical structure.</p> <p>3 Local can involve <u>shared job responsibilities or various job roles</u> when compared to national E.g. An employee in a local gym will need to work in a variety of roles (E.g. cleaner/receptionist/instructor), whereas in a large chain of gyms the instructors are more likely to work purely as instructors.</p> <p>4 Target group is <u>local community/area</u> when compared to national E.g. Marketing a local tennis club will probably be confined to the local area, whereas Bannatynes would be more likely to advertise its tennis facilities through national media.</p> <p>5 Local may have <u>single site/low number of premises</u> when compared to national E.g. A sports shop in a local town might only have one outlet, whereas Sports Direct has a store in most major towns nationwide.</p>	5	<p>Accept suitable examples</p> <p>Sub max 3 for differences without any examples</p> <p>Need at least 2 examples for a max</p> <p>Comparisons must be made between local and national for mark to be awarded (or implied comparison)</p>

Question		Answer	Marks	Guidance
14		1 Long term 2 Short term 3 One-off 4 Sports coach/leaders/officials 5 Admin staff 6 Event support staff/stewards/security 7 Committee members 8 Ground staff/maintenance	5	Accept other suitable roles Sub max of three for points 1-3 Sub max of three for points 4-8
15		1 Promotion opportunities 2 Job security 3 Professional development 4 Being a part of a team/developing team spirit/positive working environment/relationships 5 Job satisfaction 6 Increase in salary/retention bonuses/reward schemes/discounts 7 Increase holiday allowance (progressively) 8 Benefits of pension scheme	5	

Question		Answer	Marks	Guidance
16	(a)	<p>Look for candidates to explain how commercialisation would benefit a club. Credit the use of examples from existing clubs.</p> <p>1 Increase in revenue Examples could discuss strategies for increasing attendances (I.e. 'doubling up' with men's teams and playing before them)/increased amount of merchandise sold/opportunity to increase catering opportunities.</p> <p>2 Improvement to stadia More opportunities to work with non league clubs (many WSL clubs play at their grounds) to increase capacity/improve experience for fans with additional revenues.</p> <p>3 Improvement to facilities E.g. Clubs develop new training facilities</p> <p>4 Sponsorship</p> <ul style="list-style-type: none"> • Retain existing sponsors • Attract new sponsors <p>E.g. Clubs could receive sponsorship for individual matches/stadia/kit etc with the ability to negotiate better deals related to league success.</p> <p>5 Training of coaches E.g. The success of coaches such as Hope Powell has raised the profile of jobs in women's football. This means that the calibre of coaches looking for jobs improves.</p>	8	<p>6 Recruitment and development of employees/players E.g. If the reputation of a club increases, the quality of its playing staff will also improve. Steph Houghton and Nadia Nadine joining Manchester City Ladies is an example of this happening. It wouldn't have happened without the growth of Man City & its affiliation to the sister men's club.</p> <p>7 Increase exposure to national/international/global audience E.g. BT Sport streaming WSL games this season has helped to take the game to completely new and wider audiences.</p> <p>8 Increased fan base/reach E.g. The new Manchester United ladies team that has recently been confirmed will create a whole new fan base for women's football.</p> <p>9 Introduction of the global sport superstar/role models E.g. Women's football being across wider media platforms/the prevalence of more competitions/the growth of the WSL mean that there will be more opportunities for global stars to be created.</p> <p>10 Increased product range E.g. The growth of the game leads to increased demand for products, (for example, replica shirts), so that clubs will sell more merchandise.</p>

Question	Answer	Marks	Guidance
	<p>Level 3 (7-8 marks) A comprehensive answer:</p> <ul style="list-style-type: none"> • Detailed knowledge and understanding • Effective analysis/evaluation and/or discussion/explanation/development • Clear and consistent practical application of knowledge • Accurate use of technical and specialist vocabulary • High standard of written communication. • A wide range of funding sources analysed <p>At Level 3 responses <u>are likely to include:</u></p> <ul style="list-style-type: none"> • Detailed analysis of the benefits of commercialisation • At the top of this level, a wide range of benefits will be given which show excellent understanding and are applied to a sporting context <p>Level 2 (4-6 marks) A competent answer:</p> <ul style="list-style-type: none"> • 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. • A range of funding sources should be discussed, with some analysis. <p>At Level 2 responses <u>are likely to include:</u></p> <ul style="list-style-type: none"> • Good explanation of the different benefits of commercialisation • At the top of this level, a range of benefits will be given which show good understanding. Some are applied to a sporting context. • At the bottom of this level, a number of benefits will be given which may show some understanding. 		<p>Level 1 (1-3 marks) A limited answer:</p> <ul style="list-style-type: none"> • 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. • One or two funding sources may be discussed. <p>At Level 1 responses <u>are likely to include:</u></p> <ul style="list-style-type: none"> • Basic knowledge of the benefits relating to commercialisation • At the top of this level, several benefits will be identified with limited understanding. <p>Development of each point will be shown when the candidate makes some sort of understanding of the benefits, or when a relevant example is provided.</p>

Question		Answer	Marks	Guidance
16	(b)	1 Put towards grounds-keeping/ground works 2 Invest in coach training/education 3 Purchasing new kit/equipment/facilities 4 To run events (E.g. girl's 5 a-side tournament) 5 To fund initiatives E.g. This Girl Can/promotional materials 6 To bring in specialist coaches/PE teachers/role models 7 Invest in improving existing facilities 8 For travelling to training/tournaments/events 9 To access specialist help. E.g. nutritionist, psychologist/physiotherapist	6	Accept other suitable examples Must get at least 1 point from each section to score a max of 6 Marks for each of the three sections can be given from any of the points on the mark scheme. Only accept each point once
16	(c)	1 Long term marketing strategy 2 Customer retention/customer loyalty/incentives 3 Good customer service is a priority/customer satisfaction/good customer relationships 4 Frequent customer/fan contact/information sharing through social media 5 High degree of customer commitment 6 Greater cooperation and trust between seller and customer 7 Company-wide commitment to quality products	6	Accept any suitable examples of relationship marketing and its use in women's football.

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