

# **Cambridge Technicals Sport**

## **Unit 21: The business of sport**

Level 3 Cambridge Technical in Sport and Physical Activity  
**05872**

## **Mark Scheme for January 2023**

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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

#### 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 questionNote: 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
	Benefit of doubt
	Cross
	Development
	Example/Reference
	Significant amount of material which doesn't answer the question
	Knowledge and understanding
	Level 1
	Level 2
	Level 3
	Max
	Repeat
	Tick
	Vague

Multiple Choice Questions

Examiners indicate is 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
1	1 Community projects 2 Adhering to laws and regulations 3 Environmental and sustainability awareness 4 Positive reputation of the organisation 5 Ethics (fair treatment of staff/fair treatment of customers/equality & diversity)	2	
2	1 Sponsorship deals 2 Loans/bonds 3 Grants/Lottery funding 4 Membership fees 5 Debentures 6 Philanthropic donations 7 Selling shares/Private investment 8 Fundraising activities/events 9 Sales (Tickets/Merchandise)	3	
3	1 UK Sport 2 Sport England	1	
4	1 New/improved facilities 2 Kit/equipment 3 Grounds work/groundskeeping 4 Running initiatives/events 5 Coaching/training/hiring of staff/coaches 6 Promotion/publicity 7 Trips (E.g. to a sporting event)	4	Mark first four responses only  Accept examples (E.g. Asda Kwik Cricket for events; This Girl Can for Pt.6)

Question	Answer	Marks	Guidance
5	<ol style="list-style-type: none"> <li>1 New technology (Online sales of merchandise leads to increased sales)</li> <li>2 Changing rules (Greater transparency with video replays leads to increased trust in product, which can lead to repeat business)</li> <li>3 Increased fanbase/social media impact/exposure/recognition</li> <li>4 More opportunities for sponsorship deals/media</li> <li>5 Increased revenue/money from tickets/merchandise</li> <li>6 Introduction of the global sports brand/star (opportunities for increased marketing/commercial opportunities)</li> <li>7 Live streaming of sports (so that the product is available to a wider audience)</li> <li>8 VAR/video reviews (E.g. corporate sponsorship of replays in rugby league provides money-making opportunities for clubs)</li> <li>9 Improved facilities/stadia/equipment</li> </ol>	3	
6	<ol style="list-style-type: none"> <li>1 Setting of rules and regulations</li> <li>2 Organising competitions and tournaments</li> <li>3 Increasing participation</li> <li>4 Education/Life skills</li> <li>5 Training/recruiting coaches/officials</li> <li>6 Providing funding</li> <li>7 Provide opportunities for inclusion</li> </ol>	4	<p>Synoptic Unit 3, 1.2</p> <p>Do not accept 'Sports development'</p>
7	<ol style="list-style-type: none"> <li>1 FIFA</li> <li>2 IOC</li> <li>3 ICC</li> <li>4 World Netball</li> <li>5 World Athletics</li> <li>6 ITF</li> <li>7 FIBA</li> <li>8 World Aquatics</li> </ol>	3	<p>Synoptic Unit 3, 1.3</p> <p>Accept other recognised examples on INTERNATIONAL bodies</p>
8	<ol style="list-style-type: none"> <li>1 Growth of product/service</li> <li>2 Share price</li> <li>3 Winning trophies/competitions</li> </ol>	3	

Question	Answer	Marks	Guidance
9	Employees' job is easier	1	
10	1 To have appropriate insurance in place 2 The ability to raise a grievance with employees 3 Choose the hours they work/work when they want 4 To receive appropriate training 5 To be eligible for expenses relating to work 6 They can leave when they like 7 To have a break in their hours	2	Do not accept 'Zero hour contracts'
11	1 By having support of the local community/council/school in writing 2 Proving there is a demand for funding/having a list of people waiting to use new/potential facilities 3 Having a detailed proposal/bid/plan that considers and meets all criterion 4 Having a clear goal/objective for the funding 5 Show that it will have a positive impact on the local community 6 That they have the necessary skilled people to deliver the football programme	2	Mark first two responses only
12	1 Political 2 Economic 3 Social 4 Technological	2	
13	1 Exploited 2 Profit 3 Leisure 4 Engagement 5 Players	5	

Question	Answer	Marks	Guidance
14	<ol style="list-style-type: none"> <li>1 Cost (There are minimal / no costs associated with mobilising a team of volunteers.)</li> <li>2 Inclusion (Could provide an opportunity to involve people with disabilities in an event that they might not otherwise be able to take part in)</li> <li>3 Meeting objectives (The club might have community objectives to get a certain number of people involved/signed up)</li> <li>4 Advocacy (The club might be trying to win favour with an organising body, and volunteering would look positive)</li> <li>5 Nature of organisations (A cycling club lends itself to having volunteers/if the event is large and requires more people to ensure safety of crowd/meet rules and regulations)</li> <li>6 Avoids contract/legal issues (Because the club is using volunteers it is unlikely to have any issues with contracts)</li> <li>7 Positive reflection/image of local club (The cycling club by using volunteers will get a good reputation locally and increase participation)</li> <li>8 Shows corporate social responsibility (Club will show CSR if they use volunteers to help run the race)</li> <li>9 Supports employability and development (The club will provide opportunities for people to gain experience and expertise in running an event which may be useful later in life)</li> <li>10 Supports local communities  (The local cycling club is part of the community and by using volunteers it will support the local community)</li> </ol>	5	<p>Comments in brackets are examples. Accept any suitable responses.</p> <p>The question asks for candidates to discuss reasons, so each of these words/phrases on the MS need to have a statement to back the point up</p>

Question	Answer	Marks	Guidance
15	<p>Voluntary</p> <p>Part-time</p> <p>Permanent</p> <p>Seasonal</p> <p>Outsourced</p> <p>Works in a gym at weekends</p> <p>Paid stewards brought in to work at a sports event</p> <p>Works in a sports shop at Christmas time</p> <p>Works on a drinks stall at a community fun run</p> <p>Manager of a leisure centre</p>	5	

Question	Answer	Marks	Guidance
16	<ol style="list-style-type: none"> <li>1 A reward/bonus system is in place to reward staff e.g. increase in salary.</li> <li>2 Having opportunities for staff to progress to more senior jobs/promotions.</li> <li>3 Giving staff opportunities for self-development by offering training courses etc.</li> <li>4 Creating a positive working environment where staff feel comfortable.</li> <li>5 Having agreeable working hours/conditions which suit all staff members.</li> <li>6 Having effective and/or accessible pension / share schemes</li> <li>7 Celebrating the success of the organisation and involving staff in this. For example, a wall with certificates of staff achievements.</li> <li>8 Discounts/benefits e.g. free use of gym, money off retailers</li> </ol>	5	DO NOT ACCEPT just a list from the spec.

Question	Answer	Marks	Guidance
17	<p>(a)* <b>Look for discussions and opinions with some form of justification. Candidates' opinions will be credited where they have offered some good reasoning.</b></p> <p><b>Level 3 (7-8 marks)</b>  <b>A comprehensive answer:</b></p> <ul style="list-style-type: none"> <li>● Detailed knowledge and understanding</li> <li>● Effective analysis and discussion</li> <li>● Clear &amp; consistent practical application of knowledge</li> <li>● Accurate use of technical and specialist vocabulary</li> <li>● High standard of written communication.</li> <li>● A wide range of commercialisation knowledge</li> </ul> <p><b>At Level 3 responses are likely to include:</b></p> <ul style="list-style-type: none"> <li>● Detailed discussions. Several areas of corruption (pts 1-5) will be identified and discussed.</li> <li>● Terminology, which implies an understanding of corruption/CSR, demonstrated.</li> <li>● Several examples from other than the case study will be included.</li> <li>● At least 2 CSR factors are clearly linked and discussed</li> </ul> <p><b>Level 2 (4-6 marks)</b>  <b>A competent answer:</b></p> <ul style="list-style-type: none"> <li>● Satisfactory knowledge and understanding</li> <li>● Discussion attempted with some success</li> <li>● Some success in practical application of knowledge</li> <li>● Technical and specialist vocabulary used with some accuracy</li> <li>● Written communication generally fluent with few errors.</li> <li>● Some breadth of corruption/CSR knowledge</li> </ul>	8	<p><b>At Level 2 responses are likely to include:</b></p> <ul style="list-style-type: none"> <li>● Good discussions. A few areas of corruption (pts 1-5) will be identified and discussed.</li> <li>● Terminology, which implies some understanding of corruption/CSR, demonstrated.</li> <li>● Some examples will be included.</li> <li>● At least 1 CSR factor will be linked and discussed at the mid point of this level</li> </ul> <p><b>Level 1 (1-3 marks)</b>  <b>A limited answer:</b></p> <ul style="list-style-type: none"> <li>● Basic knowledge and understanding</li> <li>● Little or no attempt to discuss</li> <li>● Little or no attempt at practical application of knowledge</li> <li>● Technical and specialist vocabulary used with limited success</li> <li>● Written communication lacks fluency and there will be errors, some of which may be intrusive.</li> <li>● Corruption/CSR may be discussed.</li> </ul> <p><b>At Level 1 responses are likely to include:</b></p> <ul style="list-style-type: none"> <li>● Basic discussions. Perhaps only 1 or 2 areas of corruption will be identified (likely to be pts 6 and 7) w.</li> <li>● Terminology, which implies a basic understanding of corruption/CSR demonstrated.</li> <li>● Only examples from the case study are likely to be included.</li> <li>● Little application to the context.</li> <li>● They may only consider one part of the question in their answer</li> </ul>

Question	Answer	Marks	Guidance
	<p><u>Corruption issues</u></p> <ol style="list-style-type: none"> <li>1 Cheating (E.g. use of illegal equipment)</li> <li>2 Match fixing</li> <li>3 Breaking financial regulations (E.g. FFP / salary caps / tax avoidance/evasion)</li> <li>4 Money laundering through sport</li> <li>5 Acceptance of unethical practice in sport (E.g. Nike continuing to sponsor Justin Gatlin, and the implications of this / still sponsoring Sir Mo Farah despite the allegations surrounding his involvement with Salazar)</li> <li>6 Doping - Use of banned substances/PEDs (E.g. discussion about the doping scandal – and any knowledge that pupils might have – as well as the information in the case study)</li> <li>7 Bribes and kickbacks (E.g. Allegations in the case study about Brazil accepting kickbacks. Look for responses that will offer opinions about the ethics / legal issues surrounding the allegations. Expect to see opinions about the wider implications for sport and any potential ‘copycat’ behaviour from other sports / individuals).</li> </ol> <p>PLEASE NOTE CANDIDATES WILL BE GIVEN BOTH KNOWLEDGE AND DEVELOPMENT PTS FOR POINTS 1-5 ON THE MS AS DIFFERENT TYPES OF CORRUPTION</p> <p>FOR PTS 6 AND 7 THESE ARE DIRECTLY GIVEN IN THE EXTRACT AND SO CANDIDATES WILL ONLY BE GIVEN KNOWLEDGE PTS FOR THESE TYPES OF CORRUPTION IF THEY PROVIDE EXTRA KNOWLEDGE ABOUT THESE TWO FORMS OF CORRUPTION</p>		<p><u>CSR</u></p> <ol style="list-style-type: none"> <li>8 Adhering to laws and regulations (E.g. Discussion about Nike appearing to have broken the laws with alleged kickbacks. Look for reasoning to suggest that they have not upheld their CSR / conversely that they have met their CSR if point is backed up.</li> <li>9 Maintaining a positive reputation of the organisation (E.g. Has Nike’s reputation has been damaged by this scandal? Discussion around the share price not having been affected)</li> <li>10 Ethics (exploitation) (E.g. The Brazilian team has been exploited by Nike / the Brazilian FA; the trust of customers who believe in the Nike brand have been exploited and trust has been eroded.)</li> </ol>



Question	Answer	Marks	Guidance
17	<p data-bbox="264 217 309 248"><b>(b)</b></p> <p data-bbox="338 217 775 248"><b>Changes in who controls sport</b></p> <ol data-bbox="338 252 1178 655" style="list-style-type: none"> <li>1 Increased influence of Media/Social media/Commercial organisations (E.g. Sky/BT providing huge amounts of money for the elite clubs, but leaving smaller organisations with less, making it difficult for them to survive).</li> <li>2 Less control by national/international governing bodies (E.g. The Premier League arguably have more power than the FA)</li> <li>3 Powerful/rich organisations holding increasing influence (E.g. Wealthy owners of clubs apply pressure to governing bodies to amend rules – such as salary cap restrictions in rugby)</li> <li>4 Individual players/agents holding increasing power (E.g. Agents negotiate huge wage deals and transfer fees for the players that they represent)</li> </ol> <p data-bbox="338 691 1167 890">(Example analysis: Nike secured sponsorship of the Brazilian football team which meant that Nike would make money from shirt sales and the team would receive large amounts of money from the deal. The impact of this deal is that Nike control the fixtures/timetable and can make the team play at times of the year that they might be involved in club competitions.)</p> <p data-bbox="338 925 1137 957"><b>Over-reliance on funds/monies from commercial sources</b></p> <ol data-bbox="338 960 1178 1262" style="list-style-type: none"> <li>5 Clubs base wage structure on money from future/current media deals which makes their business more precarious and therefore unstable/unreliable</li> <li>6 Clubs might rebuild stadia/training facilities with TV money, only to be relegated the following season. This can lead to clubs playing at grounds too big/expensive for their needs and them being in financial difficulty.</li> <li>7 Go bankrupt/go into administration/points deduction/relegation from league</li> </ol>	6	<p data-bbox="1346 217 2051 312">Sub max 3 marks from any section Must be awarded 1 mark from each section to achieve a maximum</p>

Question	Answer	Marks	Guidance
	<p>(Example analysis: "The Brazilian national team's sponsorship deal was very lucrative, but initiatives for grass-roots football might be reliant on the funding. This means that the structure of Brazilian football could be based around taking money from a source which might be seen as undesirable, but they can't back out of the deal because the money has become so important.")</p> <p><b>Pressure on players</b></p> <p>8 Players forced to play at unsociable times (E.g. over the Christmas break).</p> <p>9 Players expected to play during holidays (Clubs use preseasons to go on lucrative tours across the world)</p> <p>10 Expectation to interact with fans</p> <p>11 Having their private lives scrutinised and criticised/media intrusion</p> <p>12 Players become more anxious/mental health problems/more injuries/burnout</p> <p>(Example analysis: "Players are being forced to play matches that they don't want to. The sums of money on offer would be significant, so players might play through injury to meet the contract requirements. This could also mean additional time away from families / having to play at a time when teammates from other countries have time off. All of this can lead to fatigue / mental health issues.")</p>		

Question	Answer	Marks	Guidance
17	<p>(c) <u>Private Sector characteristics</u></p> <ol style="list-style-type: none"> <li>1 Driven by the need to make profit</li> <li>2 Funded through private investment / sales / sponsorship</li> <li>3 Target groups include: <ul style="list-style-type: none"> <li>● Individuals with disposable income</li> <li>● Professional athletes</li> <li>● Recreational athletes</li> <li>● Teams</li> </ul> </li> <li>4 Types of businesses: <ul style="list-style-type: none"> <li>● Sports manufacturers</li> <li>● Retailers</li> <li>● Professional sports clubs</li> <li>● Private clubs / centres</li> <li>● Personal trainers / instructors</li> <li>● Consultancy agencies</li> <li>● Marketing / sponsorship agencies</li> <li>● Sports media companies</li> <li>● Sports technology</li> <li>● Sports betting companies</li> <li>● Sports nutrition</li> <li>● International governing bodies</li> </ul> </li> </ol> <p><u>Global characteristics</u></p> <ol style="list-style-type: none"> <li>5 Employ <b>very</b> large teams of people</li> <li>6 Complex hierarchical structure</li> <li>7 Presence in every country traded in</li> <li>8 Global/worldwide target audience</li> <li>9 Could be franchised</li> <li>10 Large number of sites</li> </ol>	6	<p>Guidance: candidates can talk about the characteristics of any sports business type but expect to see examples from the case study. E.g. candidates might talk about 'The Oregon Project', which should be given credit for 'Types of Business'</p> <p>Submax 4 marks for either private or global</p>

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