

MARK SCHEME

UNIT 6 - GLOBALISATION AND THE SPORT AND ACTIVE LEISURE INDUSTRY



Mark Scheme

Level 3 Diploma Principal Learning

Sport and Active Leisure SAL3U6

Unit 6 Globalisation and the sport and active leisure industry

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands' and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Level 3 – Unit 6 – Globalisation and the sport and active leisure industry

Question	LO/AC Mapping	Marking Scheme
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Question		LO/AC Mapping	Marking Scheme
1a	Briefly describe the concept of globalisation	AC 1a	<p>2 marks</p> <p>Candidates must provide answer which is a brief description in order to gain both marks. There is no requirement for an answer to be in the context of sport and active leisure.</p> <p>1 mark for bullet point style answers/brief statements that indicate a basic awareness of the concept of globalisation: any of the following or similar</p> <ul style="list-style-type: none"> • worldwide business • trading across the globe <p>2 marks – any of the following or a phrase that has a similar meaning :</p> <ul style="list-style-type: none"> • the network of factors/forces that brings people/communities and countries across the globe closer together • is a process with interdependency chains that connects people across the globe • a process involving multi-directional movements of people, processes customs and/or ideas.
1bi and 1bii	<p>With reference to the sport and active leisure industry</p> <p>Briefly describe two different ways that technology is a key factor in a global society.</p>	AC 1a	<p>4 marks 2 x 2 marks</p> <p>1-2 marks for basic identification of relevant technology in the form of a bullet point style response</p> <p>1 mark for each relevant response. Examples: Technology impacts on the SAL industry in the form of media/communications/ design and construction/ machinery, clothing and equipment which can be developed, produced, marketed, and distributed to used across the globe.</p> <p>Further 1-2 marks for additional and relevant brief description</p> <p>3 marks if the additional description only relates to one example of technology. Answers can be potentially linked with the description covering two factors. Example Media – satellite allows for coverage of SAL across the globe – in some circumstances live coverage is arranged to suit</p>

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			mass markets – spreading understanding of sports, rules (3) at the same time as promoting brands of clothing and equipment(4) e.g. sponsorship /advertising slots .
1ci and 1cii	Briefly describe two different ways that sport and active leisure can be used as a political force in a global society.	Ac 1a	<p>4 marks 2 x 2 marks</p> <p>1-2 marks for bullet point style responses / basic identification of relevant ways that sport and active leisure can be used as a political force in a global society. 1 mark for each relevant response.</p> <p>Example Governments may use sport and active leisure to as a means of negotiation, promote identity, demonstration of power, hosting major events, attracting tourism</p> <p>Further 1-2 marks for additional and relevant brief description</p> <p>3 marks if the additional description only relates to one example of ways that sport and active leisure can be used as a political force in a global society. Answers can be potentially be linked</p> <p>E.g. Governments/political parties may seek to stage major events as a means of raising their profile/popularity internally and globally as a competent host (3) and the media coverage with provide opportunities to promote their country as a tourist destination(4)</p>
1di	In the context of the sport and active leisure industry	AC 1b	<p>4 marks – Level of response</p> <p>Band 1 1-2 marks</p> <p>Basic statements show an awareness of the concept of sustainability</p> <p>1 mark – bullet point style answer / basic statement that relates to relevant sustainability policies/practices. e.g</p> <ul style="list-style-type: none"> • Green policies • Good use of resources • Reducing carbon footprint
	Describe the concept of sustainability with particular reference to the environment.		

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		<p>2 marks – bullet points/ brief description that relate to sustainability in terms of the environment.</p> <p>Example</p> <ul style="list-style-type: none"> • As above but with ref to the use of land, water or energy that may reduce impact on the environment (allow slow down global warming) <p>Band 2 3-4 marks</p> <p>Brief description of sustainability and evidence of how it relates to the sport and active leisure industry in terms of the environment.</p> <p>3 marks – brief description that relates to sustainability in and with basic reference to the environment in the context of the sport and active leisure industry.</p> <p>Example – as for 2 marks plus</p> <p>When new SAL facilities are built – use of brown field sites and/or designed to be energy efficient.</p> <p>4 marks – as above but with clear reference to the sport and active leisure industry and/or use of an appropriate example.</p> <p>Example – as above but with a clearer description or examples -</p> <p>Use of brown field sites as opposed to green belt land (saves land and makes good use of regeneration of disused industrial sites) and design features such as insulation and use of energy efficient/ renewable energy / recycling / transport in a context of an organisation or facility in a the SAL industry.</p>

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1dii	Describe the concept of sustainability with particular reference to the economy	AC 1b	<p>4 marks – Level of response</p> <p>Band 1 1-2 marks</p> <p>Basic statements show an awareness of the concept of sustainability.</p> <p>1 mark – bullet point answers that relate to sustainability. Example</p> <ul style="list-style-type: none"> • Green policies • Good use of resources <p>2 marks – bullet points/ brief description that relate to sustainability in terms of the economy. Example</p> <ul style="list-style-type: none"> • As above but with ref to the sustaining the economy (local/national/global) e.g saving money, creating jobs. <p>Band 2 3-4 marks</p> <p>Brief description of sustainability and evidence of how it relates to the sport and active leisure industry in terms of the economy.</p> <p>3 marks – brief description that relates to sustainability in and with basic reference to the economy in the context of the sport and active leisure industry. Example – as for 2 marks plus</p> <p>When new SAL facilities are built – they should be designed to be energy efficient or good working practices introduced and modifications made in order to save money/reduce expenditure.</p> <p>4 marks – as above but with clear reference to the sport and active leisure industry and/or use of an appropriate example. Example – as above but with a clearer description or examples -</p> <p>Money saved through good sustainability policies and practices can be put to any number of alternative/positive uses in SAL facilities – new equipment – new signs – schemes and programmes to involve the community etc.</p>

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<p>2a Sport and active leisure organisations have a duty to consider the ethical issue of 'equality of access'. Use examples to explain three key impacts of this requirement for the organisers of major global events.</p> <p>References to employees, competitors and spectators should be included.</p>	AC 2a	<p>12 marks</p> <p>Band 1 1 – 3 marks 1 mark for each appropriate example of an impact identified.</p> <p>Band 2 4 – 9 marks Lower band 2 (4-6 marks) further marks for an initial reference to the duty of the organisers of major global events in the context of and how the organisers would be affected.</p> <p>Higher band 2 7-9 marks Further description or some attempt to explain the impact – reference as to whether the impact is positive or negative impact Relevant references to employees, competitors or spectators</p> <p>Band 3 10 – 12 marks Clear explanation of each impact and how the organisers will be affected and clear and different references made to employees, competitors or spectators.</p> <p>Access issues can include – facilities designed and built to be inclusive/ cater for everyone / promotional information / equipment / transport</p> <p>Impacts could be positive and/or negative with answers by candidates being provided and developed in terms of time, costs, reputation and business in terms of customer numbers (participants and particularly spectators) final outcome in terms of success or failure / likelihood of being considered to stage future events.</p>

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<p>2b It has been stated that London 2012 will be known as the 'sustainable games'. Explain two key impacts of the concept of sustainability which the organisers of London 2012 or any other major event will need to consider during the planning phase.</p>	AC 2b	<p>8 marks 2 x 4 marks.</p> <p>1 mark for correct identification of an impact 1 additional mark for additional description 1-2 further marks for explanation in an appropriate context for the games.</p> <p>The impact should be expressed in the form of a requirement for example</p> <p>To make effective use of resources (1) This could then be described in terms the environment or the economy e.g. use of local labour (2) Develop skills in the local community – training or re-training (3) with the potential to continue in permanent jobs and make a positive contribution in the community after the games have finished (4)</p> <p>Similar approach to use of energy, resources or any of the topics covered in LO1 ACb</p>
<p>2c Commercial imperatives impact on both the teams and individuals taking part in global sporting events. Explain one key impact that the commercial imperative to 'win at all costs' can have on a nation and its teams or individual athletes.</p>	AC 2c	<p>4 marks</p> <p>1 mark – An awareness of what 'win at all costs' implies but no evidence of how it can impact on a nation the teams and individuals representing the nation. This could be a legal or illegal approach to participation.</p> <p>2 marks – for some additional description or basic reference to those involved – the nation and its teams and/or individuals</p> <p>3-4 marks for explaining the impact which will depend on whether the approach to 'winning at all costs' is deemed to be legal or illegal. Reputation/reward for effort/punishment or loss of reputation for failing to observe codes of practices, rules and laws.</p>
<p>3a Use the background information and the knowledge and understanding you have gained whilst studying this unit. In the context of global</p>	AC 3a	<p>9 marks – 3 x 3 marks</p> <p>Organisers to include governing bodies or organisations created by the host city or country to deliver the event.</p> <p>Ethical issues which could cause potential tensions: to include equality of access, quality and ethical standards which may also affect safety of individuals and groups, fair trading, use of</p>

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<p>sport and active leisure events (reference may be made to the London 2012 Olympics and Paralympics)</p> <p>Assess the potential tensions that could develop between ethical issues and commercialisation which the organisers will need to manage. Provide three appropriate examples of potential tensions.</p>		<p>child labour, trading of sports commodities, fund raising/good causes, role of celebrities/sports stars.</p> <p>Commercialisation: Profit related issues - exploitation of customers by organisations providing services – unfair/excessive practices to increase market share or dominate markets in terms of contracts/business/customer spend.</p> <p>Winning at all costs – individuals, teams and/or nations planning to succeed by deliberately ignoring rules, laws and codes of conduct. for immediate or future financial gain – pressures related to prize money as opposed to complying with the ethical values of sport.</p> <p>Tensions which organisers will need to manage could be recognised or brought to their attention in order to maintain, quality standards, inclusion, fairness, tolerance avoiding conflict, complaints, legal action</p> <p>1 mark for a basic assessment/identification of what a potential issues that could lead to tension</p> <p>2 marks for an answer which develops the assessment in general terms of what the nature of the tension could be that organisers will need to manage i.e. the need to uphold standards / to be seen to be have an ethical approach to delivery of the event and the pressures of commercialisation.</p> <p>3 marks – for contextualisation – an appropriate reference to a tension which could potentially occur – e.g. the need for the events to be accessible – exploitation of customers by package organisers – tickets, travel accommodation</p>
<p>3b With reference to the examples provided in 3a briefly recommend two ways that the organisers could potentially balance the tensions between ethical issues and commercialism.</p>	<p>AC 4a</p>	<p>6 marks</p> <p>Band 1 1 – 2 marks Bullet point style recommendations or brief general statements 1 mark for each relevant response – See note e.g. research, consultation, meetings,</p> <p>Band 2 3 - 4 marks Recommendations made are brief with some additional explanation and/or use of appropriate examples: make decisions, take action, monitor and review. Some</p>

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			<p>contextualisation - reference to examples provided in 3a.</p> <p>Band 3 5 – 6 marks</p> <p>Recommendations made are clearly described with good use of appropriate examples in the context of the examples given in 3a. Some evidence that the recommendations are ways that the organisers could potentially balance resolve or reduce the tensions.</p> <p>Note See LO 4 taught content for practical ways to balance tensions. This task does not require justification of recommendations– only that the recommendations made are logical, practical and appropriate</p>
3c	Justify each of the recommendations made in 3b to resolve the tension between ethical issues and commercialism.	Ac 4c	<p>6 marks</p> <p>Band 1 1 – 2 marks</p> <p>Bullet point / or brief basic justification of the recommendations made. 1 mark for each relevant response</p> <p>Band 2 3 – 4 marks</p> <p>Recommendations made with some supporting reasoning. 3 marks if only in relation to one of the recommendations.</p> <p>Band 3 5– 6 marks</p> <p>All points made by the learner clearly relate to the assessment made of problems/tensions (3a) and to the recommendations proposed (3b). The justifications are based on well-argued reasoning. Evidence that the learners has considered more than one solution to each problem/tension and then made a clear judgement which would result in the best outcome for the organisers and the event.</p>
4a	Use the background information and the knowledge and understanding you have gained whilst studying this unit. In	AC 3b	<p>9 marks – 3 x 3 marks</p> <p>Organisers to include governing bodies or organisations created by the host city or country to deliver the event.</p> <p>Organisers may have had to bid to stage an event. There is now an expectation / requirement / pressure that bids include</p>

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<p>the context of global sport and active leisure events and with reference to the London 2012 Olympics and Paralympics:</p> <p>Assess the potential tensions that could develop between sustainable development and commercialisation which the organisers of the games will need to manage. Provide three appropriate examples of the potential tensions.</p>		<p>a commitment by the organisers to develop sustainable policies and practices relating to issues such as the environment and the economy (local and global) in terms of: Land-use, facility design, energy management, use of resources (e.g. labour / materials), travel policies, reducing carbon footprint etc.</p> <p>Sustainable policies may result in tensions caused by the pressures associated with commercialisation:</p> <p>The organisers may themselves have to balance/manage the economic pressures of commercialisation and/or deal with them if they are made aware (evidence or reports) that other organisations involved may be acting inappropriately.</p> <p>Issues related to profit or cost reduction - exploitation of customers by organisations contracted to provide services or non- contracted organisations that are offering services.</p> <p>If organisers need to manage tensions they face or which are brought to their attention in order to avoid bad publicity, conflict, complaints, legal action for failing to meet their stated aims in respect of sustainability.</p> <p>1 mark for a bullet point identification/basic assessment of a potential tension e.g. tension between the need to attract large numbers of visitors from overseas (commercial) and the need to reduce carbon footprint.</p> <p>2 marks for an answer which develops the assessment in general terms of what the nature of the tension could be that organisers will need to manage i.e. the need to uphold standards / to be seen to be have an sustainable policies in terms of planning, delivery and legacy of the event in the face of the pressures of commercialisation.</p> <p>3 marks – for contextualisation – an appropriate reference to a tension which could potentially occur – e.g. the need for the events to be accessible – exploitation of customers by package organisers – tickets, travel accommodation</p>

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<p>4b With reference to two of the examples provided in 3a make detailed recommendations how the organisers could potentially balance the tension between sustainable development and commercialism.</p>	AC 4b	<p>8 marks</p> <p>Band 1 1 – 2 marks Recommendations made are expressed as bullet points or brief statements. 1 mark for each relevant recommendation. Examples See note e.g. research, consultation, meetings,</p> <p>Band 2 3 – 6 marks Recommendations made and are clearly described (3-4) with good use of appropriate examples. As above but evidence that the ways recommended by the candidate are developed with some additional detail that relates to the tension, context (5-6). Some evidence that the recommendations are ways that the organisers could potentially balance resolve or reduce the tensions.</p> <p>Band 3 7 – 8 marks Recommendations made are clearly described with good use of appropriate examples. Clear evidence that the recommendations are ways that the organisers could potentially balance resolve or reduce the tensions. Note See LO 4 taught content for practical ways to balance tensions. This task does not require justification of recommendations – only that the recommendations made are logical, practical and appropriate</p>
<p>4c Justify each of the recommendations made in 3b to resolve the tensions between sustainable development and commercialism.</p>	AC 4c	<p>10 marks.</p> <p>Band 1 1 – 4 marks 1-2 marks Bullet point justifications. 1 mark for each relevant justification. 3-4 marks Brief /basic justification of recommendations made in 4b.</p> <p>Band 2 5 – 8 marks 5-6 marks Sound justification of recommendations with some reasoning to support the justification. Limited reference made to 4a and 4b.</p>

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		<p>7-8 marks Sound justification with some evidence of well-argued reasoning to support the justifications made with and reference made to 4a and 4b.</p> <p>Band 3 9 – 10 marks</p> <p>All points made by the learner clearly relate to the assessment made of problems/tensions (4a) and to the recommendations proposed (4b).</p> <p>The justifications are all well reasoned, appropriate for the issue and applied in the context of a major event and the parties involved.</p> <p>Evidence that the learner has considered more than one solution to each problem/tension and then made a clear judgement which would be the more likely way to balance, resolve or reduce the potential tensions they have assessed could develop.</p> <p>Reference to the requirements for governments/organisers to meet agreed targets could be used to justify decisions.</p>