

Mark scheme

Question	Answer/Indicative content	Marks	Guidance
1	<p><u>Levels of response</u></p> <p>Level 3 (7–8 marks) A comprehensive response:</p> <ul style="list-style-type: none"> – shows detailed knowledge and understanding – makes many points, many of which are well developed. – is well structured and consistently uses appropriate terminology. – there are few if any errors in grammar, punctuation and spelling. <p>Level 2 (4–6 marks) A competent response:</p> <ul style="list-style-type: none"> – shows good knowledge and understanding. – makes some valid points a few of which may be developed. – is reasonably well structured and uses some appropriate terminology. – there are occasional errors in grammar, punctuation and spelling. <p>Level 1 (1–3 marks) A basic response:</p> <ul style="list-style-type: none"> – shows limited knowledge and understanding. – makes some basic points which are rarely developed. – has limited coherence and structure with little or no use of appropriate terminology. – errors in grammar, punctuation and spelling may be noticeable and intrusive. <p>0 = nil response or no response worthy of credit.</p>	[8]	<p>Responses are likely to include;</p> <p>Level 3 (7–8 marks) At the top of the level candidates show a well-developed understanding of the relationship between media coverage and participation/ popularity/spectatorship.</p> <p>At the top of the level candidates will discuss both the positive and negative impact media can have on the popularity/spectatorship/participation</p> <p>To access this level candidates are able to give at least three knowledge points and three examples from sport that show that media coverage can affect popularity/participation/ spectatorship.</p> <p>Level 2 (4–6 marks) Candidates show an understanding of the relationship between media coverage and increased popularity/participation/spectatorship.</p> <p>At the top of the level candidates will discuss both the positive and negative impact media can have on the popularity/ participation/ spectatorship.</p> <p>To access this level candidates are able to give at least two knowledge points and two examples from sport that show that media coverage can affect popularity/participation/ spectatorship.</p> <p>Level 1 (1–3 marks) Basic understanding that more media coverage results in increased participation or spectatorship.</p> <p>At the top of this level candidates will be able to give at least one knowledge point and development.</p> <p>Limited or no examples used</p>

		<p>Indicative content Candidate responses are likely to include: (relevant responses not listed should be acknowledged)</p> <p>Numbered points = knowledge / understanding</p> <p>Bullet points = likely to be development of knowledge</p> <p>Positive</p> <p>(More) media coverage raises the profile of the sport</p> <p>1.</p> <ul style="list-style-type: none"> • Raises awareness among potential participants • Makes sport more popular/increases participation • E.g. Cycling post-Olympic coverage <p>Increased funding from sponsorship/ media rights</p> <p>2.</p> <ul style="list-style-type: none"> • Many current sports initiatives are funded through the sale of media rights • More money to sport can help increase popularity • E.g. Media rights for football generate huge revenues some of which are invested in 'grass roots' initiatives. <p>(Increased media coverage) can increase opportunities for watching sport/spectatorship making it more popular.</p> <p>3.</p> <ul style="list-style-type: none"> • Increased media coverage enables more people to watch sport • Increases awareness of opportunities to spectate at live sports events. • Increased awareness of the rules of the sport <p>Media raises awareness of where to play sport</p> <p>4.</p> <ul style="list-style-type: none"> • Promotion of sports facilities in the media raises awareness of where people can play sport 	<p>Always indicate the level at the end of the response.</p> <p>Examiner's Comments</p> <p>Centres should be aware that questions containing command words such as discuss or evaluate require candidates to offer both positive and negative points. The lack of negative comments thereby restricting both the level and the mark within the level that candidates can access.</p> <p>Extended response questions contain all three assessment objectives AO1, AO2 and AO3 and despite the fact that this question does not specifically instruct candidates to use sporting examples, the word sport is contained in the question and candidates should therefore incorporate references to sport through examples in their response.</p> <p>A strategy for candidates could be to incorporate a knowledge based comment (the numbered points on the mark scheme), a developed point (the bullet points on the mark scheme) and a practical illustration of the knowledge based point.</p> <p>Comments relating to points 1, 3 and 5 were the most frequently used in the positive element on the mark scheme, whilst points 7 and 10 were generally used by candidates who included negative comments in their answer.</p> <p>Candidates should also be encouraged to make greater use of paragraphs to separate the points made and/or separate differing elements of their answer e.g. the positive comments and the negative comments.</p> <p>The reference to the popularity of sport should provoke a wider thought process. Increased participation was a recurring theme throughout candidate responses, with only limited reference to increased or decreased spectatorship, funding or stereotyping.</p>
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			11.		
			Total	8	