GCSE
PHYSICAL EDUCATION
8582/2

Paper 2 Socio-cultural influences and well-being in physical activity and sport

Mark Scheme

June 2020

Version: 1.0 Final Mark Scheme

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Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' 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.

Further copies of this mark scheme are available from aqa.org.uk

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

0 1	Which **one** of these immediately follows 'Input' in the information processing model? **[1 mark]**

Marks for this question: AO1 = 1

A – Decision making (1)

0 2	Which **one** of these is an example of a netball coach giving feedback as knowledge of results? **[1 mark]**

Marks for this question: AO2 = 1

D – "You scored three times in the first quarter." (1)

0 3	Which **one** of these is an example of manual guidance? **[1 mark]**

Marks for this question: AO2 = 1

C – A coach moving a golfer's feet into the correct position to swing a club (1)

0 4	Which **one** of these can be defined as 'a convention or unwritten rule in an activity'? **[1 mark]**

Marks for this question: AO1 = 1

A – Etiquette (1)

0 5	Which **one** of these is the 'R' in SMART targets of goal setting? **[1 mark]**

Marks for this question: AO1 = 1

A – Realistic (1)

0 6 Data is used in sport to improve performance and can be collected in a variety of ways.

Outline the difference between quantitative and qualitative data collection.

Use examples in your answer.

[4 marks]

Marks for this question: AO1 = 4

Award **one** mark for each of the following up to a maximum of **four** marks.

- Quantitative data deals with numbers or facts (1)
- Qualitative data deals with descriptions or opinions (1)

Quantitative
- Questionnaires (1)
- Surveys (1)

Qualitative
- Interviews (1)
- Observations (1)

Allow correctly named specific examples given.

Maximum 4 marks

0 7 . 1 Define skill and ability.

[2 marks]

Marks for this question: AO1 = 2

Award **one** mark for each of the following points up to a maximum of **two** marks.

- Skill: A learned action/learned behaviour (with the intention of bringing about pre-determined results, with maximum certainty and minimum outlay of time and energy) (1)
- Ability: Inherited, stable traits that determine an individual's potential to learn or acquire a skill (1)

Accept any other suitable response.

Maximum 2 marks

0 7 . 2 Classify the skill of a tennis serve using each of the following classifications:

- basic/complex
- open/closed
- self-paced/externally paced
- gross/fine.

Justify your choices.

[4 marks]

Marks for this question: AO2 = 4

Award **one** mark for each of the following points up to a maximum of **four** marks.

- Complex – requires timing of several movements to complete serve/action which requires a considerable time to master (1)
- Closed skill – it is carried out the same way every time (accept open skill as a player may change how they serve depending on where their opponent is standing or depending on wind strength/direction) (1)
- Self-paced – the speed/pace/rate/start of the serve is controlled by the player (however accept justification that it is externally paced due to time limit) (1)
- Gross – involves big movements of the body/involves the use of large muscle groups (1)

Accept any other suitable answers of how a tennis serve can be classified. Classifications must be justified.

Maximum 4 marks

0 7 . 3 Define arousal.

[1 mark]

Marks for this question: AO1 = 1

Award **one** mark for the following point.

- A physical and mental state of alertness/readiness (varying from deep sleep to intense excitement/alertness) (1)

Accept any other suitable response.

Maximum 1 mark

0 7 . 4 Describe the relationship between arousal level and performance level in the inverted-U theory.

[3 marks]

Marks for this question: AO1 = 3

Award **one** mark for each of the following points up to a maximum of **three** marks.

- When under aroused, performance level is low (1)
- As arousal increases so does performance up to the optimal level (1)
- If arousal increases further, over arousal causes performance levels to decrease (1)

Accept any other suitable response.

Maximum 3 marks

0 8 . 1 Define intrinsic motivation and extrinsic motivation.

[2 marks]

Marks for this question: AO1 = 2

Award **one** mark for each of the following points up to a maximum of **two** marks.

- Intrinsic – the drive that comes from within (1)
- Extrinsic – the drive to perform well or to win in order to gain external rewards (1)

Accept any other suitable response.

Maximum 2 marks

0 8 . 2 Evaluate the effectiveness of extrinsic motivation for a beginner in sport.

[4 marks]

Marks for this question: AO3 = 4

Award **one** mark for each of the following points up to a maximum of **four** marks.

- Extrinsic rewards may result in pride or self-satisfaction which encourage the beginner to try harder to improve (1)
- Performers can become reliant on extrinsic motivation and if it is not given then the beginner may reduce effort levels or give up completely (1)
- Intrinsic motivation is more likely to lead to continued effort and participation as the beginner may be making a lot of errors and strives to improve for personal achievement (1)
- Intrinsic is generally deemed more effective for a beginner as it encourages them to play for the love of the game rather than for rewards or praise (1)

Accept any other suitable evaluative point. Answers must relate to the worth (or otherwise) of extrinsic motivation for a beginner.

Maximum 4 marks

0 8 . 3 Outline the difference between direct and indirect aggression.

Use sporting examples in your answer.

[4 marks]

Marks for this question: AO1 = 2, AO2 = 2

Award **one** mark for each of the following points up to a maximum of **four** marks. Award up to a maximum of **two AO1** marks and up to a maximum of **two AO2** marks.

AO1
- Direct – aggressive act which involves physical contact with others (1)
- Indirect – aggressive act which is taken out on an object to gain an advantage (1)

AO2
- Direct – tackle in rugby/punch in boxing/shoulder barge in football (1)
- Indirect – hitting the ball hard in tennis/smashing a shuttlecock in badminton (1)

Accept any other suitable response.

Maximum 4 marks

0 8 . 4 Identify a sport that would be most suited to an introvert.

Justify your choice.

[4 marks]

Marks for this question: AO2 = 1, AO3 = 3

Award **one** mark for each of the following points up to a maximum of **four** marks.

AO2 (sub-max 1 mark)
- Long-distance running (1)

AO3 (sub-max 3 marks)
- It is an individual sport and introverts like doing things on their own (1)
- You could be running for long periods of time and introverts tend to have high levels of concentration to be able to do this (1)
- Introverts are shy so don't like mixing with others which they do not have to do when out running (1)
- Long-distance running is a low arousal activity and introverts prefer this rather than high arousal activities (1)

Accept any other suitable examples and justification of why it would be most suited to an introvert. Maximum **one** mark for the example.

Maximum 4 marks

0 9 . 1 State **three** different types of sponsorship a sportsperson may receive.

[3 marks]

Marks for this question: AO1 = 3

Award **one** mark for each of the following points up to a maximum of **three** marks.

- Financial (1)
- Clothing/footwear (1)
- Equipment (1)
- Facilities (1)

Accept any other suitable response.

Maximum 3 marks

0 9 . 2 'A sportsperson who receives sponsorship will see an improvement in their performance.'

Discuss this statement.

[5 marks]

Marks for this question: AO3 = 5

Award **one** mark for each of the following points up to a maximum of **five** marks.

Believe the statement is true (sub-max 3 marks)
- They will have more money available so they will be able to train more often as they do not have to work which could improve their skill levels (1)
- More money for better coaching and training programmes could improve their skill/fitness levels (1)
- Access to advanced equipment/kit through sponsorship could mean that performance is enhanced (1)
- By gaining sponsorship they could take part in more competitions which will improve tactics and competition strategies (1)

Believe the statement is false (sub-max 3 marks)
- The sponsorship could cause pressure to perform so more errors are made (1)
- Training could be disrupted due to sponsors' demands to attend promotional activities (1)
- The sponsorship could cause scrutiny of their private lives which leads to them becoming stressed and underperforming (1)
- More competitions could lead to overtraining which leads to injury and the inability to perform (1)

Accept any other suitable discursive point.

Maximum 5 marks

0 9 . 3 State **three** different types of media.

[3 marks]

Marks for this question: AO1 = 3

Award **one** mark for each of the following points up to a maximum of **three** marks.

- Television (1)
- Radio (1)
- The press (1)
- Internet (1)
- Social media (1)

NB specific examples will be accepted but only **one** per type of media.

Maximum 3 marks

0 9 . 4 Explain **two** positive effects the media could have on a sport.

[4 marks]

Marks for this question: AO2 = 4

Award **one** mark for each of the following points up to a maximum of **four** marks.

- There is an increased interest in a sport (1) so grass-roots participation increases (1)
- More money is available (1) to pay for grass-roots facilities (1)
- Increased number of competitions (1) allows more people to go and watch the sport (1)
- More role models are created (1) which promotes the sport globally (1)

Accept any other suitable response.

Maximum 4 marks

1 0 . 1 State **three** reasons why it is important to have a balanced diet.

[3 marks]

Marks for this question: AO1 = 3

Award **one** mark for each of the following points up to a maximum of **three** marks.

- So that there is suitable energy available for activity (1)
- So the body gets the correct nutrients for growth and hydration (1)
- To make sure we don't eat too much food which could lead to unused energy being stored as fat which could lead to obesity (1)
- To make sure that we get the right vitamins and minerals to prevent diseases (such as rickets or scurvy) (1)

Accept any other suitable response.

Maximum 3 marks

1 0 . 2 Explain **three** negative effects that obesity could have on performance in netball **or** basketball.

[3 marks]

Marks for this question: AO2 = 3

Award **one** mark for each of the following points up to a maximum of **three** marks. Answers must link a negative effect of obesity on performance in netball or basketball.

- Limits stamina/cardiovascular endurance – so unable to keep up with play for a whole game (1)
- Limits flexibility – so unable to reach for the ball (1)
- Limits agility – so unable to change direction to intercept ball (1)
- Limits speed – unable to move around the court quickly enough (1)
- Limits power – unable to jump high enough to reach for the ball (1)

Accept any other suitable explanation of a negative effect that obesity could have on performance. Explanation must be applied to netball or basketball.

Maximum 3 marks

1 0 . 3 Outline the role of fats in a balanced diet.

[1 mark]

Marks for this question: AO1 = 1

Award **one** mark for any of the following points with a maximum of **one** mark.

- To provide energy (at low intensities) (1)
- To help insulate the body (1)
- To protect vital organs (1)
- To support cell growth (1)

Accept any other suitable response.

Maximum 1 mark

1 0 . 4 Explain why a games player requires carbohydrates **and** protein in their diet.

[4 marks]

Marks for this question: AO2 = 4

Award **one** mark for each of the following points up to a maximum of **four** marks.

Carbohydrates (sub-max 2 marks)
- During a game carbohydrates would be the preferred energy source enabling them to perform for the whole game (1)
- Carbohydrates provide energy when working at different intensities which is a key component of most games (1)

Protein (sub-max 2 marks)
- Protein can help develop muscular strength which will allow the player to potentially jump higher/ change direction quicker (1)
- After training/competing protein can help repair muscle tissue which means the player will be ready to perform again (1)

Accept any other suitable response. Answers must clearly explain the need for carbohydrates and/or protein for a games player.

Maximum 4 marks

1 0 . 5 Somatotyping is a method of classifying body types.

Complete **Table 1** to identify the correct somatotype from the description.

Give a sporting example that each somatotype would be most suited to.

[4 marks]

Marks for this question: AO1 = 2, AO2 = 2

Description	Somatotype	Sporting example
A pear-shaped body with wide hips and narrow shoulders	**One mark for the following:** • Endomorph (1) **Maximum 1 mark**	**One mark for the following:** • Shot putting/front row rugby forward (1) **Maximum 1 mark** Accept any other suitable response. Answers must link an endomorph to a sporting example that is suitable for that body shape.
Muscular appearance with wide shoulders and narrow hips	**One mark for the following:** • Mesomorph (1) **Maximum 1 mark**	**One mark for the following:** • Sprinting/50 m swimming (1) **Maximum 1 mark** Accept any other suitable response. Answers must link a mesomorph to a sporting example that is suitable for that body shape.

Maximum 4 marks

1 1	Evaluate the effects that different performance enhancing drugs (PEDs) may have on a sprinter's performance. **[6 marks]**

Marks for this question: AO1 = 1, AO2 = 2, AO3 = 3

Level	Marks	Description
3	5–6	Knowledge of performance enhancing drugs is accurate and generally well detailed. Application to a sprinter is mostly appropriate, clear and effective. Evaluation is thorough, reaching valid and well-reasoned conclusions for different types of performance enhancing drugs. The answer is generally clear, coherent and focused, with appropriate use of terminology throughout.
2	3–4	Knowledge of performance enhancing drugs is evident but is more detailed for some than others. There is some appropriate and effective application to a sprinter, although not always presented with clarity. Any evaluation is clear but reaches valid and well-reasoned conclusions for one performance enhancing drug more than others. The answer lacks coherence in places, although terminology is used appropriately on occasions.
1	1–2	Knowledge of performance enhancing drugs is limited. Application to a sprinter is either absent or inappropriate. Evaluation is poorly focused or absent with few or no reasoned conclusions. The answer as a whole lacks clarity and has inaccuracies. Terminology is either absent or inappropriately used.
0	0	No relevant content.

Possible content may include:

AO1 – Knowledge of performance enhancing drugs eg
- Stimulants
- Narcotic analgesics
- Anabolic agents
- Peptide hormones (EPO)
- Diuretics
- Beta blockers

AO2 – Application of performance enhancing drugs eg
- Stimulants – make more alert, speed up parts of the brain and the body and deaden pain
- Narcotic analgesics – very strong painkillers which will mask pain
- Anabolic agents – increase the rate and amount of muscle growth and speed up recovery
- Peptide hormones (EPO) – are naturally occurring substances that can improve muscle growth and increase production of red blood cells
- Diuretics – taken to remove excess water from the body
- Beta blockers – reduce the effects of adrenaline on the body, heart rate, muscle tension and blood pressure

AO3 – Evaluation of the effectiveness of performance enhancing drugs on a sprinter eg

- Stimulants – could be beneficial to a sprinter as it could make them more alert and reduce their reaction time, so their start is faster. As they mask pain the sprinter could train for longer which could improve strength and speed. However, as they mask pain it could lead to overtraining or injury which would decrease their performance
- Narcotic analgesics – allow a sprinter to train when they are injured or recovering from excessive training which could improve muscle development and speed. However, training when injured could lead to more serious injuries which would have a negative effect on performance
- Anabolic agents – will develop a sprinter's muscle size and body weight which will make them more powerful and allow them to run faster. They can also increase aggression and competitiveness of the sprinter which is beneficial in quick, explosive events such as the 100m. However, they could decrease performance, as side effects such as hypertension and heart damage could cause medical issues which prevent training and competing. An increase in aggressive behaviour could make an athlete over-aroused and have a negative effect on performance
- Peptide hormones (EPO) – could improve performance by helping with muscle growth of the sprinter. However, it mainly increases the oxygen carrying capacity of the blood. This does not improve the performance of a sprinter as their events are anaerobic and of a short duration
- Diuretics – would not help the performance directly of a sprinter as they need to be fully hydrated and do not need to lose weight
- Beta blockers – would not help improve the performance of a sprinter as their events are fast and explosive. Reducing heart rate and muscle tension therefore would not increase their speed. This could also increase their reaction time out of the blocks resulting in a slower start

Credit other suitable responses relevant to the question.

Maximum 6 marks

1 2 **Figure 1** shows the participation levels in physical activity of different age groups in England.

Using **Figure 1**, analyse the reasons for the participation levels amongst the different age groups.

[9 marks]

Marks for this question: AO1 = 2, AO2 = 2, AO3 = 5

Level	Marks	Description
3	7–9	Knowledge of factors affecting participation is accurate and generally well detailed. Application to different age groups is mostly appropriate, clear and effective. Analysis is thorough, reaching valid and well-reasoned conclusions for different factors affecting participation. The answer is generally clear, coherent and focused, with appropriate use of terminology throughout.
2	4–6	Knowledge of factors affecting participation is evident but is more detailed for some than others. There is some appropriate and effective application to different age groups, although not always presented with clarity. Any analysis is clear but reaches valid and well-reasoned conclusions for one factor more than others. The answer lacks coherence in places, although terminology is used appropriately on occasions.
1	1–3	Knowledge of factors affecting participation is limited. Application to different age groups is either absent or inappropriate. Analysis is poorly focused or absent with few or no reasoned conclusions. The answer as a whole lacks clarity and has inaccuracies. Terminology is either absent or inappropriately used.
0	0	No relevant content.

Possible content may include:

AO1 – Knowledge of factors affecting participation eg
- Attitudes
- Role models
- Media coverage/commercialisation
- Family commitments
- Available leisure time
- Socio-economic factors/disposable income
- Adaptability/inclusiveness
- Health and well-being

AO2 – Application of factors affecting participation eg
- Attitudes – society believes that certain sports should be played by certain groups of people
- Role models – motivate people to take part in sport as they want to replicate their performance
- Media coverage/commercialisation – highlight certain sports and activities while neglecting others

- Family commitments – such as childcare or children's activities become a priority when adults start a family
- Available leisure time – is affected by working hours or shift patterns which vary due to occupation
- Socio-economic factors/disposable income – will have a major impact on what physical activities an individual can afford to take part in
- Adaptability/inclusiveness – of activities may be limited which limits accessibility
- Health and well-being – can deteriorate which prevents participation

AO3 – Analysis of factors affecting participation in different age groups eg

- (Attitudes) There is a view that certain sports and physical activities are for younger people and that as you get older you cannot cope with these. This may result in people, as they get older, thinking that they are too old to take part in certain sports and physical activities causing lower participation levels
- (Role models) Most role models tend to be current sportspeople and are therefore younger. As people get older there are fewer role models from their age groups, so people see sport and physical activity as only for the younger generations and do not take part
- (Media coverage/commercialisation) This focuses on high level sportspeople who are younger. A lack of promotion of physical activity and sport for older people can result in less motivation to take part
- (Family commitments) As people get older and start having families, they have less time to participate themselves. Their children's/grandchildren's activities start to take priority, so they spend their time transporting them rather than participating themselves
- (Available leisure time) When people start to work, the amount of leisure time they have available starts to decrease. Work patterns such as shifts may mean that places to participate in sport are not often available when they have their free time.
- (Socio-economic factors/disposable income) As people get older quite often financial commitments increase due to house and living costs. They can also increase due to family costs related to their children. This means they have less money available to spend on physical activity and sport and therefore do not participate
- (Adaptability/inclusiveness) Activities and sports that are being provided are usually the full version. Few adaptations are being made to encourage older, less mobile people to take part or access activities. This results in lower participation levels as people get older
- (Health and well-being) As people become older their bodies are unable to cope with the same amounts of physical activity as they have lower levels of fitness and strength. This leads to aches/pains after participation. As a result of this people may decide they are too old to take part and choose to stop

Credit other suitable responses relevant to the question.

Maximum 9 marks

Question	AO1	AO2	AO3
1	1		
2		1	
3		1	
4	1		
5	1		
6	4		
7.1	2		
7.2		4	
7.3	1		
7.4	3		
8.1	2		
8.2			4
8.3	2	2	
8.4		1	3
9.1	3		
9.2			5
9.3	3		
9.4		4	
10.1	3		
10.2		3	
10.3	1		
10.4		4	
10.5	2	2	
11	1	2	3
12	2	2	5
Total	**32**	**26**	**20**