
GCSE PHYSICAL EDUCATION 8582/2

Paper 2 Socio-cultural influences and wellbeing in physical activity
and sport

Mark scheme

June 2024

Version: 1.0 Final



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.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from [aqa.org.uk](https://www.aqa.org.uk)

Copyright information

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Copyright © 2024 AQA and its licensors. All rights reserved.

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

What is the correct kcal/day requirement for an average adult female?

[1 mark]

Marks for this question: AO1 = 1

Answer A – 2000. (1)

0 2

Which **one** of these is a positive influence of spectators at matches?

[1 mark]

Marks for this question: AO1 = 1

Answer A – Improved atmosphere. (1)

0 3

Which **one** of these can be defined as ‘attempting to gain an advantage by stretching the rules to their limit’?

[1 mark]

Marks for this question: AO1 = 1

Answer B – Gamesmanship . (1)

0 4

Which **one** of these is a **mental** health benefit of taking part in regular exercise?

[1 mark]

Marks for this question: AO1 = 1

Answer D – Reduced feelings of stress. (1)

0 5

Which **one** of these would benefit **most** from blood doping?

[1 mark]

Marks for this question: AO2 = 1

Answer B – A 10km swimmer (1)

0 6 . 1 Data now plays an important role in sport.

Define qualitative data.

[1 mark]

Marks for this question: AO1 = 1

Award **one** mark for a correct definition.

- Qualitative data deals with descriptions/opinions (1)
- Qualitative data deals with quality of performance (1)
- Qualitative data is subjective (1)

Accept any other suitable definition.

Maximum 1 mark

0 6 . 2 State **two** methods of collecting qualitative data.

[2 marks]

Marks for this question: AO1 = 2

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

- Interviews (1)
- Observations / watching a performance (1)
- Reports (1)
- Focus Groups (1)

Accept any other suitable response.

Maximum 2 marks

0 7 . 1 Define sponsorship in sport.

[1 mark]

Marks for this question: AO1 = 1

Award **one** mark for a correct definition.

- A company pays money to a team or individual in return for advertising their goods (1)
- An individual or group that provides financial support to an event, activity, person, or organisation (1)
- Provision of funds or other forms of support to an individual or event in return for some commercial return (1)

Accept any other suitable definition.

Maximum 1 mark

0 7 . 2 Give **three** negative effects of sponsorship on sport.

[3 marks]

Marks for this question: AO1 = 3

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

- Rules of sport could be changed to meet the requirements of sponsors (1)
- Minority sports may get lower levels of sponsorship (1)
- Women's sport may get lower levels of sponsorship (1)
- Sports can become dependent on the money from the sponsor (which could have disastrous results if withdrawn) (1)
- Sponsors may sell products or services which may promote poor lifestyle choices (which lowers the image of the sport) (1)
- Sponsors decide where their adverts are placed to get maximum exposure (1)
- It can make the focus on the sponsor rather than the sport (1)
- Successful clubs within a sport gain more sponsorship giving them an unfair advantage over others (1)

Accept any other suitable response.

Maximum 3 marks

0 7 . 3 Explain how the following types of sponsorship may improve an individual's performance in sport.

[3 marks]

Marks for this question: AO2 = 3

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

- **Clothing / footwear** Higher quality running shoes enable a performer to run faster times / give more grip (1)
- **Equipment** Higher quality balls enables advanced skills to be developed / are easier to catch (1)
- **Facilities** Could be provided free of charge so a performer can train more effectively / often (1).

Accept any other suitable explanation of how the types of sponsorship may improve an individual's performance. Answers must directly relate sponsorship to improvement in performance.

Maximum 3 marks

0 8 . 1 Define skill.

[1 mark]

Marks for this question: AO1 = 1

Award **one** mark for a correct definition.

- A learned action / behaviour (1)

Accept any other suitable definition.

Maximum 1 mark

0 8 . 2 Give **one** sporting example of a gross skill.

Justify why it is a gross skill.

[3 marks]

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

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

AO2 (sub-max 1 mark)

- Running (1)
- Jumping (1)
- Throwing (1)
- Swimming (1)
- A named gross skill from a sport eg tackling in rugby (1)

AO3 (sub-max 2 marks)

- Large movements are made OR most of the body is used (1)
- Involves the use of large muscle groups (1)
- Does not rely heavily on precision (1)

Accept any other suitable examples and justification of why it is a gross skill. Maximum **one** mark for the example.

NB Do not credit justification if the gross skill is incorrect.

Maximum 3 marks

08.3

Explain how a performer uses the basic information processing model to receive a pass in a team 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.

Sporting Example – Catching a ball in netball

Input (sub-max 1 mark)

- Information from the display – where is the ball coming from / what speed the ball is travelling / the angle the ball is travelling/is there any spin on the ball? (1)
- Selective attention – blocking out everything, eg noise / other visual stimuli/other than key focus points above, ie the ball (1)

Decision making (sub-max 1 mark)

- Selection of appropriate response from memory – have you dealt with this before / have you seen a similar type of catch before? (1)
- Recall of relevant catch from the long-term memory/executed by short term memory (1)

Output (sub-max 1 mark)

- Information sent to muscles to carry out the response – choice of catch (hands up or down)/movement of arms/movement of feet (1)
- Use of appropriate muscles for moving arms, legs and body into the correct position to take a catch (1)

Feedback (sub-max 1 mark)

- Received via self (intrinsic/kinaesthetic) and/or others (extrinsic) – did you catch the ball/how did it feel/where did it go/did you misread the flight of the ball (1)

Accept any other suitable responses which are linked to receiving a pass in a team sport.

Maximum 4 marks

09.1

Define arousal.

[1 mark]

Marks for this question: AO1 = 1

Award **one** mark for a correct definition.

- A (physical and mental) state of alertness / readiness / excitement (1)

Accept any other suitable definition.

Maximum 1 mark

09.2

The inverted-U theory helps to explain the relationship between arousal level and performance level.

On **Figure 1**, sketch the shape and the position of the curve for each of the following sporting skills:

- Boxing punch
- Golf putt.

Label each curve.

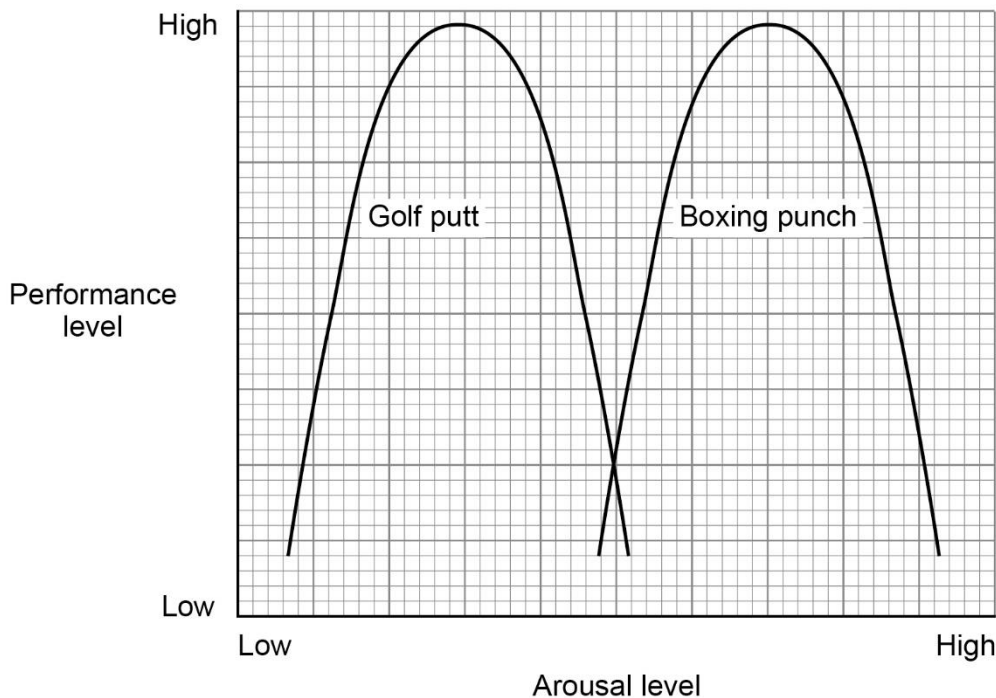
[2 marks]

Marks for this question: AO2 = 2

Award **one** mark for correctly sketching and labelling each graph up to a maximum of **two** marks.

- Correctly sketched and labelled curve for golf putt, starting at low arousal and ending in the middle (1)
- Correctly sketched and labelled curve for boxing punch starting in the middle of the x-axis and ending at high arousal (1)

Maximum 2 marks



NB Curves do not have to cross for marks to be awarded.

1 0 . 1 Identify **three** physiological reasons why a performer may take beta blockers. **[3 marks]**

Marks for this question: AO1 = 3

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

- Reduce heart rate (1)
- Reduce muscle tension (1)
- Reduce blood pressure (1)
- Reduce effects of adrenaline (1)
- Improve fine control/preciseness (1)
- Reduce arousal (1)

Accept any other suitable response.

Maximum 3 marks

1 0 . 2 Explain how the following performance enhancing drugs could improve the performance of a sprinter:

• Anabolic agents
• Narcotic analgesics. **[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.

Anabolic agents

- AO1 – Increase rate and amount of muscle growth (1)
- AO2 – This allows sprinters to run faster due to more muscle strength (1)

Narcotic analgesics

- AO1 – Masks pain from injury or overtraining (1)
- AO2 – This allows sprinters to train harder/more often which could improve their performance OR not feel pain when injured so they can compete/complete a race (1)

Accept any other suitable response.

Maximum 4 marks

1 1 . 1 Define indirect aggression.

Give a sporting example of when it is used.

[2 marks]

Marks for this question: AO1 = 1, AO2 = 1

Award **one** mark for a correct definition and **one** mark for a suitable example.

Definition (AO1)

- Aggression which is taken out on an object (1)
- Aggression which involves no physical contact (1)

Sporting example (AO2)

- Hitting a tennis ball hard (1)
- Kicking a football with power (1)

Accept any other correct definition and suitable sporting example.

Maximum 2 marks

1 1 . 2 Identify the personality type that would be most suited to long distance running.

Justify your choice.

[3 marks]

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

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

AO2 (sub-max 1 mark)

- Introvert (1)

AO3 (sub-max 2 marks)

- Introverts tend to like doing things on their own which you can do in long distance running (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 tend to be shy so might not like mixing or communicating with others which they do not have to do when out running (1)
- Long distance running is a low arousal activity and introverts tend to 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. NB Do not credit justification if the personality type is incorrect.

Maximum 3 marks

1 2 . 1Suggest **two** ways an individual's disability may affect their engagement in physical activity and sport.**[2 marks]****Marks for this question: AO1 = 2**Award **one** mark for each of the following points up to a maximum of **two** marks.

- Not all local facilities have been adapted to cater for people with disabilities (1)
- There are a low number of coaches who are qualified to provide activities for people with disabilities (1)
- There are a low number of clubs / community activities to provide activities for people with disabilities (1)
- Lack of role models with disabilities to inspire participation in physical activity (1)
- Lack of media coverage of sport for athletes with a disability so individuals are unaware of opportunities (1)
- Specialist equipment is expensive which prevents individuals from participating (1)
- A lack of accessible transport may mean that an individual with a disability is unable to get to a facility to participate (1)
- An individual's disability may mean they are physically or mentally unable to participate (1)
- An individual's lack of confidence due to their disability may mean they do not have the confidence to participate in physical activity (1)
- Sports may not have been adapted so that they are accessible to an individual with a disability (1)

Accept any other suitable response.

Maximum 2 marks**1 2 . 2**Suggest **two** ways an individual's peers may **positively** affect their engagement in physical activity and sport.**[2 marks]****Marks for this question: AO1 = 2**Award **one** mark for each of the following points up to a maximum of **two** marks.

- If the individual's peers like participating in physical activity and sport they will encourage / motivate them to participate (1)
- An individual's peers may cheer or support them when they are participating which encourages them to continue (1)
- An opportunity to socialise with friends encourages them to participate (1)
- If the individual's peers are participating in a sport, then they may join in so that they do not feel left out (1)

Accept any other suitable response.

Maximum 2 marks

1 2 . 3 Suggest **two** reasons an individual's religion may affect their engagement in physical activity and sport.

[2 marks]

Marks for this question: AO1 = 2

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

- Some religions have dress codes which makes participation difficult in some activities (1)
- Some religions have fast days which means an individual may not have the energy to participate (1)
- Some religions do not encourage participation in physical activity on their sabbath day (1)
- Some religions do not approve of females taking part in physical activity or sport (1)

Accept any other suitable response.

Maximum 2 marks

1 3 . 1 Define an outcome goal.

Use a sporting example in your answer.

[2 marks]

Marks for this question: AO1 = 1, AO2 = 1

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

AO1

- Goals that focus on the end result (1)

AO2

- An athlete aiming to win a Gold Medal at the Olympics (1)
- A player aiming to win a match (1)

Accept any other suitable response.

Maximum 2 marks

1 3 . 2 Explain how knowledge of performance would help a beginner learning a new sport. **[3 marks]**

Marks for this question: AO2 = 3

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

- It would help a beginner as they do not know what a successful performance feels or looks like (1)
- It would help a beginner as it does not focus on the end result but the actual process of the performance (1)
- It would help a beginner as it helps identify strengths and areas for improvement (1)

Accept any other suitable response.

Maximum 3 marks

1 3 . 3 Alec has just started to play cricket.
Evaluate the merits of intrinsic and extrinsic motivation to help him develop his skills. **[3 marks]**

Marks for this question: AO3 = 3

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

- Intrinsic motivation is more likely to lead to continued effort as Alec is playing for pride / self-satisfaction rather than rewards (1)
- As Alec is a beginner then he may not be successful so focusing on intrinsic motivation may help to keep him participating whilst he learns all of the skills (1)
- If Alec is focused on extrinsic rewards, he may not develop a love for playing cricket but is only interested in success (1)
- To motivate Alec initially external motivation can be used to engage him in playing cricket as he may not have the intrinsic motivation to take part (1)

Accept any other suitable response.

Maximum 3 marks

1 4 . 1 Describe 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.

- Eating a diet that contains 55–60% carbohydrates (1)
- Eating a diet that contains 25–30% fat (1)
- Eating a diet that contains 15–20% protein (1)
- Eating a diet to provide vitamins and minerals (1)

Accept any other suitable description of a characteristic of a balanced diet.

NB Credit **one mark** where carbohydrates, fats and protein are stated with no values or **all** have incorrect values.

Maximum 3 marks

1 4 . 2 Explain **three** negative effects that obesity could have on performance in athletics.

[3 marks]

Marks for this question: AO2 = 3

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

- Limits stamina/cardiovascular endurance – so unable to keep up with other athletes OR tires quickly (in middle/long distance races) (1)
- Limits flexibility – so unable to clear hurdles/high jump bar effectively or stride length could become shorter (1)
- Limits speed – so unable to run as fast (in a race) (1)
- Limits power – so unable to jump as far (in the long jump) (1)

Accept any other suitable explanation of a negative effect that obesity could have on performance.

NB Explanation must be applied to athletics.

Maximum 3 marks

1 5

Discuss the positive and negative effects of the use of technology in sport on officials.

[5 marks]

Marks for this question: AO3 = 5

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

Positive (sub-max 4 marks)

- Provides the officials with additional help to come to the correct decision (1)
- Officials can now communicate clearly with each other to improve decision making (1)
- Can reinforce good and correct decisions which show officials in a positive light (1)
- Reduces pressure as technology can help confirm the correct decision (1)

Negative (sub-max 4 marks)

- Technology can never be perfect and decisions are still made that some feel are wrong (1)
- If an official is seen to get a number of decisions wrong it can cause performers or the media to doubt an official's ability (1)
- It has resulted in some officials not making decisions and relying on technology to keep their reputation intact (1)
- Due to the cost it is not available to all levels of sport so only officials at the highest level benefit from it (1)
- It has reduced the authority of the official as they know every key decision that they make may be overturned (1)
- Increases the pressure / scrutiny on the official to make the right decision (1)

Accept any other suitable discursive point of the positive and negative effects of the use of technology for officials in sport.

Maximum 5 marks

1 6

Discuss the reasons why hooliganism may occur at football matches.

[6 marks]**Marks for this question: AO1 = 1, AO2 = 2, AO3 = 3**

Level	Marks	Description
3	5–6	Knowledge of the different reasons why hooliganism may occur is accurate and generally well detailed. Application is mostly clear and effective. Discussion is thorough, reaching valid and well-reasoned conclusions. The answer is generally clear, coherent and focused, with appropriate use of terminology throughout.
2	3–4	Knowledge of the different reasons why hooliganism may occur is evident but is more detailed for some reasons than others. There is some appropriate and effective application, although not always presented with clarity. Any discussion is clear but reaches valid and well-reasoned conclusions for only some reasons. The answer lacks coherence in places, although terminology is used appropriately on occasions.
1	1–2	Knowledge of the different reasons why hooliganism may occur is limited. Application is either absent or inappropriate. Discussion is poorly focused or absent, with few or no reasoned conclusion for any reason. The answer as a whole lacks clarity and has inaccuracies. Terminology is either absent or inappropriately used.
0	0	No relevant content.

Possible content could include:**AO1 – Knowledge of the reasons why hooliganism may occur eg**

- Rivalries
- Hype
- Alcohol/drugs
- Gang culture
- Frustration
- Display of masculinity

AO2 – Application of the reasons why hooliganism may occur eg

- Rivalries – between local teams during derby matches could mean this passion spills over into violence.
- Hype – created by the media can antagonise and incite supporters to become involved in violence.
- Alcohol / drugs – are seen to lessen inhibitions and make people more open to becoming involved in violence that they normally wouldn't.
- Gang culture – where a gang aims to protect its local area from away fans with predetermined, organised violence against another group of fans.
- Frustration – which stems from their team's poor performance or from referees' decision can lead to fans becoming violent.

- Display of masculinity – as some fans try to prove themselves to others in the group by becoming involved in violence.

AO3 – Discussion of the reasons why hooliganism may occur eg

- Rivalries – locally do cause violence in some areas (eg Sunderland/Newcastle) but not everywhere so this cannot be seen as the only factor. Violence between teams that do not have previous rivalries has also occurred such as between Russian fans and England fans at Euro 2016.
- Hype – for big matches/tournaments can create hysteria which boils over into violence. However violence occurs at football matches at various levels many of which do not get any media coverage beforehand so hype on its own cannot be seen as the only factor.
- Alcohol/drugs – have been banned in grounds for many years and early kick offs were introduced to stop supporters drinking before games. However, violence has still occurred at these early kick offs despite alcohol not being readily available.
- Gang culture – still is a major factor which causes hooliganism in this country and around the world. Given the security now in place around grounds a lot of hooliganism takes place between rival groups in the surrounding streets and city centre as the home team defend their patch. The away supporters also try to gain respect by causing violence in these areas to raise the profile of their gang.
- Frustration – of supporters does cause anger to overflow into violence after teams have been relegated or have lost cup finals. However quite often police have actually put this down to excess alcohol consumption as supporters not at the games have watched in pubs and then spilled out onto city centres where trouble occurs.
- Display of masculinity – can also be seen to be a major factor particularly when large groups of supporters travel away / abroad to follow their team. However females are also involved in this anti-social behaviour and also occurs randomly with supporters who are part of no organised group.

Credit other suitable responses relevant to the question.

Maximum 6 marks

1 7**Table 1** contains data from a survey.

It shows the percentage of male and female adults (aged 16+) who have taken part in running or team sports at least twice in the month before completing the survey.

Table 1

	Running	Team Sports
Males	17.3%	12.7%
Females	14.1%	3.2%

Analyse the factors for the different participation levels between males and females shown in **Table 1**.

[9 marks]

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

Level	Mark	Descriptor
3	7–9	Knowledge of the factors that contribute to engagement patterns in different social groups is accurate and generally well detailed. Application of the factors on participation is mostly clear and effective. Analysis is thorough, reaching valid and well-reasoned conclusions of the factors that affect engagement and participation. The answer is generally clear, coherent and focused, with appropriate use of terminology throughout.
2	4–6	Knowledge of the factors that contribute to engagement patterns in different social groups is evident but more detailed for some aspects than others. There is some appropriate and effective application of the factors on participation although not always presented with clarity. Analysis is clear but reaches valid and well-reasoned conclusions of the effects on factors that affect engagement and participation of one aspect more than the others. The answer lacks coherence in places, although terminology is used appropriately on occasions.
1	1–3	Knowledge of the factors that contribute to engagement patterns in different social groups is limited. Application of the factors on participation 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 could include:

AO1 – Knowledge of factors affecting participation eg

- Attitudes
- Sexism/stereotyping
- Accessibility (to facilities/clubs/activities)
- Role models
- Media coverage/commercialisation
- Family commitments
- Available leisure time
- Socio-economic factors/disposable income
- Culture/religion/religious festivals
- Familiarity
- Education
- Motivation.

AO2 – Application of factors affecting participation to gender eg

- **Attitudes/Sexism/Stereotyping:** Stereotypes exist that certain sports are for men and others for women. Also stereotypical views around women not being competitive / sweaty.
- **Media coverage/commercialisation/role models:** Generally less media coverage of women's sport which results in less money available via commercialisation and fewer role models.
- **Family commitments/available leisure time:** Women stereotypically viewed as primary caregivers or given more domestic responsibilities which can result in them having less available leisure time.
- **Socio-economic factors/disposable income:** Stereotypical expectations of a woman's domestic responsibilities may limit women's ability to work / a gender pay gap still exists in some professions.
- **Culture/religion/religious festivals:** Some traditional/religious dress may make sports participation more of a challenge for women.
- **Education/Familiarity:** PE / School sports experiences can be different for males and females meaning they become familiar with different activities.
- **Accessibility:** There are far fewer female teams / competitions in many sports limiting opportunities for women.
- **Motivation:** Males and females may be motivated to take part in sport for different reasons. Women could have greater intrinsic motivation, taking part for personal satisfaction, while some men may prefer the extrinsic motivation that comes with praise and competitive rewards.

AO3 – Analysis of how factors affecting participation may result in the different participation levels between males and females in the activities shown in Table 1 eg

- **Attitudes / Sexism / Stereotyping:** Many team sports such as rugby and football are stereotypically viewed as male. Those which are viewed as being for women provide fewer opportunities.
- **Attitudes / Sexism / Stereotyping:** Running has fewer gender stereotypes associated with it.
- **Role models / media coverage / commercialisation:** While there have traditionally been more male role models from team sports, female athletes such as Paula Radcliffe / Kelly Holmes / Keely Hodgkinson are more often in the media and financially successful inspiring women to take part.
- **Family commitments / available leisure time:** As running can be done alone it can be fitted around other responsibilities / team sports require regular commitment to training and matches at set times which can be difficult for women with limited leisure time.
- **Socio-economic factors / disposable income:** Running can be cheap to participate in requiring only a pair of trainers, where many team sports such as cricket require expensive kit alongside club fees and transport costs.

- **Education / Familiarity:** Females may not have as many team sport experiences as males in school decreasing their familiarity and the likelihood they will participate when they leave.
- **Accessibility:** Running is accessible to all.
- **Motivation:** Running in the form of jogging can be non-competitive and social with only intrinsic rewards, whereas team sports by their nature involve competition and extrinsic motivation.

Accept any other appropriate factors for the different participation levels between males and females in the activities shown in **Table 1**.

Maximum 9 marks

Question	AO1	AO2	AO3
1	1		
2	1		
3	1		
4	1		
5		1	
6.1	1		
6.2	2		
7.1	1		
7.2	3		
7.3		3	
8.1	1		
8.2		1	2
8.3		4	
9.1	1		
9.2		2	
10.1	3		
10.2	2	2	
11.1	1	1	
11.2		1	2
12.1	2		
12.2	2		
12.3	2		
13.1	1	1	
13.2		3	
13.3			3
14.1	3		
14.2		3	
15			5
16	1	2	3
17	2	2	5
Total	32	26	20