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# A-LEVEL

# Physical Education

7582/1 - Paper 1 Factors affecting participation in physical activity and sport

Mark scheme

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7582

June 2018

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Version/Stage: 1.0 Final

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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 Assessment Writer.

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](http://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.

**Section A**

**Applied anatomy and physiology**

**0 1**

Which receptor is responsible for detecting a change in blood pressure?

**[1 mark]**

**Marks for this question: AO1 = 1**

**A**

**0 2**

Which method of estimating energy expenditure involves measuring the production of CO<sub>2</sub> and/or the consumption of O<sub>2</sub>?

**[1 mark]**

**Marks for this question: AO1 = 1**

**A**

**0 3 . 1**

Define the term A-VO<sub>2</sub> diff.

**[1 mark]**

**Marks for this question: AO1 = 1**

- Difference between oxygen content/partial pressure of oxygen in arterial and venous blood (1)
- How much O<sub>2</sub> is extracted and used by muscles (1)

Accept other appropriate definitions of the term A-VO<sub>2</sub> diff.

**Maximum 1 mark**

**0 3 . 2**

Explain the change in A-VO<sub>2</sub> diff during exercise. Use the data in **Table 1** in your answer.

**[3 marks]**

**Marks for this question: AO2 = 3**

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

- A-VO<sub>2</sub> diff increases from 5 to 15ml.
- Means more oxygen is needed / extracted by the muscles.
- Used / needed for energy / ATP production for endurance / stamina / aerobic exercise / delays fatigue.

Accept other appropriate explanations of the change in A-VO<sub>2</sub> diff during exercise. Answers must relate to **Table 1**.

**Maximum 3 marks**

**0 4 . 1** Identify the main agonist, and plane and axis of movement at the right shoulder as the tennis player in **Figure 1** moves from position **A** to position **B**.

**[3 marks]**

**Marks for this question: AO2 = 3**

Award **one** mark for each of the following points.

Agonist: Pectorals / anterior deltoid.

Plane: Transverse plane.

Axis: Longitudinal axis.

**Maximum 3 marks**

**0 4 . 2** State **three** characteristics of this muscle fibre type.

**[3 marks]**

**Marks for this question: AO1 = 3**

Accept first three answers only.

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

- Large motor neurone size
- Large muscle fibre diameter
- More sarcoplasmic reticulum development
- High PC stores
- High glycogen stores
- Low mitochondrial density
- Low myoglobin content
- Low capillary density
- High myosin ATPase/glycolytic enzyme activity
- High fatigability / low aerobic capacity / high anaerobic capacity
- High force production / speed of contraction
- White in colour

Accept other appropriate characteristics of fast twitch glycolytic muscle fibres (type IIx).

**Maximum 3 marks**

**0 5**

Analyse the factors which explain Chris Froome’s higher VO<sub>2</sub> max **and** the effects these factors have on his performance.

**[8 marks]**

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

Students are expected to answer in continuous prose, use good English, organise information clearly and use specialist vocabulary where appropriate.

Level	Marks	Description
4	7-8	Knowledge is consistently accurate and well detailed. Application of breadth or depth of knowledge is clearly evident. Analysis and/or evaluation is coherently and consistently made between different relevant factors and their impact. Relevant terminology is consistently used. The answer almost always demonstrates substantiated reasoning, clarity, structure and focus.
3	5-6	Knowledge is usually accurate and detailed. Application of breadth or depth of knowledge is often evident. Analysis and/or evaluation is often made between different relevant factors and their impact, and is usually coherent. Relevant terminology is often used. The answer usually demonstrates substantiated reasoning, clarity, structure and focus.
2	3-4	Knowledge is sometimes accurate with some detail. Application of breadth or depth of knowledge is sometimes evident. Analysis and/or evaluation is sometimes made between different relevant factors and their impact, but may lack coherence. Relevant terminology is sometimes used. The answer occasionally demonstrates substantiated reasoning, but may lack clarity, structure and focus.
1	1-2	Knowledge may be limited. Application of breadth or depth of knowledge may be limited or not evident. There may be little or no analysis and/or evaluation between different relevant factors and their impact. Relevant terminology is occasionally used. The answer may lack substantiated reasoning, clarity, structure and focus.
	0	No relevant content.

**Possible content may include:**

**AO1 – Knowledge of VO<sub>2</sub> max and factors affecting this**

eg VO<sub>2</sub> max is maximum volume of oxygen that can be utilised per minute/unit of time. It is directly proportional to an athlete's aerobic power. The higher your VO<sub>2</sub> max the greater your aerobic power.

Factors that affect VO<sub>2</sub> max include: Genetics, age, gender, physiology, training, lifestyle, body composition, drugs.

**AO2 – Application of the factors affecting VO<sub>2</sub> max to Chris Froome and comparison to average cyclist**

eg Chris Froome has a high VO<sub>2</sub> max due to the training he has undertaken. As a professional cyclist Froome will undergo high levels of continuous training spending hours on his bike at a time. This training will have affected his physiology, increasing his red blood cell count and the capillary density in his body.

Chris Froome's higher VO<sub>2</sub> max may be in part due to his age. As he is still relatively young/not old age will not be a limiting factor for his VO<sub>2</sub> max. If the average cyclist is older the impact of aging may have started to decrease their VO<sub>2</sub> max.

**AO3 – Analysis/evaluation of the impact of Chris Froome's increased VO<sub>2</sub> max on performance and the relevance of the factors**

eg having a high VO<sub>2</sub> max means that Chris Froome has an increased oxygen carrying capacity and can supply his working muscles with more oxygen, increasing his lactate threshold. This ability to work at higher intensities without OBLA occurring will mean he is able to maintain a higher average speed over the duration of a long stage compared to that of an athlete with a lower VO<sub>2</sub> max.

Although lifestyle factors such as smoking can have an influence on VO<sub>2</sub> max and cycling performance, the difference between Chris Froome and an average cyclist could be minimal due to the typical lifestyle of a cyclist.

VO<sub>2</sub> max can be largely influenced by genetic factors. Had Chris Froome not been born with good genetics for endurance sport it is unlikely he would have been able to achieve such a high VO<sub>2</sub> max from training and lifestyle choices alone.

Credit other relevant analysis of the factors affecting Chris Froome's high VO<sub>2</sub> max and how they will impact performance.

**Maximum 8 marks**

**0 6**

Proprioceptive Neuromuscular Facilitation (PNF) is a specialist training method used by a range of athletes.

Explain the role of proprioceptors in PNF **and** evaluate its effectiveness as a specialist training method.

Use sporting examples in your answer.

**[15 marks]**

**Marks for this question: AO1 = 4, AO2 = 5, AO3 = 6**

Students are expected to answer in continuous prose, use good English, organise information clearly and use specialist vocabulary where appropriate.

Level	Marks	Description
5	13-15	Knowledge is consistently comprehensive, accurate and well detailed. Application of breadth or depth of knowledge is clearly evident. Analysis and/or evaluation is coherently and consistently made between different relevant factors and their impact. Relevant terminology is almost always used. The answer demonstrates a high level of substantiated reasoning, clarity, structure and focus.
4	10-12	Knowledge is usually comprehensive, accurate and detailed. Application of breadth or depth of knowledge is often evident. Analysis and/or evaluation is often made between different relevant factors and their impact, and is usually coherent. Relevant terminology is usually used. The answer usually demonstrates substantiated reasoning, clarity, structure and focus.
3	7-9	Knowledge is generally accurate and sometimes detailed. Application of breadth or depth of knowledge is sometimes evident. Some analysis and/or evaluation is made between different relevant factors and their impact but may sometimes lack coherence. Relevant terminology is used but may sometimes be missing. The answer sometimes demonstrates substantiated reasoning, clarity, structure and focus.
2	4-6	Knowledge is sometimes accurate but may lack detail. Application of breadth or depth of knowledge is occasionally evident. Some analysis and/or evaluation is attempted between different relevant factors and their impact, but is likely to lack coherence. Relevant terminology is occasionally used. The answer occasionally demonstrates substantiated reasoning, but may lack clarity, structure and/or focus at times.
1	1-3	Knowledge is limited and may lack accuracy and detail. Application of breadth or depth of knowledge is likely to be limited or not evident. There may be very little or no analysis and/or evaluation made between different relevant factors and their impact. Relevant terminology used only very occasionally. The answer often lacks substantiated reasoning, clarity, structure and/or focus.
	0	No relevant content.



**Possible content may include:**

**AO1 – Knowledge of Proprioceptors and PNF**

eg PNF is an advanced stretching technique which aims to improve athletes flexibility. One method involves the passive stretch of the target muscle; followed by an isometric contraction; before repeating the passive stretch.

The proprioceptors involved in PNF are muscle spindles and Golgi tendon organs.

Muscle spindles detect how far and fast a muscle is being stretched, producing a stretch reflex if required. This is designed to prevent a muscle from over-stretching. The stretch reflex occurs during the passive stretching phase of PNF.

Golgi Tendon Organs on the other hand are activated by increased tension in a muscle and can override the stretch reflex. This is known as autogenic inhibition which occurs as a result of the isometric contraction in PNF.

**AO2 – Application of PNF to sporting examples**

eg PNF stretching can be used to improve performance in sports such as gymnastics and dance. In these sports a greater range of motion at a joint can allow the performance of more advanced routines. It also allows performers to produce more aesthetically pleasing shapes with their bodies.

In sports such as swimming and sprinting greater flexibility can allow a more efficient technique to be used which in turn can increase the speed of the performer/decrease the effort required to travel at the same speed.

In sports such as football and rugby PNF training can be used as an injury prevention method. If performers have a greater range of movement at their joints they are less likely to incur muscular injuries such as strains and tears.

**AO3 – Evaluation of PNF as a training method**

In sports such as dance and gymnastics, there are great benefits to be had from improved flexibility. Producing more aesthetically pleasing shapes will lead directly to higher scores and in turn a greater chance of success.

PNF stretching is a very specialised training method focusing on one component of fitness, flexibility. In a large number of sports other components of fitness may be deemed more important eg anaerobic power in swimming sprints.

Due to the passive nature of stretches and the overriding of the stretch reflex, risk of injury is increased if precautions such as a thorough warm-up and a knowledgeable partner are not adhered to.

PNF stretching reduces power and speed if performed immediately prior to activity. Therefore this is not an appropriate specialist training method during a warm up for sports requiring these components of fitness.

Credit other relevant evaluative points.

**Maximum 15 marks**

**Section B**

**Skill acquisition**

**0 7**

Baddeley and Hitch devised a model of the working memory.

Which subsystem in this model deals with auditory information from the senses to help produce a memory trace?

**[1 mark]**

**Marks for this question: AO1 = 1**

**B**

**0 8**

Which types of feedback would be most appropriate for a performer in the cognitive stage of learning?

**[1 mark]**

**Marks for this question: AO2 = 1**

**D**

**0 9**

Performers need to learn skills in order to take part in physical activity. Skilled movements are learned, economic and consistently successful.

State **three** other characteristics of skill.

**[3 marks]**

**Marks for this question: AO1 = 3**

Mark first 3 answers only. Award **one** mark for each of the following.

- Coordinated / controlled (1)
- Fluency / flowing / smooth (1)
- Adaptable (1)
- Aesthetically pleasing (1)
- Goal orientated behaviour / predetermined results (1)
- Precise / accurate / correct technique (1)

Accept other appropriate characteristics of skilled performance.

**Maximum 3 marks**

**1 0**

Vygotsky's Social Development Theory is a constructivist theory. Learning is built up in stages based on the current level of performance.

Outline the **three** stages of development in this theory.

Give a sporting example for each stage.

**[3 marks]**

**Marks for this question: AO2 = 3**

Award **one** mark for each of the following.

Students must identify the stages in the correct order.

- What can I do (alone) e.g. I can hold a golf club and stand correctly (1)
- What can I do with help e.g. I can swing the club and make contact with the ball with help from my coach. (1)
- What can I not yet do e.g. I cannot yet hit the golf ball with any accuracy towards a target (1)

Accept other appropriate sporting examples of the three stages of development.

**Maximum 3 marks**

**1 1**

'Verbal guidance is a suitable way of introducing a new skill to a cognitive learner.'

Discuss this statement.

**[4 marks]**

**Marks for this question: AO3 = 4**

Award **one** mark for each of the following

**Advantages (sub max 3 marks)**

- Can be used in conjunction with visual guidance to give cognitive learner more information / highlight specific cues (1)
- Helps to build correct mental image which a cognitive learner can refer back to (1)
- Positive feedback/verbal guidance can be used to maintain motivation as the performer is in the cognitive stage of learning (1)

**Disadvantages (sub max 3 marks)**

- Too much information/information overload may cause confusion/place too much demand on the memory of a cognitive learner (1)
- Verbal guidance during performance can cause the performer to lose concentration especially in the cognitive stage (1)
- Technical terms may not be understood by a cognitive performer (1)
- Incorrect verbal guidance may decrease the performance which could develop bad habits in a cognitive learner/unaware of correct technique (1)
- Some performers may struggle to create a mental image from verbal guidance alone / visual guidance may be more effective (1)

All points must be applied to a cognitive learner to gain credit.

Accept other appropriate discussions of the suitability of using verbal guidance when introducing a new skill to a cognitive learner.

**Maximum 4 marks**

**1 2**

Goalkeepers in hockey need to respond quickly to the actions of the attacking players.

Analyse the factors which will affect the goalkeeper's response time **and** the strategies a coach can use to improve performance.

**[8 marks]**

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

Students are expected to answer in continuous prose, use good English, organise information clearly and use specialist vocabulary where appropriate.

Level	Marks	Description
4	7-8	Knowledge is consistently accurate and well detailed. Application of breadth or depth of knowledge is clearly evident. Analysis and/or evaluation is coherently and consistently made between different relevant factors and their impact. Relevant terminology is consistently used. The answer almost always demonstrates substantiated reasoning, clarity, structure and focus.
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2	3-4	Knowledge is sometimes accurate with some detail. Application of breadth or depth of knowledge is sometimes evident. Analysis and/or evaluation is sometimes made between different relevant factors and their impact, but may lack coherence. Relevant terminology is sometimes used. The answer occasionally demonstrates substantiated reasoning, but may lack clarity, structure and focus.
1	1-2	Knowledge may be limited. Application of breadth or depth of knowledge may be limited or not evident. There may be little or no analysis and/or evaluation between different relevant factors and their impact. Relevant terminology is occasionally used. The answer may lack substantiated reasoning, clarity, structure and focus.
	0	No relevant content.

**Possible content may include:**

**AO1 – Knowledge of response time, factors and strategies in isolation**

eg Response time is the time from the onset of the stimulus to the completion of the task and can be calculated by adding the reaction time to the movement time. Reaction time is the time taken from the onset of a stimulus to the onset of an action whereas movement time is the time taken to complete the task/from the start to the end of the action.

Factors affecting response time may include: Number of choices (Hicks law); single channel hypothesis; psychological refractory period; anticipation; selective attention.

Strategies to improve response time may include: Training with specific stimuli from performance; making stimuli more intense to improve concentration/develop selective attention; improving fitness to decrease movement time; using anticipation.

**AO2 – Application of factors and / or strategies affecting response time for the goalkeeper**

eg Reaction time for a goalkeeper is choice reaction time. The attacker may provide a range of stimuli and the goalkeeper has a number of possible responses. Hick's law states that reaction time increases as the number of choices increases therefore reaction time will be slower in this situation compared to a situation which only requires simple reaction time.

A coach could improve the fitness of a goalkeeper to improve response time. By using interval and/or plyometric training the player's speed will increase thus decreasing the movement time.

**AO3 – Analysis of strategies which could be used to improve response time**

eg A coach could improve the fitness of a goalkeeper to improve response time. By using interval and/or plyometric training the player's speed will increase thus decreasing the movement time. This will allow the goalkeeper to make saves from faster/closer shots more easily.

By making the ball brighter during training sessions the coach can develop the goalkeeper's concentration and selective attention. This will mean that in a game they may be able to focus on the relevant stimuli like the ball, blocking out irrelevant stimuli like the crowd, in order to make saves at important times.

Credit other relevant analysis of the factors which will impact on a goalkeeper's response time and strategies a coach could use to improve it.

**Maximum 8 marks**

**1 3**

Skill classification can be used to place skills onto a range of continua including:

- Simple – Complex
- Discrete – Serial – Continuous
- Self paced – Externally paced
- High Organisation – Low Organisation

‘Progressive part practice is suitable for developing a tumbling routine in gymnastics’.

Evaluate this statement, using your knowledge of the continua listed above.

**[15 marks]**

**Marks for this question: AO1 = 4, AO2 = 5, AO3 = 6**

Students are expected to answer in continuous prose, use good English, organise information clearly and use specialist vocabulary where appropriate.

Level	Marks	Description
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2	4-6	Knowledge is sometimes accurate but may lack detail. Application of breadth or depth of knowledge is occasionally evident. Some analysis and/or evaluation is attempted between different relevant factors and their impact, but is likely to lack coherence. Relevant terminology is occasionally used. The answer occasionally demonstrates substantiated reasoning, but may lack clarity, structure and/or focus at times.
1	1-3	Knowledge is limited and may lack accuracy and detail. Application of breadth or depth of knowledge is likely to be limited or not evident. There may be very little or no analysis and/or evaluation made between different relevant factors and their impact. Relevant terminology used only very occasionally. The answer often lacks substantiated reasoning, clarity, structure and/or focus.
	0	No relevant content.

**Possible content may include:**

**AO1 – Knowledge of skill classification and progressive part practice**

A simple skill requires few decisions and limited information processing whereas complex skills require greater decision making and more information processing/performance of a number of sub routines.

Discrete skills have a clear beginning and end, continuous skills have no clear beginning and end and serial skills are made up of a number of discrete skills.

A Self-paced is one in which the performer decides when the movement will take place whereas with an externally paced skills, other factors determine when movement begins.

Low organisation skills are relatively easy to break into sub routines whereas high organisation skills are harder.

Progressive part practice involves practising the first part of the skill then adding parts gradually. From example learning part A; then part B; then practising A and B together before adding part C. It is sometimes known as chaining.

**AO2 – Application of skill classification to a gymnastics tumbling routine**

eg In this case a gymnastics routine is a simple skill as the routine is pre-set and there are few decisions to be made whilst performing/complex as the performer is required to link a high number of sub routines.

A tumbling routine in gymnastics can be discrete because it has a clear beginning and end / serial due to it being a series of discrete skills.

A tumbling routine in gymnastics is self-paced as they usually decide when to begin the routine and how fast to move / externally paced is due to the gymnast having to start tumbling in time with the music.

A tumbling routine is a low organisation skill as it is relatively easy to break into sub routines.

A gymnast can use progressive part practice to learn a tumbling routine in stages e.g. they could learn a somersault before learning a forward roll and then combine the two together.

**AO3 – Analysis/evaluation of the suitability of progressive part practice**

eg Progressive part practice is good to use with skills such as tumbling as due to its low organisation, this method of practice allows the performer to break the routine down and master each individual move before moving on to the next. This can result in an increase in motivation and also reduces the risks involved when learning complex routines.

However, a gymnast may get stuck with one particular move within the routine that may slow progress using progressive part practice. Therefore a more suitable method may be to use whole part whole. This will allow the performer to develop a kinaesthetic feel for the routine whilst still improving the specific weakness.

Progressive part practice can, however, be time consuming and if the performer already knows the routine and is preparing for competition whole practice may be more effective.

Credit other relevant discussion about whether progressive part practice would be suitable for the development of a gymnastics tumbling routine.

**Section C**

**Sport and society**

**1 4**

Which of these is a characteristic of the popular recreation available to the lower class in pre-industrial Britain?

**[1 mark]**

**Marks for this question: AO1 = 1**

**A**

**1 5**

Ethnic minorities may be pushed into certain sports, based on assumptions about them.

What is this an example of?

**[1 mark]**

**Marks for this question: AO1 = 1**

**A**

**1 6**

State **two** social benefits to an individual of increasing their participation in physical activity and/or sport.

**[2 marks]**

**Marks for this question: AO1 = 2**

Accept first two answers only. Award **one** mark for each of the following

- Happier/more positive outlook on life makes you more approachable to others (1)
- Improved confidence/self-esteem in the company of others (1)
- Improved communication skills/ability to work with others (1)
- Meet new people/form friendships with people with similar interests (1)

Answers must be specifically linked to social benefits.

Accept other appropriate social benefits of increased participation in physical activity and/or sport to an individual.

**Maximum 2 marks**



**1 7**

Explain **two** benefits of sponsorship to the companies investing large amounts of money into sport.

**[4 marks]**

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

Award a maximum of **two** AO1 marks and **two** AO2 marks.

- Increase in publicity / media coverage (1) resulting in an increased sales/profit (1)
- Linking the company to an elite athlete (1) adds value to a brand/creates an association with excellence/creates an association with a healthy image (1)
- Decreases tax paid by the company (1) due to tax relief afforded on money donated as sponsorship (1)
- Being linked to a successful sport/performer (1) can improve the morale of the company's staff (1)
- The company is provided with tickets etc (1) which allows them to build relationships with customers and clients (1)

Answer must include a benefit (AO1) and an explanation of the impact on the company (AO2) to be awarded 2 marks.

Accept other appropriate explanations of the benefits of sponsorship to the companies investing large amounts of money into sport.

**Maximum 4 marks**

**1 8**

Rational recreation saw the development of early professionalism during the industrial and post-industrial era (1780–1900).

Explain the differences between the gentleman amateur and working-class professional **and** the impact these had on their participation during this time.

**[4 marks]**

**Marks for this question: AO3 = 4**

Award **one** mark for each of the following

- (Wealth) Gentlemen amateur had more money therefore had access to a wider range of activities to participate in / working class professional has less money so could access fewer activities to participate in (1)
- (Time) Gentleman amateur had more free time so had the opportunity to participate in more activity / working class professional had less free time due to long working hours so had less opportunity to participate in activity (1)
- (Commitment) Gentleman amateurs had less desire to improve performance therefore had no desire to participate in training / working class professional were more committed to perform as well as possible so participated in training (1)
- (Morality) Gentleman amateur had higher morality therefore participation had an emphasis on taking part and fair play / working class professionals had lower morality therefore participation was based on a win at all costs approach (1)

Answers must show evidence of comparison and impact on participation to be credited.

Accept other appropriate discussion of the differences between the 'gentleman amateur' and 'working-class professional'.

**Maximum 4 marks**

**1 9**

Lauren is a 22-year-old member of a local athletics club and has regularly competed in middle distance races since an early age.

Evaluate the impact that socialisation could have had on Lauren’s choices and her current involvement.

**[8 marks]**

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

Students are expected to answer in continuous prose, use good English, organise information clearly and use specialist vocabulary where appropriate.

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	0	No relevant content.

**Possible content may include:**

**AO1 – Knowledge of socialisation**

eg Socialisation is a lifelong process where members of a society learn its norms, values, ideas, practices and roles in order to take their place in that society.

Socialisation has two phases. Primary socialisation occurs during early years of childhood usually within the immediate family. Secondary socialisation, however, occurs during later years (teenager to adult) when family are less involved and other agencies/people/groups have more influence.

Gender socialisation is the act of learning to conform to gender roles through socialisation.

Social control refers to the way in which people's thoughts, feeling, appearance and behaviour are regulated in social systems including social norms.

**AO2 – Application of socialisation to Lauren as a female athlete**

eg During primary socialisation how active Lauren's parents and siblings were will have directly influenced her views on sport and physical activity. She will have also been influenced by the sports they played/watched/enjoyed.

During secondary socialisation her peer group and school will have had a greater influence on Lauren's choices.

**AO3 – Analysis/evaluation of how socialisation will have impacted her choices**

eg In the primary socialisation stage it is likely that Lauren developed an interest in athletics from her immediate family who will also have been required to support her in her participation. Had her family not had an interest in athletics it is unlikely she would have been involved from a young age.

During secondary socialisation Lauren may have been further encouraged to take part in athletics by her friends and teachers at school. Had her friends/peer group not been supportive this may have resulted in Lauren giving up athletics or her involvement in sport be reduced.

Gender socialisation may have dictated the events within athletics that Lauren was drawn to avoiding the strength/power events typically associated with men.

Credit other relevant evaluation of the impact that socialisation will have had on Lauren's choices and development as an athlete.

**Maximum 8 marks**

**2 0**

Explain the barriers that disabled athletes face **and** evaluate the effectiveness of the strategies used to overcome these barriers.

Use the data in **Table 2** to support your answer.

**[15 marks]**

**Marks for this question: AO1 = 4, AO2 = 5, AO3 = 6**

Students are expected to answer in continuous prose, use good English, organise information clearly and use specialist vocabulary where appropriate.

Level	Marks	Description
5	13-15	Knowledge is consistently comprehensive, accurate and well detailed. Application of breadth or depth of knowledge is clearly evident. Analysis and/or evaluation is coherently and consistently made between different relevant factors and their impact. Relevant terminology is almost always used. The answer demonstrates a high level of substantiated reasoning, clarity, structure and focus.
4	10-12	Knowledge is usually comprehensive, accurate and detailed. Application of breadth or depth of knowledge is often evident. Analysis and/or evaluation is often made between different relevant factors and their impact, and is usually coherent. Relevant terminology is usually used. The answer usually demonstrates substantiated reasoning, clarity, structure and focus.
3	7-9	Knowledge is generally accurate and sometimes detailed. Application of breadth or depth of knowledge is sometimes evident. Some analysis and/or evaluation is made between different relevant factors and their impact but may sometimes lack coherence. Relevant terminology is used but may sometimes be missing. The answer sometimes demonstrates substantiated reasoning, clarity, structure and focus.
2	4-6	Knowledge is sometimes accurate but may lack detail. Application of breadth or depth of knowledge is occasionally evident. Some analysis and/or evaluation is attempted between different relevant factors and their impact, but is likely to lack coherence. Relevant terminology is occasionally used. The answer occasionally demonstrates substantiated reasoning, but may lack clarity, structure and/or focus at times.
1	1-3	Knowledge is limited and may lack accuracy and detail. Application of breadth or depth of knowledge is likely to be limited or not evident. There may be very little or no analysis and/or evaluation made between different relevant factors and their impact. Relevant terminology used only very occasionally. The answer often lacks substantiated reasoning, clarity, structure and/or focus.
	0	No relevant content.

**Possible content may include:**

**AO1 – Knowledge of barriers and strategies for disabled athletes in isolation**

Barriers to participation include; lack of facilities, funding, specialist coaches, specialist equipment, location, role models.

Strategies to overcome barriers to performance include; increased media coverage, more role models, more funding.

**AO2 – Application of barriers and strategies to participation for disabled athletes and performers in Table 2**

eg Disabled participation may be lower due to low levels of media coverage. As there is a limited amount of disability sport on TV and in the news disabled athletes may not be aware of the opportunities that exist for them or how to access the opportunities they do know about.

Increased media coverage is a strategy that can potentially help to overcome barrier to participation by increasing the number of role models.

Participation rates for both groups, but especially for disabled athletes, are lower in 2015/16 than they were in 2012/13. This suggests a decline in participation following the London Olympics.

**AO3 – Evaluation of effectiveness of strategies to overcome these barriers to participation**

eg Increasing the media coverage of disabled sport would educate people on the capabilities of disabled performers, helping to overcome the myths and stereotypes that currently exist. However TV stations rely on viewing number to gain income from sponsors and it is believed that disability sport would have a limited audience. Therefore it is unlikely this will happen. Also the figures from Table 2 also imply that this strategy of increasing media coverage is ineffective.

Improving facilities and transport for disabled people would help them to access the range of activities which are available to them. However this would involve increased spending and investment, and sponsorship of disability sport is hard to come by due to its limited exposure and low participation rates.

Credit other relevant analysis of the impact of prejudice, discrimination and stereotyping on disabled participation in sport explaining the barriers they must overcome and suggesting possible solutions to overcome these barriers.

**Maximum 15 marks**