
GCSE PHYSICAL EDUCATION PAPER 2

SOCIO-CULTURAL INFLUENCES AND WELL-BEING IN PHYSICAL
ACTIVITY AND SPORT

Mark scheme

Draft Specimen Material

v0.1

Draft

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

Draft

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.

01 Which **one** of these is an example of intrinsic motivation when learning to swim? **[1 mark]**

Marks for this question: AO2 = 1

A

02 Which **one** of these activities is most suited to an introvert? **[1 mark]**

Marks for this question: AO2 = 1

D

03 Which **one** of these is an effect of blood doping? **[1 mark]**

Marks for this question: AO1 = 1

C

04 Which **one** of these somatotypes is most suited to high jumping? **[1 mark]**

Marks for this question: AO2 = 1

C

05 How many calories should an average adult female consume per day? **[1 mark]**

Marks for this question: AO1 = 1

B

06 Which **one** of these is the 'S' in SMART targets of goal setting? **[1 mark]**

Marks for this question: AO1 = 1

D

07 Identify **two** consequences of a sedentary lifestyle.

[2 marks]

Marks for this question: AO1 = 2

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

- Weight gain / obesity (1)
- Heart disease (1)
- Diabetes (1)
- Poor self-esteem (1)

Accept any other suitable consequence of a sedentary lifestyle.

Maximum 2 marks

08.1 Define gamesmanship.

[1 mark]

Marks for this question: AO1 = 1

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

- Attempting to gain an advantage by stretching the rules to the limit (1)

Accept any other suitable definition of gamesmanship.

Maximum 1 mark

08.2 Describe **two** examples of gamesmanship.

[2 marks]

Marks for this question: AO2 = 2

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

- Tennis – Grunting to put an opponent off a shot (1)
- Football – Pretending to be injured so that the ball is kicked out of play, thus stopping the momentum of the opposition (1)
- Basketball – Calling a timeout to put off an opposition player before they take a free-throw / icing the shooter (1)
- Cricket – Coming out to bat with two right handed gloves and then wasting time to sort out the problem (1)

Accept any other suitable example of gamesmanship. Examples must be related to specific sports.

Maximum 2 marks

09.1 Define arousal.

[1 mark]

Marks for this question: AO1 = 1

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

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

Maximum 1 mark

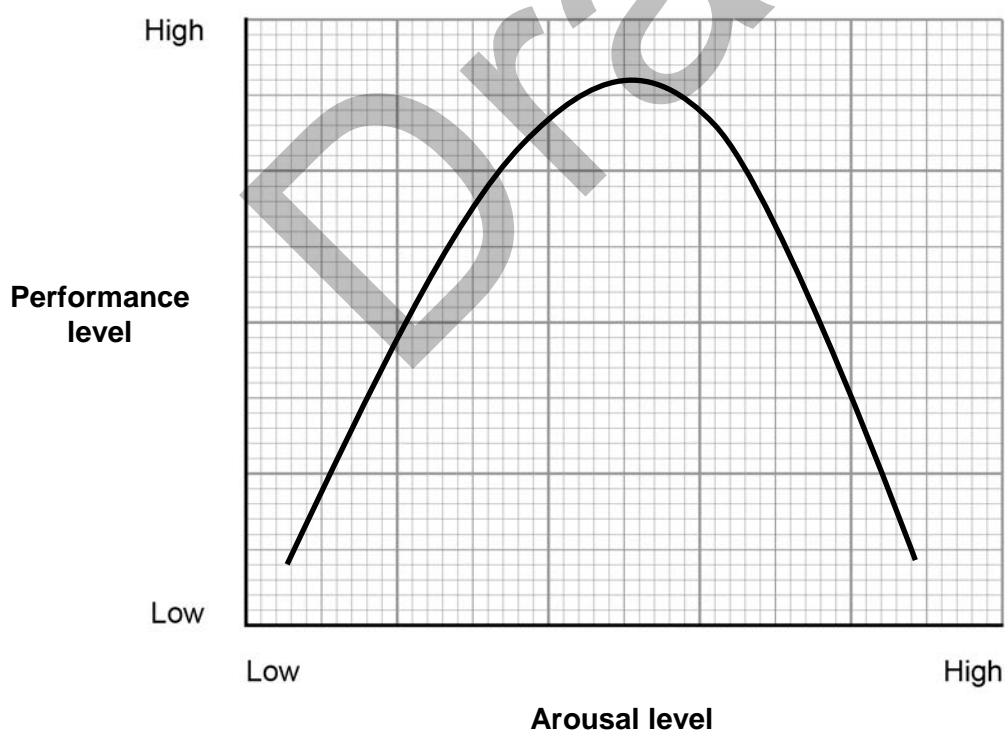
09.2 Complete **Figure 1** by sketching a graph to show the shape of the inverted-U theory in relation to arousal (low to high) and performance (low to high).

[1 mark]

Marks for this question: AO1 = 1

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

- Correct drawing of the inverted-U (1)



Maximum 1 mark

09.3 Describe the relationship between arousal and performance as shown in the inverted-U theory.

[2 marks]

Marks for this question: AO1 = 2

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

- As arousal level increases, so does the level of performance (1)
- An optimum point at around moderate arousal level (1)
- Once past this optimum point, performance decreases as they have become over aroused and become too anxious (1)

Maximum 2 marks

09.4 Explain how a performer may use stress management techniques to control arousal in order to optimise performance.

[4 marks]

Marks for this question: AO2 = 4

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

- Deep breathing – where performer focuses on breathing (1)
- To reduce heart rate / to reduce nervous feeling (1)
- Mental rehearsal / visualisation / imagery – to have a feeling / mental image (1)
- How to cope / perform in a given situation, eg feeling of how to play a shot (1)
- Positive self-talk – giving yourself instructions (1)
- To remain focused on the task / to motivate / to reassure (1)

Accept any other suitable explanation of how a performer may use stress management techniques to control arousal in order to optimise performance. Answers must directly relate stress management techniques used to control arousal to optimising performance.

Maximum 4 marks

10.1 Explain the difference between direct aggression and indirect aggression 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.

- Direct aggression is aimed directly at other players / physical contact with others (1)
- Indirect aggression is aimed at an object to gain an advantage (1)

Maximum 2 marks

10.2 Describe how direct aggression may be used to improve performance.

Use an example in your answer.

[2 marks]

Marks for this question: AO2 = 2

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

- Tackle in rugby (1)
- To stop the player from running with the ball (1)
- Tackle in football (1)
- To win the ball off the opposition (1)

Accept any other suitable example of how direct aggression may be used to improve performance. Answers must directly relate direct aggression to improvement in performance.

Maximum 2 marks

10.3 Describe how indirect aggression may be used to improve performance.

Use an example in your answer.

[2 marks]

Marks for this question: AO2 = 2

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

- Bowler in cricket bowling a fast bouncer (1)
- To intimidate batsman (1)
- Smashing a shuttlecock hard (1)
- To get it to the floor quicker / win the point (1)

Accept any other suitable example of how indirect aggression may be used to improve performance. Answers must directly relate indirect aggression to improvement in performance.

Maximum 2 marks

11.1 What is 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 the right amount (for energy expended) / the right amount of calories / eating according to how much you exercise (1)
- Eating different food types to provide suitable nutrients, vitamins and minerals (1)
- 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)

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

Maximum 3 marks

11.2 Define obesity.

[2 marks]

Marks for this question: AO1 = 2

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

- Severely overweight / abnormally fat (1)
- Caused by a large amount of calories consumed compared to energy expenditure (1)
- BMI of 30 and over (1)
- When a person is 20% over the standard weight for their height (1)

Maximum 2 marks

11.3 Explain how obesity can affect performance in physical activity and sport.

Use examples in your answer.

[4 marks]

Marks for this question: AO3 = 4

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

- Slows the performer down, eg so unable to run away from a defender in hockey (1)
- Affects ability to perform specific roles / positions / tactics, eg more likely to be chosen in the forwards rather than in the backs in rugby union (1)
- Reduces the performer's flexibility, eg so unable to stretch to receive a pass in football (1)
- Reduces stamina / cardio-vascular endurance / aerobic capacity of a performer, eg so unable to last a full game (1)
- Reduces speed and power, eg so unable to perform an effective vault in gymnastics (1)

Accept any other suitable explanation of how obesity can affect performance in physical activity and sport. Answers must refer to a reduction in fitness.

Maximum 4 marks

12.1 Explain how the gender of an individual may affect his/her level of participation in physical activity and sport.

Use examples in your answer.

[3 marks]

Marks for this question: AO3 = 3

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

- Sexism / stereotyping / negative attitudes – perception of determined roles, eg women are care givers, women not as strong, eg women shouldn't play rugby (1)
- Role models – there are fewer female elite sport role models compared to men (1)
- Access to facilities and clubs – fewer clubs available to females across a range of sports (1)
- Media coverage – female elite sport performers receive less media coverage than men / coverage of elite female performers likely to include details that are not relevant, eg about attractiveness (1)
- Culture / religion – some religious beliefs prevent participation, eg unable to bare flesh (1)

Accept any other suitable explanation of how the gender of an individual may affect his/her level of participation in physical activity and sport. Answers must directly relate gender to participation.

Maximum 3 marks

12.2 Explain how family influences may affect an individual's level of participation in physical activity and sport.

Use examples in your answer.

[3 marks]

Marks for this question: AO3 = 3

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

- Attitudes – family attitude (positive or negative) towards physical activity / sport (1)
- Familiarity – upbringing may mean that some people aren't as familiar with physical activity / sport (1)
- Education – some people may not have been educated as to the importance of physical activity / exercise (1)
- Socio economic factors – poorer families cannot afford to pay for physical activity / sport (1)
- Culture / religion / religious festivals – family beliefs towards physical activity / sports (1)
- Accessibility – how close family home is to facilities (1)

Accept any other suitable explanation of family influences may affect an individual's level of participation in physical activity and sport. Answers must directly relate family influence to participation.

Maximum 3 marks

13.1 Many performance enhancing drugs (PEDs) are not allowed in sport. However, some performers still take them because of the positive effect that they have on their bodies. Taking PEDs can also cause negative side effects.

Complete **Table 2** to identify **one** positive effect on the performer's body **and one** possible negative side effect on the performer's body for each PED.

Narcotic analgesics have been given as an example.

[4 marks]

Marks for this question: AO1 = 4

Award up to **one** mark for **each** positive effect on the performer's body and up to **one** mark for **each** possible negative side effect on the performer for each PED, up to a maximum of four marks.

Performance enhancing drug	One positive effect on the performer's body	One possible negative side effect on the performer's body
Narcotic analgesics	Masks the pain caused by injury	Addiction
Anabolic agents	One mark for one of the following: <ul style="list-style-type: none"> • Increase muscle size / strength of muscle (1) • Faster recovery from exercise (1) <p style="text-align: right;">Maximum 1 mark</p>	One mark for one of the following: <ul style="list-style-type: none"> • Heart disease (1) • High blood pressure (1) • Weakened ligaments / tendons (1) • Infertility (1) • Aggressive behaviour(1) • Growth of facial hair / deepening of the voice in females (1) <p style="text-align: right;">Maximum 1 mark</p>
Diuretics	One mark for one of the following: <ul style="list-style-type: none"> • Increase the amount of water excreted in urine (1) • Lose weight quickly (1) <p style="text-align: right;">Maximum 1 mark</p>	One mark for one of the following: <ul style="list-style-type: none"> • Sodium / potassium salts excreted as well (1) • Muscle weakness (1) • Heart damage (1) <p style="text-align: right;">Maximum 1 mark</p>

Maximum 4 marks

13.2 Performers face lengthy bans from competing if they are caught taking a performance enhancing drug.

Identify **two** possible non-physiological reasons why a performer may risk taking a performance enhancing drug.

[2 marks]

Marks for this question: AO1 = 2

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

- Increased chances of success (1)
- Fame (1)
- Wealth (1)
- Level playing field (1)

Accept any other suitable reason why a performer may risk taking a performance enhancing drug. Answers must refer to non-physiological reasons.

Maximum 2 marks

13.3 Using a sporting activity of your choice, suggest why performers may use beta blockers.

[2 marks]

Marks for this question: AO2 = 2

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

- To reduce heart rate / muscle tension / blood pressure – eg more relaxed on the tee in golf (1)
- To reduce the effects of adrenaline – eg greater control over shot distances in golf (1)
- To improve fine control/preciseness – eg will assist putting/chipping in golf (1)

Accept any other suitable suggestions of why a performer may use beta blockers. The suggestion must be linked to a suitable sporting activity.

Maximum 2 marks

14.1 Correct etiquette is expected in sporting activities.

Define etiquette.

[1 mark]

Marks for this question: AO1 = 1

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

- A convention or unwritten rule in an activity (1)
- It is not an enforceable rule but is usually observed (1)

Maximum 1 mark

14.2 Describe **two** examples of correct sporting etiquette.

[2 marks]

Marks for this question: AO2 = 2

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

- Football – if a player is injured the opposition kick the ball out of play to stop the game (1)
- Football – after a ball is kicked out to stop play the ball is given back to the other team (1)
- Cricket – batters are clapped out on to the pitch as they come out to bat (1)
- Shaking hands after a match with the officials / opponents (1)

Accept any other suitable example of correct sporting etiquette.

Maximum 2 marks

15.1 State **three** types of sponsorship an individual 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.

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

Accept any other suitable type of sponsorship an individual may receive.

Maximum 3 marks

15.2 Describe how **two** types of sponsorship may improve an individual's performance.

[4 marks]

Marks for this question: AO2 = 4

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

- Clothing / footwear – higher quality running shoes (1)
- Enables performer to run greater distances / comfort / grip (1)
- Equipment – higher quality balls (1)
- Enables advanced skills to be developed (1)
- Facilities – could be provided free of charge (1)
- So can train more effectively / often (1)

Accept any other suitable description of how a type of sponsorship may improve an individual's performance. Answers must directly relate sponsorship to improvement in performance.

Maximum 4 marks

16.1 State **three** benefits of taking part in physical activity and sport to an individual's physical health and well-being.

[3 marks]

Marks for this question: AO1 = 3

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

- Improves heart function (1)
- Improves efficiency of the body systems (1)
- Reduces in the risk of some illness (1)
- Able to do everyday tasks (1)
- Avoid obesity (1)

Accept any other suitable benefit of taking part in physical activity to an individual's physical health and well-being.

Maximum 3 marks

16.2 Using examples, explain how dehydration can affect performance in physical activity and sport.

[3 marks]

Marks for this question: AO3 = 3

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

- Increase in heart rate so the heart has to work harder – cannot increase intensity as dehydrated, eg in football towards the end of a game cannot continue to make runs/ sprint (1)
- Reduction in blood flow to working muscles / thicker (viscous blood) which means less oxygen to the muscles and it is harder to remove waste products – slows recovery so harder to continue in an endurance event / performance dips the next day, eg in cycling / heptathlon (1)
- Increase in body temperature so body could overheat – become faint / pass out and cannot carry on (1)
- Slows reaction time / increased reaction time – slower to react to a stimulus, eg a start gun in athletics
- Slows decision making – slower to react to a stimulus, eg late making a tackle in football, drawing a foul (1)
- Muscle fatigue which could cause cramps – cannot carry on, eg substituted in football (1)

Accept any other suitable examples that explain how dehydrated can affect performance in physical activity and sport. Answers must directly relate dehydration to performance.

Maximum 3 marks

17 Classify the skill of marathon running using the following classifications:

- self-paced or externally-paced
- gross or fine.

Explain your choices.

[2 marks]

Marks for this question: AO2 = 2

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

- Self-paced – the speed / pace / rate of the movement is controlled by you / when running a long distance race, you decide how fast to run (1)
- Gross – involves big movements of the body / involves the use of large muscle groups / movements when running do not tend not to rely on accuracy and precision (1)

Accept externally paced if the marathon runner is responding to a pace maker / other athletes.

Maximum 2 marks

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18 Using the stages of the information processing model, explain how a batsman performs a shot in a cricket match.

[6 marks]

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

Level	Marks	Description
3	5-6	Knowledge of the information processing model is accurate and generally well detailed. Application to a batsman performing a shot in cricket is mostly clear and effective. Explanation is apparent and effective. The answer is generally coherent with appropriate use of terminology.
2	3-4	Knowledge of the information processing model is accurate but lacking in detail. There is some effective application to a batsman performing a shot in cricket. Any explanation is only partly effective. The answer lacks clarity in places. Terminology is used appropriately on occasions.
1	1-2	Knowledge of the information processing model is limited. Application to a batsman performing a shot in cricket is either absent or inappropriate. Explanation is limited, poorly focused or absent. The answer as a whole lacks clarity and has inaccuracies. Terminology is either absent or inappropriately used.
	0	No relevant content.

Possible content may include:

AO1 – Knowledge of the information processing model, eg

- The stages are input, decision making, output, and feedback

AO2 – Application to cricket, eg

- Input – ball being bowled
- Decision making – experience of the bowler
- Output – which shot to play
- Feedback – did you play a good shot / hit the ball?

AO3 – Analysis/evaluation of the information processing model being used by the batsman to play a shot, eg

- (Input) Information from the display – how is the bowler holding the ball/running up / how is the field set up / where is the ball after it has left hand
- (Input) Selective attention – blocking out everything other than key focus points above
- (Decision making) Selection of appropriate response from memory – how have you dealt with this bowler before / have you seen this ball before
- (Output) Information sent to muscles to carry out the response – choice of shot / movement of feet / movement of bat
- (Feedback) Received via self (intrinsic/kinaesthetic) and / or others (extrinsic) – did you hit ball / how did it feel / where did it go / did you misread ball

Credit other suitable responses relevant to the question.

19 Hooliganism sometimes occurs at football matches.

Discuss the effectiveness of the strategies that can be used to combat hooliganism at football matches.

[6 marks]

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

Level	Marks	Description
3	5-6	Knowledge of the strategies used to combat hooliganism is accurate and generally well detailed. Application to football matches is mostly clear and effective. Discussion is apparent and effective. The answer is generally coherent with appropriate use of terminology.
2	3-4	Knowledge of the strategies used to combat hooliganism is evident. There is some effective application to football matches. Any discussion is only partly effective. The answer lacks clarity in places. Terminology is used appropriately on occasions.
1	1-2	Knowledge of the strategies used to combat hooliganism is limited. Application to football matches is either absent or inappropriate. Discussion is limited, poorly focused or absent. The answer as a whole lacks clarity and has inaccuracies. Terminology is either absent or inappropriately used.
	0	No relevant content.

Possible content may include:

AO1 – Knowledge of strategies used to combat hooliganism, eg

- Early kick-offs
- Segregation of fans
- Alcohol restrictions

AO2 – Application to football matches, eg

- Early kick-offs – eg local derby or rival matches
- Segregation of fans – eg home and away fans kept separate / at different ends of the ground
- Alcohol restrictions – eg no alcohol allowed in the stands

AO3 – Analysis/evaluation of the effectiveness of the strategies, eg

- Early kick offs – pubs not open as long so less alcohol consumed by fans so reduces the opportunity for hooliganism/violence to occur – but fewer away fans travel to games / reduces the atmosphere
- Segregation of fans – enter and leave matches at different times which reduces the opportunity of violence occurring – but fans can organise to meet elsewhere for violence, takes too much time to get in and out of football grounds, which is off-putting
- Alcohol restrictions – alcohol being banned in the ground means that fans will be less likely to be fuelled by alcohol – but can purchase alcohol before the game, eg in the pub

Credit other suitable responses relevant to the question.

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

Assessment objectives grid

Question	AO1	AO2	AO3	Total
01		1		1
02		1		1
03	1			1
04		1		1
05	1			1
06	1			1
07	2			2
08.1	1			1
8.2		2		2
09.1	1			1
09.2	1			1
9.3	2			2
9.4		4		4
10.1	2			2
10.2		2		2
10.3		2		2
11.1	3			3
11.2	2			2
11.3			4	4
12.1			3	3
12.2			3	3
13.1	4			4
13.2	2			2
13.3		2		2
14.1	1			1
14.2		2		2
15.1	3			3
15.2		4		4
16.1	3			3
16.2			3	3
17		2		2
18	1	2	3	6
19	1	2	3	6
Total	32	27	19	78