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GCSE  
**PHYSICAL EDUCATION**  
**8582/2**

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

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Mark Scheme  
June 2019

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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.

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, i.e. if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

### Step 2 Determine a mark

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

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

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

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

0 1

Which **one** of these is the 'A' in SMART targets of goal setting?

[1 mark]

Marks for this question: AO1 = 1

A – Accepted

0 2

Which **one** of these is largely responsible for growth and repair of muscle tissue?

[1 mark]

Marks for this question: AO1 = 1

C – Protein

0 3

Which **one** of these is an example of mechanical guidance?

[1 mark]

Marks for this question: AO2 = 1

C – Using a trampoline harness to practise a front somersault.

0 4

Which **one** of these is an example of a self-paced skill?

[1 mark]

Marks for this question: AO2 = 1

B – Performing a triple jump.

0 5

Which **one** of these somatotypes is most suited to the high jump?

[1 mark]

Marks for this question: AO2 = 1

A – Ectomorph

**0 6 . 1** Define gamesmanship and sportsmanship.

**[2 marks]**

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

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

- Gamesmanship is attempting to gain an advantage by stretching the rules to their limit. (1)
- Sportsmanship is conforming to the rules, spirit and etiquette of a sport. (1)

Accept any other suitable definitions of gamesmanship and sportsmanship.

**Maximum 2 marks**

**0 6 . 2** Describe **two** different examples of sportsmanship.

**[2 marks]**

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

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

- Kicking a ball out of play in football when an opposing player is injured. (1)
- Shaking hands with an opponent or official at the beginning or end of a game in tennis. (1)
- Not arguing with a referee in a game of rugby. (1)
- Walking when you know you have hit the ball in cricket and been caught, before the umpire gives you out. (1)

Accept any other suitable examples of sportsmanship.

**Maximum 2 marks**

**0 6 . 3** Identify **two** positive effects of having spectators at a sporting event.

**[2 marks]**

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

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

- Creation of atmosphere (1)
- Home field advantage (1)
- Source of revenue (1)
- Increase the profile of a sport (1)
- Motivates participants (1)

Accept any other suitable positive effects of having spectators at a sporting event.

**Maximum 2 marks**

**0 6 . 4** Explain why the following may lead to hooliganism at football matches.

**[4 marks]**

**Marks for this question: AO2 = 4**

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

**Alcohol/drugs (sub-max 2 marks)**

- It is argued that alcohol or drugs lessen inhibitions (1)
- People may get involved in things they may not normally (1)

**Gang culture (sub-max 2 marks)**

- It is thought to be linked to tribal behaviour (1)
- Where gangs protect their local area or patch from the away fans (1)

Accept any other suitable explanation as to why alcohol/drugs and gang culture may lead to hooliganism at football matches.

**Maximum 4 marks**

**0 7 . 1** Explain the relationship between sport, sponsorship and the media.

**[3 marks]**

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

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

- A sport is sold to businesses as a means of advertising the business's product (1)
- The business sponsors the sport to obtain advertising space and publicise its product (1)
- The sport is shown in the media, which promotes the product (1)
- The sport's spectators see the advertising and buy the business's product (1)

NB Do not credit Golden Triangle

Accept any other suitable explanation of the relationship between sport, sponsorship and the media.

**Maximum 3 marks**

**0 7 . 2** Outline **three** negative impacts of commercialisation in sport on **spectators**.  
**[3 marks]**

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

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

- The timing of an event can be changed to suit worldwide audiences (Monday evening) which can make it difficult for spectators to attend (1)
- It is expensive to watch on TV as most sport is now shown via subscription or pay to view services (1)
- Tickets have become expensive due to the increased popularity of a sport (1)
- Merchandise has become expensive due to the increased popularity of a sport (1)
- As popularity of a sport rises it has become more difficult to obtain tickets (1)
- At live events sponsors can limit choice of food and drink which can also be very expensive (1)

Accept any other suitable negative impact of commercialisation in sport on spectators.

**Maximum 3 marks**

**0 7 . 3** Outline **three** positive impacts of commercialisation in sport on **performers**.  
**[3 marks]**

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

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

- Free equipment or clothing or footwear for the performer (1)
- More money to pay for higher quality training facilities (1)
- More money to pay for higher quality equipment or clothing or footwear (1)
- Performers can be paid to wear and advertise clothing or equipment (1)
- There is more money in the sport so wages for the performer become higher (1)
- Additional income gives them more time to train which should mean that skills and fitness develop (1)
- Can turn performers into heroes and role models due to being in the media spotlight (1)
- More money to pay for better coaching and training programmes (1)

Accept any other suitable positive impact of commercialisation in sport on performers.

**Maximum 3 marks**

**0 8 . 1** Identify the missing stage of the basic information processing model in **Figure 1**.  
[1 mark]

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

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

- Output

No other acceptable responses

**0 8 . 2** Using a named skill from a sport, explain what happens at the following stages of the basic information processing model:  
  
• input  
• decision making.  
  
[4 marks]

**Marks for this question: AO2 = 4 marks**

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

**Input (sub-max 2 marks)**

- Performer takes in information from the environment via senses (sight, hearing, etc.),  
e.g. sight of the ball in servers hand in tennis or position of server on court (1)
- They choose what information is most important to them at that time, blocking out irrelevant information (selective attention)  
e.g. sight when watching a tennis ball flying through the air (1)

**Decision making (sub-max 2 marks)**

- This is where the performer compares information within long term memory with what is in short term memory  
e.g. A tennis player uses long term memory to see if the position or body shape of the server is similar to previous situations (1)
- The performer selects an appropriate response from this information  
e.g. A tennis player may move to a different position on court where they think the serve is going (1)

Accept any other suitable explanations of the input and decision making stages of the basic information processing model. Explanations **must** be related to a sporting example.

**Maximum 4 marks**

<b>0</b>	<b>8</b>	.	<b>3</b>	A performer can receive feedback extrinsically or intrinsically.
				Justify why extrinsic feedback would be more beneficial for a beginner in a sport. <b>[4 marks]</b>

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

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

- Beginners need extrinsic feedback from a coach as they are unaware of what constitutes a successful movement (1)
- Beginners are unaware of what the movement should feel like so intrinsic feedback is unavailable (1)
- Beginners do not have the knowledge to identify what needs to be worked on to perform a successful movement (1)
- Beginners need extrinsic feedback from others to point out what needs to be corrected to perform a successful movement (1)

Accept any other suitable justification of why extrinsic feedback would be more beneficial for a beginner in sport.

**Maximum 4 marks**

**0 9 . 1** State a skill from a sporting activity for both Skill **A** and Skill **B** shown in **Figure 2**.  
**[2 marks]**

**Marks for this question: AO2 = 2 marks**

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

**Skill A**

- Putt in golf (1)
- Penalty kick in football (1)

**Skill B**

- Tackle in rugby (1)
- Punch in amateur boxing (1)

Accept any other suitable skills from a sporting activity that relate to **Figure 2**.

**Maximum 2 marks**

**0 9 . 2** Mental rehearsal, visualisation and imagery are all stress management techniques.  
Identify and describe **two** other stress management techniques.  
**[4 marks]**

**Marks for this question: AO1 = 4 marks**

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

**Deep breathing (sub-max 2 marks)**

- Deep breathing (1)
- Involves the performer exaggerating their breaths in and out (1)

**Positive self talk (sub-max 2 marks)**

- Positive self talk (1)
- Involves the performer giving themselves instructions in their head (1)

Accept any other suitable description of stress management techniques.

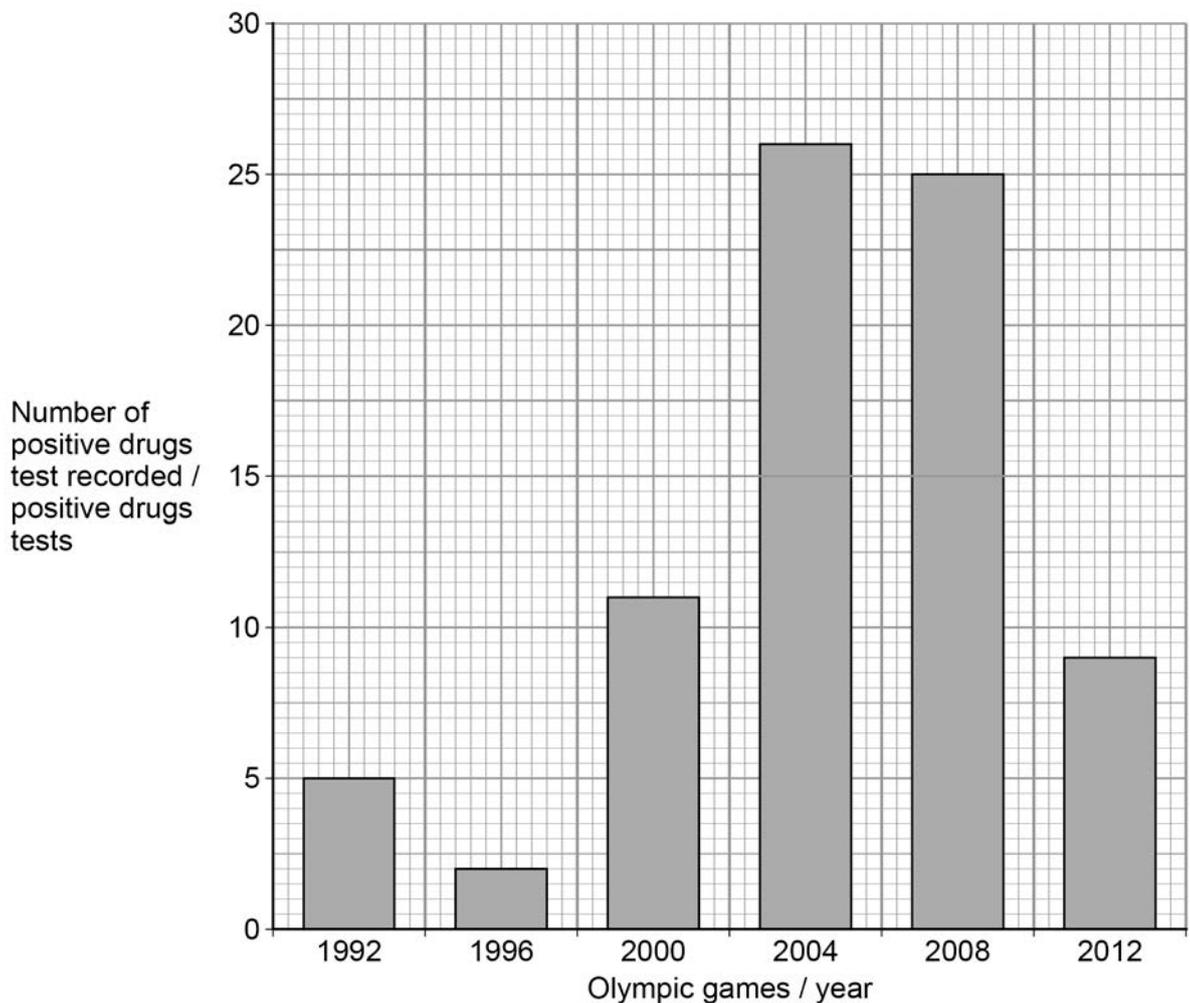
**Maximum 4 marks**

**1 0 . 1** Draw a bar chart on the graph paper below to show the number of positive tests recorded at each Olympic Games. Label the axes. **[2 marks]**

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

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

- Correctly labelled x axis (Olympic Games / Year) and correctly labelled y axis (Number of positive drugs tests recorded / Positive drugs tests) (1)
- Bars correctly plotted for each Olympic Games (1)
- 



**Maximum 2 marks**

<b>1 0 . 2</b>	<p>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.</p> <p>Complete <b>Table 2</b> to identify the correct PED or positive effect on the performer's body.</p> <p style="text-align: right;"><b>[4 marks]</b></p>
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Table 2

PED	Positive effect on the performer's body
	<p><b>One mark for one of the following:</b></p> <ul style="list-style-type: none"> <li>• Increase the rate and amount of muscle growth (1)</li> <li>• Speed up the recovery process after exercise (1)</li> <li>• May make the performer more competitive and aggressive (1)</li> </ul> <p style="text-align: right;"><b>Maximum 1 mark</b></p>
<p><b>One mark for the following:</b></p> <ul style="list-style-type: none"> <li>• Stimulants (1)</li> </ul> <p style="text-align: right;"><b>Maximum 1 mark</b></p>	
	<p><b>One mark for one of the following:</b></p> <ul style="list-style-type: none"> <li>• Remove excess water from the body (1)</li> <li>• Rapid weight loss which allow a performer to be within a weight limit (1)</li> <li>• Remove other illegal substances from the body (1)</li> </ul> <p style="text-align: right;"><b>Maximum 1 mark</b></p>
<p><b>One mark for the following:</b></p> <ul style="list-style-type: none"> <li>• Narcotic analgesics (1)</li> </ul> <p style="text-align: right;"><b>Maximum 1 mark</b></p>	

**Marks for this question: AO1 = 4**

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

**Maximum 4 marks**

1 0 . 3

Joel, a young professional footballer, is struggling to make progress into the first team at his club. A friend has suggested that he takes PEDs.

Discuss the possible advantages **and** disadvantages that Joel needs to consider before deciding whether to take PEDs.

**[5 marks]**

**Marks for this question: AO3 = 5**

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

**Advantages to Joel (sub-max 3 marks)**

- Increase his chance of making the first team as the PEDs could improve his strength and speed and ultimately his performance (1)
- Could lead to an increased income if he breaks into the first team (1)
- Linked to this will be better recognition or fame for Joel (1)

**Disadvantages to Joel (sub-max 3 marks)**

- If he was to be caught taking PEDs Joel's reputation will be irreparably damaged (1)
- He may be sacked from his job as a professional footballer if he is caught taking PEDs (1)
- He could be banned or fined if he is caught taking PEDs (1)
- He could lose any sponsorship or endorsements that he may have (1)
- There could be health risks associated with the PEDs that he may take (1)
- He could become addicted to the PEDs (1)

Accept any other suitable discursive point of what Joel needs to consider before deciding to take PEDs.

**Maximum 5 marks**

1 1 . 1 Define the term 'closed skill'.

[1 mark]

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

Award **one** mark for defining the term 'closed skill'.

- A skill which is not affected by the environment or performers within it (1)
- A skill that tends to be done the same way each time (1)

Accept any other suitable definition of the term closed skill.

**Maximum 1 mark**

1 1 . 2 Give **one** sporting example of an open skill.

Justify your choice.

[4 marks]

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

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

**AO2 (sub-max 1 mark)**

- Playing a pass in football (1)

**AO3 (sub-max 3 marks)**

- Requires the player to be aware of the position and movement of the opposition (1)
- Requires the player to be aware of the position and movement of team mates (1)
- Requires the player to be aware of the surface conditions which may affect how the ball may roll (1)
- Requires the player to be aware of the wind which may affect how the ball may fly through the air (1)

Accept any other suitable example of an open skill. Accept any other suitable justification of why it is an open skill. Maximum **one** mark for the example.

**Maximum 4 marks**

**1 1 . 3** Outline the difference between basic and complex skills.

Use sporting examples in your answer.

**[4 marks]**

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

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

**Basic**

- Very few decisions to be made or actually affect the success of the movement so they are learned very quickly/require a low level of coordination and concentration to complete (1 x AO1)
- Jogging/jumping (1 x AO2)

**Complex**

- Lots of decisions to be made in order to be successful/requires a high level of coordination and concentration to complete (1 x AO1)
- Performing a high jump / playing a cover drive in cricket (1 x AO2)

Accept any other suitable outline of the difference between basic and complex paced skills. Accept any other suitable sporting examples of basic and complex skills.

**Maximum 4 marks**

**1 1 . 4** Outline the difference between performance and outcome goals.

Use sporting examples in your answer.

**[4 marks]**

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

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

**Performance goals**

- Personal standards to be achieved where there is no comparison with other performers (1 x AO1)
- An athlete aiming to increase their long jump PB from 4.00m to 4.25m (1 x AO2)

**Outcome goals**

- Goals that focus on the end result (1 x AO1)
- An athlete aiming to win a Gold Medal at the Olympics (1 x AO2)

Accept any other suitable outline of the difference between performance and outcome goals. Accept any other suitable examples of performance and outcome goals.

**Maximum 4 marks**

<b>1</b>	<b>2</b>	Evaluate the use of technology in relation to its effect on officials <b>and</b> sport.	<b>[6 marks]</b>
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**Marks for this question: AO1 = 1, AO2 = 2, AO3 = 3**

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

**Possible content may include:**

**AO1 – Knowledge of technology, e.g.**

- Technology can be used to make decisions
- Technology can be used to enhance performance
- Technology can be used for analysis
- Technology can be used for rehabilitation
- Technology can be used for safety reasons
- (Accept any other use of technology)

**AO2 – Application of technology to sport, e.g.**

- Officials will use decision making technology
- Officials will use decision making technology to prevent wrong decisions, eg Hawkeye in tennis
- Performance can allow for enhanced performance through heart rate monitors, monitoring diet / calorie counter
- Analysis of performance can allow photos / videos / biomechanics
- Rehabilitation through ice baths, hypoxic tents
- Safety implications relating to cycle helmets, goal keeper protection in hockey

**AO3 – Evaluation of the effect of technology on officials and on sport itself, e.g.**

Officials

- Provides the officials with additional help to come to the correct decision
- Officials can now communicate clearly with each other
- Can reinforce good and correct decisions which show officials in a positive light

- Technology available to officials means that some of the pressure on them is reduced as technology can help confirm the correct decision
- Technology can never be perfect and decisions are still made that some feel are wrong
- If an official is seen to get a number of decisions wrong it can cause performers or the media to doubt an officials ability
- Officials can become over-reliant on technology and slow the game down too much
- Due to the cost it is not available to all levels of sport so only officials at the highest level benefit from it.

#### Sport

- Analysis of sport performance has allowed coaches to greatly improve the quality of feedback given to performers
- Increased accuracy in time and distance measurements of performance
- Improved design of sport equipment, clothing and footwear
- Improved facilities (eg all weather pitches) has led to an increased skill level across sports
- Provides spectators with better viewing of sport
- Can cause excitement at events as spectators wait for the off-field decisions
- Sports are now often not undertaken on an equal basis as those with access to the best technology are often the winners
- Waiting for off-field decisions can delay or slow down sporting events.
- Waiting for off-field decisions can cause frustration in the crowd.

Credit other suitable responses relevant to the question.

**Maximum 6 marks**

<b>1</b>	<b>3</b>	<p>Jane has become increasingly inactive since she left school and started work in an office. She has recently been to see her doctor for a health check and she was classified as being obese.</p> <p>Identify factors that could have caused Jane to become inactive and obese.</p> <p>Justify your choices.</p> <p style="text-align: right;"><b>[9 marks]</b></p>
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**Marks for this question: AO1 = 2, AO2 = 2, AO3 = 5**

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

**Possible content may include:**

**AO1 – Knowledge of factors, e.g.**

- Negative attitudes
- Education
- Lack of role models
- Accessibility to facilities / clubs / activities
- Lack of media coverage
- Sexism / stereotyping
- Family / friends / peers
- Familiarity
- Available leisure time
- Socio-economic factors / disposable income
- Diet
- Energy use
- Personality type
- Sedentary lifestyle.

**AO2 – Application to Jane e.g.**

- She may have developed a negative attitude due to bad experiences in physical activity / sport
- She may have not enjoyed the physical education / school sport opportunities provided at her school
- She may not be able to access the sports / physical activity she is interested in
- She may not be inspired by role models in the sports she could take part in
- She may not be motivated due to a lack of media coverage of female performers
- She may be suffering from sexist comments or worried about stereotyping
- Her family / friends / peers may not be interested or participate in physical activity / sport
- She may not be familiar with the physical activity / sports opportunities available to her
- She may have less leisure time available to her since starting work
- She may not be able to afford the cost of taking part in physical activity / sport
- She may not be eating a balanced diet
- Her energy use may be considerably lower than her energy intake
- She may be an introvert so doesn't enjoy taking part in sport / physical activity where she has to mix with other people
- Her sedentary lifestyle is causing her to put on weight.

**AO3 – Justification of choices, e.g.**

- (Attitudes) Perhaps Jane's friends also have a negative attitude and she is merely copying them
- (Attitudes) The attitude of the PE teachers towards Jane when she was at school may have been negative within lessons which has caused her to feel negative about taking part
- (Education) The curriculum and choice of PE opportunities available when Jane was at school may not have been ones she liked participating in eg games rather than aesthetic activities
- (Education) The facilities available when Jane was at school may have been poor and did not inspire her to be physically active
- (Role models) Jane may be completely unaware of female role models that exist in the sports being covered and therefore does not feel inspired by them
- (Role models) There simply is a lack of female role models who receive appropriate coverage to inspire girls like Jane
- (Accessibility) Jane may not have access to facilities or activities in her locality that she developed an interest in at school
- (Media coverage) It is a fact that men's sport receives more coverage than women's so Jane is not exposed to or inspired by women's elite sport
- (Sexism) Jane may well have heard sexist viewpoints expressed by others about females taking part / getting sweaty / muddy
- (Stereotyping) Jane may well have been influenced by media stereotyping of 'what women should look like'
- (Family) As Jane's family are non-sporty they will not support or encourage her to take part in physical activity or sport
- (Familiarity) Jane's school did not offer her the same activities as she now has access to and she is not familiar with them, therefore anxious
- (Available leisure time) As Jane is now working she has less time to take part in physical due to work commitments
- (Available leisure time) As Jane is working in an office for a living it limits the opportunities she has to be physically active throughout the day
- (Socio-economic reasons) As Jane is now an adult with a job, her income may not be enough to cover the cost of taking part in sport / physical activity or the equipment / clothing that she may need
- (Balanced diet) Jane's diet could have too many fats / sugars in which is causing her to put weight on
- (Energy use / sedentary lifestyle) Jane could be putting on weight as her energy intake is far greater than her energy use. This could be because of an unbalanced diet, lack of exercise or a combination of both
- (Personality type) Jane's potential introvert nature may mean that she avoids mixing with others so going to participate in physical activity does not interest her.

Credit other suitable responses relevant to the question.

**Maximum 9 marks**

Question	AO1	AO2	AO3
1	1		
2	1		
3		1	
4		1	
5		1	
6.1	2		
6.2		2	
6.3	2		
6.4		4	
7.1	3		
7.2	3		
7.3	3		
8.1	1		
8.2		4	
8.3			4
9.1		2	
9.2	4		
10.1		2	
10.2	4		
10.3			5
11.1	1		
11.2		1	3
11.3	2	2	
11.4	2	2	
12	1	2	3
13	2	2	5
<b>Total</b>	<b>32</b>	<b>26</b>	<b>20</b>