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# GCSE PHYSICAL EDUCATION 8582/2

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

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**Mark scheme**

June 2022

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**Version: 1.0 Final Mark Scheme**



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

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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## Level of response marking instructions

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

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

### Step 1 Determine a level

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

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

### Step 2 Determine a mark

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

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

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

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

0 1	Which <b>one</b> of these is the definition of a complex skill?	[1 mark]
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**Marks for this question: AO1 = 1**

**Answer B – A skill where lots of decisions have to be made in order to be successful. (1)**

0 2	Which <b>one</b> of these is the definition of ability?	[1 mark]
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**Marks for this question: AO1 = 1**

**Answer D – Inherited, stable traits that determine an individual's potential to learn or acquire a skill. (1)**

0 3	Which <b>one</b> of these is a negative effect of sponsorship on a performer?	[1 mark]
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**Marks for this question: AO1 = 1**

**Answer D – Increased time commitment needed to attend promotional events. (1)**

0 4	Which <b>one</b> of these is a <b>physical</b> health benefit of taking part in regular exercise?	[1 mark]
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**Marks for this question: AO1 = 1**

**Answer B – Improved heart function. (1)**

0 5	Which <b>one</b> of these is the definition of obesity?	[1 mark]
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**Marks for this question: AO1 = 1**

**Answer C – A Body Mass Index (BMI) over 30. (1)**

<b>0</b> <b>6</b>	Which <b>one</b> of these is an example of visual guidance?	<b>[1 mark]</b>
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**Marks for this question: AO2 = 1**

**Answer A – A coach demonstrating a technique to a performer. (1)**

<b>0</b> <b>7</b> . <b>1</b>	State <b>two</b> positive effects of having spectators at a sporting event.	<b>[2 marks]</b>
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**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)
- Source of income (ticket sales, merchandise, food and drink sales) (1)
- Home-field advantage (1)
- Motivates participants (1)
- Increases the profile of a sport (1)

Accept any other suitable response.

**Maximum 2 marks**

07.2

State and explain **two** reasons why hooliganism can occur at football matches.

**[4 marks]**

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

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

**AO1 (sub-max 2 marks)**

- Rivalries (1)
- Hype (1)
- Alcohol/drugs (1)
- Gang culture (1)
- Frustration (eg at official's decisions or result of match) (1)
- Display of masculinity (1)

**AO2 (sub-max 2 marks)**

- (Rivalries) – passion at derby matches between local teams can overspill into violent behaviour (1)
- (Hype) – the media can build up the importance of a match and run stories which antagonise supporters which may incite them to behave badly (1)
- (Alcohol/drugs) – it is argued that alcohol and drugs lessen inhibitions so people may get involved in things they may not normally (1)
- (Gang culture) – it is thought to be linked to tribal behaviour where gangs protect their local area or patch from the away fans (1)
- (Frustration) – a poor decision by the referee or result for a team can cause their supporters to become angry which can result in violence (1)
- (Display of masculinity) – it is thought individuals could take part in hooliganism by shouting, punching, kicking in an attempt to impress others (1)

Accept any other suitable response.

**Maximum 4 marks**

**0 7 . 3**

The following strategies have been used to reduce hooliganism at football matches:

- early kick-offs
- segregation of fans.

Discuss how effective **each** of these strategies has been in reducing hooliganism at football matches.**[4 marks]****Marks for this question: AO3 = 4**Award **one** mark for each of the following points up to a maximum of **four** marks.**Early kick-offs (sub-max 2 marks)**

- This prevents excessive alcohol consumption before a game as less time can be spent in the pub so that fans are more in control of their actions (1)
- Can lead to fans drinking elsewhere (home) which means that excessive consumption occurs earlier that can lead to disorder later in the day (1)

**Segregation of fans (sub-max 2 marks)**

- Rival fans are kept apart within grounds which reduces the chance of violence or disorder as they do not come into direct contact with each other (1)
- However, violence still occurs and is often away from the stadiums in town centres/railway stations as hooligans look to avoid police and being identified (1)

Accept any other suitable discursive point of the effectiveness of early kick-offs and segregation of fans in reducing hooliganism at football matches.

**Maximum 4 marks****0 8 . 1**

Define 'the media'.

**[1 mark]****Marks for this question: AO1 = 1**Award **one** mark for defining 'the media'.

- A means of mass communication (1)
- The main ways that people communicate collectively (1)
- Mass broadcasting of information (1)

Accept any other suitable definition of 'the media'.

**Maximum 1 mark**

**0 8 . 2** Identify **three** positive effects that the media in sport has on the **audience/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.

- Spectators can watch their team/sport on the TV or the internet (1)
- Can educate the viewers watching at home on the TV or the internet via commentary or specific documentaries (1)
- Provides information on results and rankings (1)
- Instant reviews and close-up replays are available to viewers (1)
- The media pays to show live sport, which improves facilities for spectators attending (1)
- Money from the media is given to clubs which means they can afford higher quality players enhancing the quality of the spectator experience (1)

Accept any other suitable response.

**Maximum 3 marks**

**0 8 . 3** Identify **three** negative effects that the media in sport has 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.

- Can increase the pressure to perform if the event/match is televised (1)
- Any mistakes made can become very public (1)
- Increased focus on their private life (1)
- In team sports, the achievements of one or two players can be emphasised at the expense of the team (1)
- Training can be disrupted by carrying out media duties (1)
- Could be the subject of online / social media abuse (1)

Accept any other suitable response.

**Maximum 3 marks**

0	8	.	4
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Discuss the positive **and** negative effects of the use of technology in sport.**[5 marks]****Marks for this question: AO3 = 5**Award **one** mark for each of the following points up to a maximum of **five** marks.**Positive effects (sub-max 3 marks)**

- Performance analysis tools have been able to help improve performance (1)
- Officials can communicate with each other via microphones and earpieces to discuss and ensure correct decision is arrived at (1)
- Makes competition fairer as decisions by the officials can be checked / overturned (1)
- It can enable the spectators to see how and why decisions have been made (1)
- It can add to the excitement and tension in sports as spectators wait for the outcome of video reviews (1)

**Negative effects (sub-max 3 marks)**

- Technology may not be available at all levels of sports as it is expensive to buy and install (1)
- Too many video reviews can slow the game down which annoys spectators (1)
- Too many reviews could put a performer off their game as it disrupts their concentration (1)
- Officials can become reliant on technology to make decisions (1)
- Can highlight mistakes from referees/umpires which affects their future credibility (1)
- Some forms of technology are still reliant on human judgement (1)
- The joy of scoring is lost as you can't celebrate a goal as much in football until it has been checked (1)
- In some sports not all spectators can see how and why decisions have been made (1)
- The accuracy of technology is also being questioned and fuelling more discussions (armpits and toes being offside) (1)

Accept any other discursive point.

**Maximum 5 marks**

0	9	.	1
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Define the term 'open skill'.

**[1 mark]****Marks for this question: AO1 = 1**Award **one** mark for defining the term 'open skill'.

- A skill which is performed in a certain way to deal with a changing or unstable environment (1)

Accept any other suitable definition of the term 'open skill'.

**Maximum 1 mark**

**0 9 . 2** Give **one** sporting example of an open skill.

**[1 mark]**

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

Award **one** mark for a correct sporting example of an open skill.

- Passing a football during a match (1)
- Rugby tackle (1)
- Dribbling a ball during a hockey match (1)
- Drop kick in rugby (1)

Accept any other suitable sporting example of an open skill.

**Maximum 1 mark**

**0 9 . 3** Give **one** sporting example of a closed 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)**

- Somersault in gymnastics (1)
- A dive from a high board (1)

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

- The way the skill is performed is not affected by anyone around you (1)
- It is done the same way every time (1)
- The performer decides when to start the movement (1)
- The performer is always in control of what happens next (1)

Accept any other suitable sporting example of a closed skill. Accept any other suitable justification of why it is a closed skill. Maximum **one** mark for the example.

**Maximum 4 marks**

**1 0 . 1**

Obesity is one possible consequence of a sedentary lifestyle.

State **two** other possible 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.

- Heart disease (1)
- Hypertension (1)
- Diabetes (1)
- Poor sleep (1)
- Poor self-esteem (1)
- Lethargy (1)
- Low levels of physical fitness (1)
- Mobility issues (1)

Accept any other suitable response.

**Maximum 2 marks****1 0 . 2**

The following are all components of a balanced diet:

- carbohydrates
- protein
- vitamins and minerals.

Explain how each component will help the performance of an individual in sport.

**[6 marks]****Marks for this question: AO2 = 6**Award **one** mark for each of the following points up to a maximum of **six** marks.**Carbohydrates (sub-max 2 marks)**

- Provides energy for an individual to be physically active / complete an activity (1)
- Allows an individual to participate over a period of time or at different intensities (1)

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

- Contributes to muscle growth so allows an individual to become stronger (1)
- Helps with the repair of body tissues which allows an individual to recover quicker from exercise (1)

**Vitamins and minerals (sub-max 2 marks)**

- Helps keep an individual healthy (free from illness) which allows them to participate in sport (1)
- Helps with the efficient working of the body systems allowing an individual to participate effectively in sport (1)

Accept any other suitable response.

**Maximum 6 marks**

<table border="1"><tr><td>1</td><td>1</td></tr></table> . <table border="1"><tr><td>1</td></tr></table> Give <b>one</b> example of how a performer can avoid dehydration.	1	1	1	<b>[1 mark]</b>
1	1			
1				

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

Award **one** mark for a correct example of how a performer can avoid dehydration.

- Drinking fluids (1)
- Wear appropriate clothing to avoid excessive sweating (1)

Accept any other suitable response.

**Maximum 1 mark**

**1 1 . 2** The following are two effects of dehydration on a performer:

- blood thickening
- increase in body temperature.

Explain how each one may affect the performance of a marathon runner.

**[4 marks]**

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

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

**Blood thickening (sub-max 2 marks)**

- This causes blood flow to slow down (so less oxygen is getting) to the working muscles (1) which means the runner is unable to complete the race (1)
- This will reduce the amount of aerobic energy available (1) which will slow the runner down (1)
- Can put extra strain on the heart (1) which may mean that the performer will have to slow down (1)

**Increase in body temperature (sub-max 2 marks)**

- As more blood is being sent to the skin to cool down (1) not enough blood is getting to the working muscles which could cause the runner to slow down or to stop (1)
- Causes the body to overheat (1) which means the performer would have to reduce the intensity of running or stop all together (1)
- Causes the body to sweat more which reduces water levels in the body (1) so the runner is unable to carry on (1)

Accept any other suitable response.

**NB** Do not credit the effect on performance without an explanation.

**Maximum 4 marks**

**1 2 . 1** Define the term 'contract to compete'.

**[1 mark]**

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

Award **one** mark for defining 'contract to compete'.

- Unwritten agreement to follow and abide by the written and unwritten rules (1)
- Unwritten agreement within sports where participants agree to do their best (1)

Accept any other suitable response.

**Maximum 1 mark**

**1 2 . 2** Define 'etiquette' in sport.

**[1 mark]**

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

Award **one** mark for defining 'etiquette' in sport.

- A convention or unwritten rule in an activity (1)
- Show respect and fairness towards an opponent (1)

Accept any other suitable response.

**Maximum 1 mark**

**1 2 . 3** Describe the process of blood doping.

**[3 marks]**

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

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

- Removal of blood from an athlete several weeks before a competition (and is frozen) (1)
- The body makes more blood (red blood cells) to replace the amount taken out (1)
- Just before a competition the frozen blood is thawed and injected back into the athlete (1)

Accept any other suitable description of the process of blood doping.

**Maximum 3 marks**

1 2 . 4

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.

Complete **Table 1** to identify the correct PED and positive effect on the performer's body.

**[4 marks]****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****Table 1**

<b>PED</b>	<b>Positive effect on the performer's body</b>
Peptide hormones (EPO)	<p><b>One</b> mark for one of the following:</p> <ul style="list-style-type: none"> <li>• Increase the number of red blood cells in the body (1)</li> <li>• Increases the ability of an athlete's blood to transport oxygen (1)</li> <li>• Reduces the fatigue felt in muscles in long distance events (1)</li> </ul> <p><b>Maximum 1 mark</b></p>
<p><b>One</b> mark for the following:</p> <ul style="list-style-type: none"> <li>• Anabolic agents (steroids) (1)</li> </ul> <p><b>Maximum 1 mark</b></p>	Increase in the rate and amount of muscle mass
Narcotic analgesics	<p><b>One</b> mark for the following:</p> <ul style="list-style-type: none"> <li>• Mask pain from an injury or over training (1)</li> </ul> <p><b>Maximum 1 mark</b></p>
<p><b>One</b> mark for the following:</p> <ul style="list-style-type: none"> <li>• Diuretics (1)</li> </ul> <p><b>Maximum 1 mark</b></p>	Removal of excess water from the body

1 3 . 1

Nick has been a coach of a rugby team for four seasons. Each season consists of 24 matches. Nick has been asked by the club committee to set a target number of wins for season 5.

**Table 2** shows the number of wins in Nick's first four seasons and his target for season 5.

**Table 2**

	Season 1	Season 2	Season 3	Season 4	Season 5 Target
Number of wins	10	14	11	15	18

Plot the data from **Table 2** on **Figure 1**.

Label the axes and join up the points to make a line graph.

**[2 marks]**

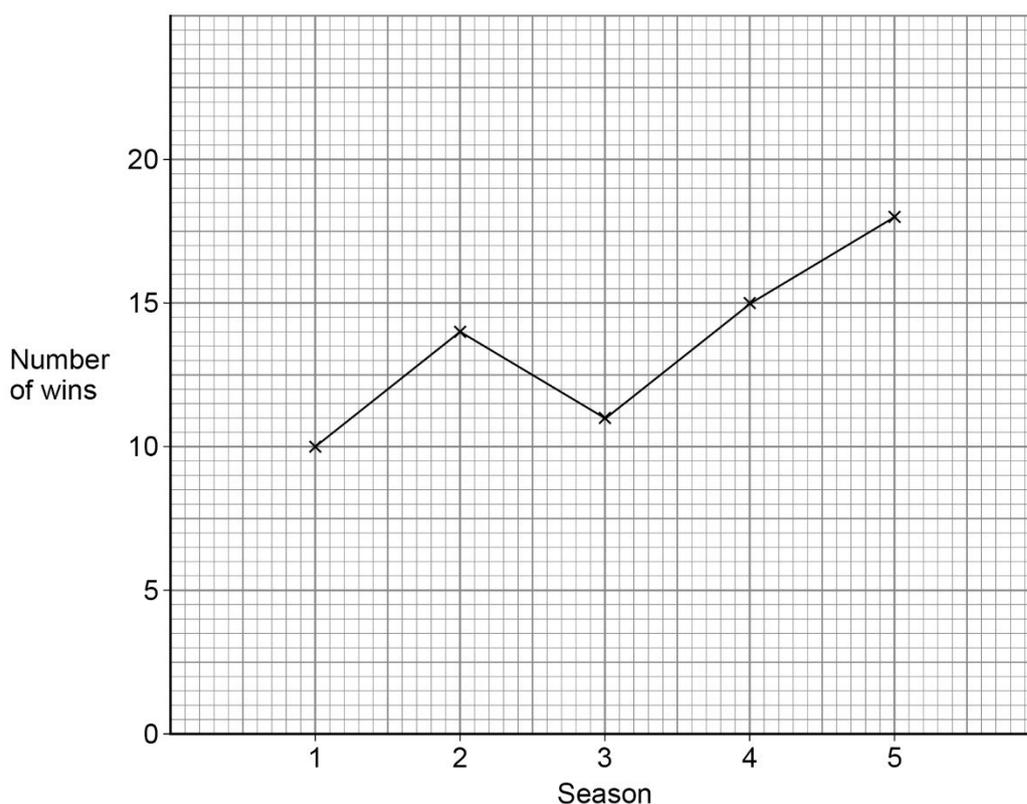
**Marks for this question: AO2 = 2**

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

- Correctly labelled x axis (season), correctly labelled y axis (number of wins) (1)
- Points plotted correctly and joined up (1)

**Maximum 2 marks**

**Figure 1**



**1 3 . 2** Analyse the information in **Table 2**.

Outline **two** ways that Nick's target for season 5 can be seen to be 'SMART'.

**[2 marks]**

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

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

- It is specific to him and the team (1)
- It is measurable as a clear number of wins has been set (1)
- It is accepted between the committee and himself (1)
- It is realistic as it is only 3 more than the previous season (1)
- It is time bound as it is over the course of a season (1)

**NB** Must include a rationale. Do not award marks for only stating specific, measurable, accepted, realistic or time bound.

**Maximum 2 marks**

**1 3 . 3** Nick's target for season 5 is an outcome goal.

Explain why an outcome goal may **not** be a good idea for the team.

**[3 marks]**

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

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

- They focus solely on winning and forget tactics etc which results in a poorer performance (1)
- The opposition may play better, which is something Nick and the team can't control (1)
- They could become nervous/stressed as they strive to achieve the target and make mistakes in technique as a result (1)

Accept any other suitable response.

**Maximum 3 marks**

1 4

Analyse how a performer uses the different stages of the basic information processing model to catch a ball.

[6 marks]

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

Level	Marks	Description
3	5–6	Knowledge of the stages of information processing is accurate and generally well detailed. Application to catching a ball is mostly clear and effective. Analysis is thorough, reaching valid and well-reasoned links to all stages. The answer is generally clear, coherent and focused, with appropriate use of terminology throughout.
2	3–4	Knowledge of the stages of information processing is evident but is more detailed for some stages than others. There is some appropriate and effective application to catching a ball, although not always presented with clarity. Any analysis is clear but reaches valid and well-reasoned links to only some of the stages. The answer lacks coherence in places, although terminology is used appropriately on occasions.
1	1–2	Knowledge of the stages of information processing is limited. Application to catching a ball is either absent or inappropriate. Analysis is poorly focused or absent, with few or no reasoned links to any stage. The answer as a whole lacks clarity and has inaccuracies. Terminology is either absent or inappropriately used.
0	0	No relevant content.

Possible content could include:

#### AO1 – Knowledge of the basic information processing model eg

- Input
- Decision making
- Output
- Feedback

#### AO2 – Application of the basic information processing model to catching a ball eg

- Input – sight of the ball moving towards the player.
- Decision making – how to catch the ball (hands up or down)/where to move to.
- Output – movement to catch the ball.
- Feedback – was the ball caught/how did it feel as it went into the hands.

**AO3 – Analysis of the basic information processing model to catching a ball eg**

- (Input) Information from the display – where is the ball coming from/what speed the ball is travelling/the angle the ball is travelling/is there any spin on the ball.
- (Input) Selective attention – blocking out everything, eg noise/other visual stimuli/other than key focus points above, ie the ball.
- (Decision making) Selection of appropriate response from memory – have you dealt with this before/have you seen a similar type of catch before.
- (Decision making) – Recall of relevant catch from the long-term memory/executed by short term memory.
- (Output) Information sent to muscles to carry out the response – choice of catch (hands up or down)/movement of arms/movement of feet.
- (Output) Credit use of appropriate muscles for moving arms, legs and body into the correct position to take a catch.
- (Feedback) Received via self (intrinsic/kinaesthetic) and/or others (extrinsic) – did you catch the ball/how did it feel/where did it go/did you misread the flight of the ball.

Credit other suitable responses relevant to the question.

**Maximum 6 marks**

<b>1</b>	<b>5</b>	<p>The attitudes of family members are the most important factor affecting a child's engagement in physical activity and sport.</p> <p>Discuss the extent to which you agree with this statement.</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	Mark	Descriptor
3	7–9	Knowledge of factors affecting participation is accurate and generally well detailed. Application to family members and other factors affecting participation is mostly appropriate, clear and effective. Discussion is thorough, reaching valid and well-reasoned conclusions for family members and different factors affecting participation. The answer is generally clear, coherent and focused, with appropriate use of terminology throughout.
2	4–6	Knowledge of factors affecting participation is evident but is more detailed for some more than others. There is some appropriate and effective application to family members and other factors affecting participation, although not always presented with clarity. Any discussion is clear but reaches valid and well-reasoned conclusions for one factor more than others. The answer lacks coherence in places, although terminology is used appropriately on occasions.
1	1–3	Knowledge of factors affecting participation is limited. Application to family members and other factors affecting participation is either absent or inappropriate. Discussion is poorly focused or absent with few or no reasoned conclusions. The answer as a whole lacks clarity and has inaccuracies. Terminology is either absent or inappropriately used.
0	0	No relevant content.

**Possible content could include:**

**AO1 – Knowledge of factors affecting participation eg**

- Family
- Peers/Friends
- Role models
- Accessibility (to facilities/clubs/activities)
- Media coverage
- Sexism/stereotyping/gender
- Culture/religion
- Education
- Socio-economic factors
- Health and wellbeing

- Somatotype
- Personality type

### **AO2 – Application of factors affecting participation eg**

- Family – will encourage their children to participate in the same sports they do or like.
- Peers/Friends – will encourage people to play the sport that they do or like.
- Role models – motivate people to take part in certain sports as they want to replicate their performance.
- Accessibility to facilities/clubs/activities – will mean that certain sports will be played in that locality.
- Media coverage – highlight certain sports and activities while neglecting others.
- Sexism/stereotyping/gender – can suggest that some sports are just for males or females.
- Culture – of a country or area may have sports which are associated with it.
- Education – that an individual receives may promote sports that teachers like.
- Socio-economic factors – will have major impact on what physical activities an individual can afford to take part in.
- Health and wellbeing – could mean that certain sports are not accessible due to poor health.
- Somatotype (body shape) – will mean that certain sports are more suited to different individuals.
- Personality type – will affect whether an individual may take part in individual or team sports.

### **AO3 – Discussion of factors affecting participation eg**

- (Family) Parents will introduce their children to sports that they play at an early age and encourage them to participate in these. They will take them to practices and matches so they become better and enjoy these sports.
- (Family) Often children want to follow in their parent's or brother and sister's footsteps. If they see them playing a sport, they choose to play this as well.
- (Family) If parents don't like a sport then they may not agree to take their children. This means that they are unable to participate in sports they want to but just ones their parents approve of.
- (Peers/Friends) The friendship group of the children may have different sporting interests than those of their parents. To fit in with their friends and to socialise they choose to participate in their sports rather than the ones their parents play.
- (Role models) Role models may be developed in sports other than those liked by other family members. Therefore this may inspire them to take up those sports instead.
- (Accessibility to facilities/clubs/activities) Parents may have an interest in a certain sport such as athletics. However, in the area that they live there may not be a track/club for their children to attend. The likelihood is that they will take up a sport where there are clubs/facilities.
- (Media coverage) The sport that parents may enjoy might not be televised very often. Therefore, children see other sports and become interested in playing these.
- (Sexism/stereotyping/gender) Some people believe that sports like rugby is for boys and netball is for girls. Therefore, a parent could be really interested in rugby, but their daughter will not play this as others have led her to believe it is for boys.
- (Culture) While parents may play or like a certain sport it may not be popular in the area or country, they live in. For example, they could be interested in hockey but live in North-East England where football is seen as the main sport to play. As a result, their children could play football instead to fit in.
- (Education) Sports that parents are interested in may not be played at the school that the children attend. This could be because of the school's history or the interests of the teachers. Therefore, children choose to play sports they are introduced to at school rather than ones that their parents want them to.

- (Socio-economic factors) Parents may have an interest in an expensive sport such as skiing. However, children may not be able to participate in this as it is too expensive for all the family.
- (Health and wellbeing) Parents may enjoy a sport such as rugby which is very physical and has a lot of body contact. A child could have a physical problem such as weak bones which stops them from participating in this sport.
- (Somatotype) The parents may have an ectomorph body type which means they have participated in long distance running as this is suited to that body type. However, their child may be an endomorph body shape so is not suited long distance running and therefore chooses to participate in another activity.
- (Personality type) Parents may be extroverts and as such enjoy playing team sports. Their children may be introverts which means they may prefer to participate in individual sports where they do not have to mix with others.

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	
7.1	2		
7.2	2	2	
7.3			4
8.1	1		
8.2	3		
8.3	3		
8.4			5
9.1	1		
9.2		1	
9.3		1	3
10.1	2		
10.2		6	
11.1	1		
11.2		4	
12.1	1		
12.2	1		
12.3	3		
12.4	4		
13.1		2	
13.2		2	
13.3		3	
14	1	2	3
15	2	2	5
<b>Total</b>	<b>32</b>	<b>26</b>	<b>20</b>