

GCSE
PHYSICAL EDUCATION
8582/2

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

Mark scheme

June 2021

Version: 1.0 Final Mark Scheme



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

Copyright information

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

Copyright © 2021 AQA and its licensors. All rights reserved.

Level of response marking instructions

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

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

Step 1 Determine a level

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

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

Step 2 Determine a mark

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

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

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

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

0 1

Which **one** of these is the 'T' in SMART targets of goal setting?

[1 mark]

Marks for this question: AO1 = 1

Answer C – Time bound

0 2

Which **one** of these is a side effect of blood doping?

[1 mark]

Marks for this question: AO1 = 1

Answer A – Increased potential of a heart attack

0 3

Which **one** of these is hitting a tennis ball hard an example of?

[1 mark]

Marks for this question: AO2 = 1

Answer B – Indirect aggression

0 4

Which **one** of these requires a low level of arousal for optimal performance?

[1 mark]

Marks for this question: AO2 = 1

Answer A – Archery

0 5

Which **one** of these is an example of an open skill?

[1 mark]

Marks for this question: AO2 = 1

Answer C – Rugby tackle

06.1 Define the term 'gamesmanship'.

[1 mark]

Marks for this question: AO1 = 1

Award **one** mark for defining gamesmanship.

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

Accept any other suitable definition of gamesmanship.

Maximum 1 mark

06.2 Describe **two** different sporting examples of gamesmanship.

[2 marks]

Marks for this question: AO2 = 2

Award **one** mark for each sporting example of gamesmanship up to a maximum of **two** marks.

- A goalkeeper in football holding onto the ball in a game of football for as long as possible to waste time (1)
- A tennis player fastening a shoelace just before their opponent has an important serve to disrupt their concentration (1)
- A bowler sledging a batter in cricket to intimidate them (1)

Accept any other suitable sporting examples of gamesmanship.

NB Do **not** accept two examples of the same type of gamesmanship eg time wasting.

Maximum 2 marks

0 6 . 3

Identify **three** negative side effects on the body of taking beta blockers.

[3 marks]

Marks for this question: AO1 = 3

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

- Nausea (1)
- Poor circulation (1)
- Heart problems (1)
- Tiredness (1)
- Weakness (1)

Accept any other suitable response.

Maximum 3 marks

0 6 . 4

Explain how beta blockers can help improve performance.

Use a sporting 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.

- A reduced heart rate makes an archer less nervous (1) which could increase the accuracy of their shots (1)
- Improved fine motor control allows a snooker player to have a better cueing action (1) which improves the way they strike the cue ball (1)

Accept any other suitable response.

Maximum 2 marks

06.5

Suggest the negative effects on a sport if a high number of competitors tested positive for performance enhancing drugs.

[4 marks]

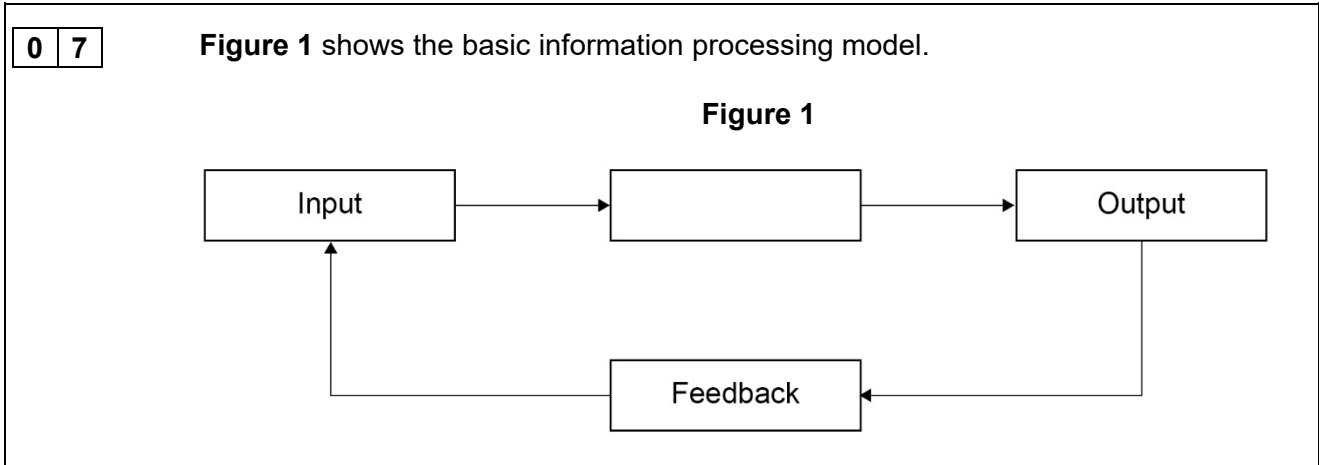
Marks for this question: AO3 = 4

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

- Reputation of the sport could be damaged because the use of performance enhancing drugs is cheating (1)
- Successful performers may be suspected of cheating giving the sport a negative image (1)
- The sport could lose income due to loss of sponsorship (1)
- Reduced numbers of spectators wanting to attend events (1)
- Participation levels may fall as people think it is impossible to achieve success without taking drugs or doping (1)
- The sport has to invest more money into drug testing, rather than helping elite or grass-roots competitors, therefore standards can drop (1)
- Loss of trust in results – results lose reliability (1)
- Need to re-visit previous scores/results/records and re-distribute titles and medals (1)

Accept any other suitable suggestions of the negative effects on a sport if a high number of competitors tested positive for performance enhancing drugs.

Maximum 4 marks



0 7 . 1 Identify the missing stage of the basic information processing model in **Figure 1**.
[1 mark]

Marks for this question: AO1 = 1

Award **one** mark for the following point.

- Decision making (1)

No other acceptable response.

Maximum 1 mark

07.2

Explain what happens at the following stages of the basic information processing model when attempting a shot in netball or basketball:

- Input
- Feedback.

[4 marks]

Marks for this question: AO2 = 4

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) eg how far they are from the net/basket (1)
- They choose what information is most important to them at the time, blocking out irrelevant information (selective attention) eg ignoring the defenders around them and focusing on where they are shooting (1)

Feedback (sub-max 2 marks)

- Information is received extrinsically if the shot was successful or not by whether a basket/goal was scored (1)
- Information can be provided extrinsically by a coach who may point out if the technique was correct or needs to be changed (1)
- Information is received intrinsically/kinaesthetically as to how the shot felt leaving the hands (1)

Accept any other suitable explanations of the input and feedback stages of the basic information processing model. Explanations **must** be related to shooting in netball or basketball.

Maximum 4 marks

0 7 . 3

Identify a sport that would be most suited to an extrovert.

Justify your choice.

[3 marks]

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

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

AO2 (sub-max 1 mark)

- Football (1)

AO3 (sub-max 2 marks)

- It is a team sport and extroverts like interacting with others (1)
- They are prone to boredom if by themselves so being part of a team avoids this (1)
- Football requires gross movement skills where lower levels of concentration are required which suits extroverts (1)
- Football is a fast-paced activity and extroverts prefer this rather than low arousal activities (1)

Accept any other suitable examples and justification of why it would be most suited to an extrovert.
Maximum **one** mark for the example.

Maximum 3 marks

0 7 . 4

Identify **and** describe **two** different stress management techniques.

[4 marks]

Marks for this question: AO1 = 4

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

- Deep breathing (1) which involves a performer exaggerating their breaths in and out (1)
- Mental rehearsal or Imagery (1) which involves a performer picturing themselves performing the skill perfectly or imagining positive outcomes before attempting it (1)
- Visualisation or Imagery (1) a relaxation technique to control mental thoughts which involves the performer imagining themselves in a calm, relaxing place (1)
- Positive self-talk (1) which involves a performer giving themselves instructions in their head (1)

Accept any other suitable response.

NB Do **not** credit imagery more than once.

Maximum 4 marks

0 8 . 1 Identify **three** positive effects of sponsorship on **sport**.

[3 marks]

Marks for this question: AO1 = 3

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

- Increased income (1)
- Allows more competitions to be held (1)
- Better facilities can be built (1)
- Allows prize funds to be bigger (1)
- More money available to support grass-roots participation (1)

Accept any other suitable response.

Maximum 3 marks

0 8 . 2 Identify **three** negative effects of sponsorship 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.

- Increases the pressure to perform (which reduces enjoyment) (1)
- Can disrupt training by organising promotional events they have to attend (1)
- May have to use equipment they are not comfortable using (1)
- May have to wear clothing that is not comfortable (1)

Accept any other suitable response.

Maximum 3 marks

0 9 . 1 Describe 'social health and wellbeing'.

[3 marks]

Marks for this question: AO1 = 3

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

- Basic human needs are being met (food, shelter and clothing) (1)
- Where an individual is socially active (1)
- Experience little stress in social situations (1)
- Have friends and a support network (1)

Accept any other suitable response.

Maximum 3 marks

0 9 . 2 State **three** positive effects that sporting activities can have on 'mental health and wellbeing'.

[3 marks]

Marks for this question: AO1 = 3

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

- Increase in confidence/self-esteem (1)
- Reduces stress/tension/anxiety (1)
- Helps to alleviate depression (1)
- Able to control emotions/anger (1)
- Release of (serotonin) feel good hormones/makes an individual feel happy (1)

Accept any other suitable response.

Maximum 3 marks

1 0

Table 1 shows the body mass index (BMI) scores and average daily calorie intake for five adults.

Table 1

	Adult 1	Adult 2	Adult 3	Adult 4	Adult 5
Gender	Female	Male	Female	Male	Female
BMI score	19	23	29	31	28
Average daily calorie intake	2300	2400	2000	2500	1900

Analyse the information in **Table 1** to answer **Questions 10.1** and **10.2**.

1 0 . 1

Identify which **one** of the adults would be classified as obese.

[1 mark]

Marks for this question: AO3 = 1

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

- Adult 4 (1)
- Adult four (1)
- 4 (1)
- Four (1)
- Male, 31, 2500 (1)

No other acceptable response.

Maximum 1 mark

1 0 . 2

Identify which **one** of the adults is eating above the average required calorie intake per day.

[1 mark]

Marks for this question: AO3 = 1

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

- Adult 1 (1)
- Adult one (1)
- 1 (1)
- One (1)
- Female, 19, 2300 (1)

No other acceptable response.

Maximum 1 mark

1 0 . 3

Gender is one factor that can affect the required calorie intake per day for an individual.

Identify **and** describe **two** other factors that affect the required calorie intake per day for an individual.

[4 marks]

Marks for this question: AO1 = 4

Award **one** mark for identifying each factor and **one** mark for the description from the following points up to a maximum of **four** marks.

Age (sub-max 2 marks)

- Age (1)
- People under the age of 25 need more calories (1)
- When you get older your body replaces muscle with fat and fat burns fewer calories (1)

Height (sub-max 2 marks)

- Height (1)
- You need to consume more calories the taller you are (1)
- Taller people have larger skeletons (1)

Energy expenditure (sub-max 2 marks)

- Energy expenditure (1)
- The more exercise you do the more calories you will need (1)
- You need more energy to carry out the exercise (1)

Accept any other suitable factor and description that affect the required calorie intake per day for an individual.

Maximum 4 marks

1 0 . 4

Explain **two** negative effects that obesity could have on performance in football or hockey.

[2 marks]

Marks for this question: AO2 = 2

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

- Limits stamina/cardiovascular endurance – so unable to keep up with play for a whole game (1)
- Limits flexibility – so unable to stretch to control the ball (1)
- Limits agility – so unable to change direction to intercept the ball (1)
- Limits speed – unable to sprint for a ball before an opponent gets it (1)
- Limits explosive strength – unable to jump high enough to head a ball in football/unable to charge down a short corner quickly in hockey (1)

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

Maximum 2 marks

1 0 . 5

Avoiding obesity helps maintain good physical health and wellbeing and improves performance in sport.

Explain **two** other ways that good physical health and wellbeing helps to improve performance in sport.

[4 marks]

Marks for this question: AO2 = 4

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

Improved heart function (sub-max 2 marks)

- Improved heart function will allow more oxygen rich blood to be pumped to the working muscles in each beat (1)
- This provides more energy which allows a performer to offset the onset of fatigue (1)

Improved efficiency of the body systems (sub-max 2 marks)

- Improved efficiency of the cardiovascular system which improves aerobic capacity (1)
- Allows a performer to perform at a lower intensity for longer (1)

Reduces the risk of some illness (sub-max 2 marks)

- Reduces the risk of some illnesses such as diabetes which can reduce energy levels (1)
- This will mean illnesses do not restrict a performer and they can continue to perform at a high level (1)

Accept any other suitable response.

Maximum 4 marks

1 1 . 1

Outline the difference between intrinsic and extrinsic motivation.

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.

AO1

- Intrinsic – the drive that comes from within (eg for pride, satisfaction, a sense of accomplishment, self-worth) (1)
- Extrinsic – the drive to perform well or to win in order to gain external rewards (eg prizes, money, praise) (1)

AO2

- Intrinsic – running for a personal best in a race (1)
- Extrinsic – running in a race to finish in the top 3 to win a medal (1)

Accept any other suitable outline of the difference between intrinsic and extrinsic motivation. Accept any other suitable sporting examples of intrinsic and extrinsic motivation.

Maximum 4 marks

1	1	. 2	<p>Give one sporting example of a self-paced skill.</p> <p style="text-align: center;">Justify your choice.</p> <p style="text-align: right;">[3 marks]</p>
---	---	-----	---

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

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

AO2 (sub-max 1 mark)

- Long jump in athletics (1)

AO3 (sub-max 2 marks)

- The run-up is started when the performer decides to (1)
- The performer decides the rate and pace of the run-up (1)
- The performer decides when and where to jump from (1)

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

Maximum 3 marks

1	1	. 3	<p>Give one sporting example of a gross skill.</p> <p style="text-align: center;">Justify your choice.</p> <p style="text-align: right;">[3 marks]</p>
---	---	-----	--

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

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

AO2 (sub-max 1 mark)

- Throwing a javelin (1)

AO3 (sub-max 2 marks)

- Large movements of the body (arms/legs) are made (1)
- Involves the use of large muscle groups (quadriceps/hamstrings/deltoids etc) (1)
- Does not rely heavily on precision as there is a large area to aim at when throwing the javelin (1)

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

Maximum 3 marks

1	2	<p>Somatotyping is a method of classifying body types.</p> <p>Analyse how different somatotypes would be suitable for participating in different sporting activities.</p> <p style="text-align: right;">[6 marks]</p>
----------	----------	--

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

Level	Marks	Description
3	5–6	Knowledge of the different somatotypes is accurate and generally well detailed. Application to sporting activities is mostly clear and effective. Analysis is thorough, reaching valid and well-reasoned links for all somatotypes. The answer is generally clear, coherent and focused, with appropriate use of terminology throughout.
2	3–4	Knowledge of the different somatotypes is evident but is more detailed for some types than others. There is some appropriate and effective application to sporting activities, although not always presented with clarity. Any analysis is clear but reaches valid and well-reasoned links for only some of the somatotypes. The answer lacks coherence in places, although terminology is used appropriately on occasions.
1	1–2	Knowledge of the different somatotypes is limited. Application to sporting activities is either absent or inappropriate. Analysis is poorly focused or absent, with few or no reasoned links for any somatotype. 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 somatotypes eg

- Ectomorph – characterised by being tall and thin, narrow shoulders and narrow hips
- Mesomorph – characterised by a muscular appearance with wide shoulders and narrow hips
- Endomorph – characterised by a pear-shaped body/fatness, with wide hips and narrow shoulders

AO2 – Application of somatotypes to sporting activities eg

- Ectomorph – suited to activities such as marathon running and high jump
- Mesomorph – suited to activities such as sprinting or rugby
- Endomorph – suited to activities such as shot put and sumo wrestling.

AO3 – Analysis of somatotypes to different sporting activities eg

Ectomorph

- As they are thin and lean, they have very little weight to carry around. This makes it easier to run long distances and so their performance in a marathon could be good.
- The narrow shoulders, hips and chest mean that they will be streamlined when running. This will mean there is less resistance so they will be able to run faster over long distances.
- Long legs mean that stride length will be long. This will mean that they can cover ground much quicker so running long distances will be easier for them.
- Long arms will help a person when playing basketball. It will help them intercept or block around a much bigger space.
- Being thin and lean will mean that taking part in sports such as rugby would be difficult as they would not be able to generate much power for tackling and would find it difficult to withstand tackles.

Mesomorph

- A large muscle content means that their bodies are very powerful. This extra power will mean that a 100m sprinter would have more speed and run a faster time.
- A large muscle content would benefit a rugby player as it will enable them to tackle with greater power or withstand powerful tackles.
- A wedge-shaped body will enable an athlete to pump their arms faster which in turn makes their legs move faster. This will create more speed and will therefore be more beneficial to a sprinter.
- This large muscular body will find it difficult to take part in endurance activities as there is more body weight to carry around so fatigue may set in earlier.

Endomorph

- A pear-shaped body is beneficial for some roles in sports that require bulk. A front row forward benefits from this as it enables them to push more effectively in a scrum. This is the same for a sumo wrestler as the bulk helps them push their opponent out of the playing area.
- Shot putters will also benefit from this extra bulk as it will provide a powerful release of the shot which would help achieve a greater distance.
- A high fat content would mean they will find it difficult to take part in endurance activities as there is more body weight to carry around so fatigue may set in earlier.
- Less height will mean that taking part in sports such as basketball will be difficult. Most basketballers are tall so they will find it hard to intercept or get shots away as they will be easily blocked.

Credit other suitable responses relevant to the question.

Maximum 6 marks

1	3	<p>Erin is a 15-year-old girl. Over the last three years she has gradually become more inactive and now does not participate in any sporting activity.</p> <p>Discuss reasons why this may have happened.</p>	[9 marks]
----------	----------	--	------------------

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

Level	Marks	Description
3	7–9	<p>Knowledge of factors affecting Erin’s participation is accurate and generally well detailed. Application to factors affecting Erin’s participation is mostly appropriate, clear and effective. Discussion is thorough, reaching valid and well-reasoned conclusions for different factors affecting Erin’s participation. The answer is generally clear, coherent and focused, with appropriate use of terminology throughout.</p>
2	4–6	<p>Knowledge of factors affecting Erin’s participation is evident but is more detailed for some more than others. There is some appropriate and effective application to factors affecting Erin’s 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.</p>
1	1–3	<p>Knowledge of factors affecting Erin’s participation is limited. Application to factors affecting Erin’s 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.</p>
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

AO2 – Application of factors affecting participation eg

- Family – will encourage or discourage family members to participate in sports depending on their interests.
- Peers/friends – will encourage or discourage their friends to participate in sports depending on their interests.
- 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 not appropriate for females.
- Ethnicity/culture – of an individual may encourage or discourage them to participate in sport or particular sports.
- Education – that an individual receives may promote physical activities or sport.
- 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 sport or physical activity may not be easy to do.

AO3 – Discussion of factors affecting participation eg

- (Family) Erin's family may not be interested in sport or physical activity and do not participate in any. Therefore, Erin may not have received any encouragement to be physically active.
- (Peers/friends) Erin's friendship group may not have any interest in sport or physical activity. To fit in with her friends and to socialise Erin may have stopped participating.
- (Role models) Erin may no longer have a sporting role model and as a result her participation has decreased.
- (Accessibility to facilities/clubs/activities) Erin may not have any clubs or facilities near to where she lives so she has been unable to attend sport or physical activity sessions.
- (Media coverage) A lack of coverage of female sports on TV may have meant that Erin had not seen an activity that motivated her to continue to be physically active.
- (Sexism/stereotyping/gender) Some people believe that sport or certain sports are not for females. If this view has been expressed to Erin, she may have believed this and stopped participating.
- (Ethnicity/culture) Erin's culture may not believe sport is for females so she has stopped participating.
- (Ethnicity/culture) Erin's culture may not agree with clothing that needs to be worn for sporting activities. As a result, she may not be allowed to participate in these activities.
- (Education) The sports and physical activities that Erin's school offers may not have interested her. Therefore, this has put her off participating.
- (Education) Due to Erin starting her GCSE studies her workload has increased which means she has less time available to be physically active.
- (Socio-economic factors) Erin may not be able to afford to participate in activities that she enjoys as they are too expensive.
- (Health and wellbeing) Erin may have developed an illness which now prevents her from participating in sporting activities.
- (Health and wellbeing) Erin may have developed poor social health which means she does not want to socialise with others. This could have stopped her from attending sporting activities.

- (Health and wellbeing) Erin may have developed poor mental health which means she has become anxious or depressed. This may mean she does not feel as if she is able to cope with participating in sporting activities.
- (Somatotype) Erin may be an endomorph body shape so is not suited to participating in many sports. Therefore, she has chosen not to participate at all.

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	1		
6.2		2	
6.3	3		
6.4		2	
6.5			4
7.1	1		
7.2		4	
7.3		1	2
7.4	4		
8.1	3		
8.2	3		
9.1	3		
9.2	3		
10.1			1
10.2			1
10.3	4		
10.4		2	
10.5		4	
11.1	2	2	
11.2		1	2
11.3		1	2
12	1	2	3
13	2	2	5
Total	32	26	20