

GCSE

PHYSICAL EDUCATION

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

Report on the Examination

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General Comments

Overall, students covered the full range of questions and generally responses were written with sound punctuation and grammar.

Unlike previous years' exams, very few students wrote outside of the lines allocated for a response. The extra space at the back of the exam booklet was used to continue responses which made marking of these significantly easier. However, students must ensure that any work in this extra space or on additional paper is clearly numbered so that examiners know which question the response relates to. If this does not happen, students could miss out on marks available to them.

Students showed a range of knowledge across all questions and there were very few unattempted questions. It was good to see this year that candidates' knowledge of many basic definitions was significantly better than in previous years.

It was evident that many centres had prepared their students to answer the 6-mark and 9-mark questions from the advance information provided to centres and students. Average marks for these questions were higher with more students achieving Level 2 and Level 3 responses than in previous years.

Multiple Choice Questions (1-6)

On this unit, questions 1 to 6 were multiple choice questions in this series and there was a small range in the mean marks. Question 2 was best answered whilst question 4 was the least well answered. All questions had over an 80% success rate except for Question 4.

Question 7.1

Most of the students were able to gain full marks for this question. The responses relating to positive effects of creating an atmosphere, home team/field advantage and motivating or lifting the morale of the players were the most frequently stated responses. The most common error made was when a response of spectators being a source of income, through ticket sales and purchasing of merchandise, was often split by students as two separate responses. As both of these are a source of income, only one of these could be credited.

Question 7.2

Students were able to state two valid reasons why hooliganism occurs at football matches. Most students stated the influence of alcohol or drugs, and explained that these both can affect normal behaviour, lessening inhibitions, resulting in increased tension and displays of irresponsible behaviour such as fighting. There were some good responses that gave rivalry as the reason, clearly explaining (AO2) that this happens due to the proximity of two local teams when local derbies take place, or historic issues between teams. Students referred to these two sets of supporters as being enemies or having hatred for each other which could be the cause of incidences of hooliganism.

Frustration at the result and/or refereeing decision was also correctly stated and mostly produced an explanation which could be credited.

Gang culture was stated, but the explanations as to why this caused hooliganism to occur, was sometimes lacking in clarity. Students did understand and explain that gangs would be at matches

and have fights with opposing gangs, as they felt safe to do so as part of a 'tribe' but the idea of protecting/defending their territory was not always evident.

Question 7.3

The majority of students did not score highly on this question. This was mainly because students did not discuss but just gave positive points to early kick offs and segregation of fans. Most students, displayed good understanding of how the strategies of early kick offs and segregation of fans has positively helped to reduce hooliganism. Students referred to fans having less time to consume alcohol and being more in control of themselves. Segregating fans reduces the contact between fans thereby limiting the opportunity to be antagonised and start fights. Students gained additional marks when they discussed segregation, stating that fights could still happen outside of the stadium as the reason this strategy was not so successful. The small number of students that achieved full marks also recognised that with the strategy of early kick offs, it has not negated the possibility that fans can drink at home or buy drinks from shops and consume beforehand, therefore still being drunk and possibly still behaving erratically and causing hooliganism.

The most common response that was not credited related to the early kick off strategy, with students stating it meant fans could not attend the match, because they were still at work. Which may be a disadvantage to some fans but was not answering the question posed.

Question 8.1

It would appear from a high percentage of candidate responses that their understanding of media is not broad, as many just referred to social media, and gave examples of social media. Where students did understand the wider field of 'media' their answers were often examples and not a definition.

From the students' responses, it would suggest that this has not been a definition widely learnt by the students.

Question 8.2

Many students scored at least one mark, for explaining that a positive effect of the media was that spectators could watch from home. However, many also gave further examples which were related to this same positive effect, such as families can watch together at home, therefore not gaining a mark as it was a repeat. The idea of obtaining information on results, ranking, player statistics and general information on a team, was the next most positive effect identified by students.

However, many students failed to understand the link in the question about sport and spectators/audience of the sport(s). The typical responses that indicated this misunderstanding, were the creation of role models; increased uptake in sport; or that people would want to buy the kit/merchandise as seen on tv.

Question 8.3

Most students were able to provide suitable responses, enabling them to gain marks for this question. The most common responses focused on how performers' lives have become very public, which means any mistakes both on and off the field are scrutinised which can put a lot of pressure on players when performing or how they behave in their social lives.

Performers being subjected to online abuse and its effects mentally on the performer, was also a popular response, which possibly reflects that some students have a narrow perspective of the

range of platforms media covers.

Question 8.4

Most candidate responses were linked to the use of VAR and Hawkeye, when discussing the positive effects these two technologies provided in creating fairness to performers/teams and in decision making by officials. The negative effects given were mostly related to the stoppage/disruption of play and time taken to use these technologies. Some students also mentioned that use of these technologies could undermine the credibility of officials, particularly when overturning the official's original decisions or them failing to see rule infringements particularly in critical moments within the game.

The development of equipment and clothing was given as a positive factor that has helped improve performance by some students. Likewise, there were some students that highlighted the way in which technology had helped, mainly the introduction of ice baths/cryo-chambers, but any discussion as to why this has helped in sport was often omitted.

The idea that new technology is expensive, and therefore not available to all sports, was expressed but often stated rather than discussed which limited the extent to which it could be credited.

Question 9.1

Students answered this question well, giving the definition of an open skill. Most stating an open skill was affected by the environment, with a few referring to external factors affecting the skill. A small percentage of students failed to gain a mark as although they demonstrated an understanding of what an open skill was, they gave an example, which could not be credited as the question asked for the definition.

Question 9.2

Most students attempted this question and answered correctly. The examples covered a wide range of sporting skills, particularly skills related to ball games (kicking, passing and catching). Incorrect responses stated a 'sport' rather than a specific skill.

Question 9.3

Most students attempted this question, giving an example, but sometimes the justification did not gain the full three marks available. The range of examples tended to be mainly one of the following: the tennis serve, penalty in football or free throw in basketball. Some students did not always indicate the specific skill they were referring to and just stated the sport or activity; this was particularly the case with archery, golf and swimming.

Most students who justified the skill that had been given, identified that it was not affected by other competitors, players or people around you, thereby gaining at least one mark. The second mark was normally gained when they mentioned the skill was always performed in the same way or how it was practiced. Fewer students used the justification of it being started or initiated in the performer's own time or them being in control of the skill/movement.

Question 10.1

Most students were able to identify at least one consequence of a sedentary lifestyle. The most often mentioned were the health problems related to heart disease/hypertension/diabetes and low

levels of fitness.

Question 10.2

Students were able to provide responses to each of the components of a healthy diet, at AO1 level, by giving examples of the food types in which each component could be found, or the percentage amounts that were required for a balanced diet. However, these responses did not gain marks as the question required AO2 responses; students were required to explain how each component would help performance.

Responses which gained marks identified and explained that carbohydrates would provide the performer with sufficient energy to maintain/carry out physical activity. A few students also recognised the need for fast energy producing carbohydrates to assist with maintaining the intensity of exercise.

With protein, more students gained two marks, because they recognised that protein was needed for muscle growth, and this would impact on performance where strength would be beneficial. In addition, students explained that protein helps to repair muscle tissue thereby allowing a performer to return to training or performing more quickly.

The explanation of how vitamins help performance was the weakest component. Students' best responses linked vitamins with the body being able to function and work well, but answers rarely related this to allowing participation, therefore not achieving further marks.

Question 11.1

This question posed no difficulty to the students. Most correctly identified the need to drink fluids (example) to avoid dehydration. However, some students used the phrase 'must rehydrate' without saying how so a mark could not be awarded.

Question 11.2

In this question, students understood that blood thickening slowed down blood flow but did not always link this to less oxygen getting to the working muscles. Explanations of the effect on performance was not always clear either. Often students suggested that this caused cramp or fatigue, which did not indicate what happens to the level of performance.

Increase in body temperature was not answered as well. Students acknowledged that the body would sweat more and overheat, but very few explained the effect this could have on performance. Some mentioned that blurred vision or fatigue could occur but again not explaining what effect this would have on performance, such as having to slow down or stop.

Question 12.1

There were two main factors that limited the marks that could be credited for this question. Firstly, many students did not define, but gave examples. Second, many either gave the definition of sportsmanship or described acts of sportsmanship.

Students who understood the idea of a 'contract to compete' used the 'unwritten agreement' definition and also definitions based upon the idea of 'ensuring to give 100% effort or trying their best' or 'trying their best at all times'.

Question 12.2

This was generally well answered with most students understanding that it was the unwritten rules in sport. Some students' responses showed they understood the concept of 'etiquette' but did not always give a definition and instead wrote examples. In addition, a number of students' responses gave the definition of sportsmanship, or examples of sportsmanship or respect for the opposition, rather than etiquette.

Question 12.3

Most students received at least two marks for this question, as they were able to give a very basic idea of the process of blood doping, with blood being withdrawn from the body and, prior to competition, being injected back into the body. The part of the process where the body regenerates red blood cells, was not always mentioned, and a high percentage of students expressed the idea that it was simply when returning the extracted blood, the body would then have more blood cells. Some students had been taught this process well and detailed how the extracted blood was treated and stored, but did not mention how the body naturally reproduces red blood cells, to gain the third available mark.

Question 12.4

With peptide hormones, students tended to state that it was a hormone, rather than give one of the positive effects it could have on the body. However, those who did recognised it was used to increase red blood cells. The quality of students' responses for this question indicated that it was perceived by students to be the most demanding in the section.

Most students did state anabolic agents, but more used the common term, steroids, to gain the mark. Although many students identified diuretics, spelling was limited, and leniency had to be shown by examiners to allow students to gain the mark.

Question 13.1

Most students attempted this question. Those who did not gain full marks did not label the axes or labelled them axis 'x' and 'y'. The most common mistake was a result of students drawing a line from the zero (0) to the intersection of 'season 1' and '10 wins' to the point where the students graph lines should have started. There were a small number of responses where the students had not connected the plotted points on the graph, or the line was not drawn with a ruler and was very wiggly.

Question 13.2

Performance on this question was low, simply because many students did not give a rationale as to how (AO2) the selected acronym would be implemented but answered with an AO1 response of stating the full name of one of the letters of 'SMART'.

The best responses were given for either 'Measurable', where students outlined how this could be implemented by comparing the number of wins in the season or 'Time', how this would be over the course of the season. 'Realistic' was often given and linked to the fact his target had not gone up too many from his previous seasons. 'Specific' was the most poorly explained by the students, as they seemed less sure how this would be used.

There were variations to the interpretation of the acronyms particularly 'A' being expressed as 'Achievable,' by students which was not accepted as this is not part of the specification.

Question 13.3

Students mostly understood the term ‘outcome goal’ but did not always explain why it may not be suitable to the team. There were plenty of responses that indicated that winning was how an outcome goal would be achieved by the team, which did not allow a mark to be awarded, as this was not explaining what effect this could have on the team.

The better responses identified that losing, could be demoralising or affect team morale. However, many students then gave alternative suggestions of having a performance goal target for the team as an alternative or better goal, which gained no additional marks. This would have been acceptable had the question posed asked the students to ‘discuss’.

Question 14

This question was answered well by students, with a higher percentage than normal achieving a level three mark.

The few students that scored no mark, had mostly explained that catching a ball was an open skill and had not mentioned any stages of the process.

Students whose responses were at level one, gave at least one of the four stages of the process (AO1), and showed some limited application (AO2) to catching a ball. At this level, students showed limited understanding of the decision-making and output stage, tending to just write that your brain tells your body/hands to move to a position to catch the ball. With students at this level, they often omitted the feedback stage, from the ‘information processing model’.

Students that produced level two responses, could identify all four stages of the process and applied each stage of the process to the action of catching a ball. What often distinguished students within this level was the degree to which they were able to analyse (AO3) some of the stages. The feedback stage was most mentioned in referring to mainly extrinsic feedback from a coach or clapping of spectators for a good catch. At this level, some students did make some mention of recalling from memory how past experiences of catching a ball would be of help. Explanation of the difference of information stored either as long- or short-term was not evident.

Students who achieved a level three mark, were able to successfully analyse the ‘information processing model’ accurately, with good reference to how the performer used ‘selective attention’ in the input stage, by eliminating and blocking out irrelevant factors, such as noise. Most students were able to distinguish between short-term and long-term memory information recall in the decision-making stage and how this aided the catching of a ball successfully. The output stage was probably the least analysed stage in the process, by all students. However, candidates at level three did try to mention that the brain sent impulses to the muscles to initiate movement to execute the catch. Extrinsic, and at this level intrinsic/kinaesthetic feedback, was included in the analysis of the feedback stage, by nearly all students.

Question 15

For an extended question, most students made some good discursive points and most considered at least another factor that can affect participation. Because of the question wording, some students felt that they needed to either agree or disagree with the opening statement, which did not always help to make their answer read well. However, it did lead to responses that included discussion.

Candidates' responses at level one tended to focus solely on the role of the family in either encouraging/supporting or discouraging a child's interest and participation in sport and physical activity. In such responses, the students seemed to both agree and disagree without considering any other factors. Some of the better responses at level one, included the idea of older family members, mostly parents being a role model. Some students at this level mentioned that a child could be influenced by their peers in being encouraged to take up sport or to be physically active.

Level two responses identified at least two factors outside the families that could be more influential. Role models and friends were often mentioned, however, not always in any detail. School was also mentioned but mostly mentioning that participation was compulsory. Religion and ethnicity/culture were often linked back to the family's influence, and were reasonably well discussed at this level, particularly that of religion influencing the clothes worn by girls and therefore affecting participation by females. Likewise, financial circumstances of the family being important as to whether the child could participate due to costs of equipment, transport or membership fees.

At level three, responses covered a similar range of different factors but were much clearer and more accurate in providing detail and reasoned discussion on the various factors. Such as, explaining how, because of media coverage of sports, and the role models that are highlighted, this would have an influence on children wanting to follow in their idol's footsteps, and this could be more influential than family, particularly with slightly older children. Students also discussed gender issues. If a sport was perceived as a male dominated sport, then girls may be discouraged by family or friends to take up that sport. In addition, many students at this level discussed in greater detail the need for younger children to be reliant on parental support to enable participation, which, as a child became older, would not be necessarily as important and therefore other factors such as friends would be. Some students included the availability of facilities being an important reason why sporting engagement of a child could be affected. Clearly suggesting that if the facilities were not locally available, then the child would be dependent on their parents to provide transport, and sometimes linking this with the family's financial situation, was a good discussion point.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results Statistics](#) page of the AQA Website.