



GCSE

Physical Education

8582/2 Socio-cultural influences and well-being in physical activity and sport

Report on the Examination

8582
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General Comments

Overall students covered the full range of questions. However, unlike in previous years there were a large number of responses with very poor punctuation and grammar. The quality and size of the handwriting was once again challenging for examiners.

It was good to see that unlike in 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, and these were numbered correctly in the majority of cases. Numbering these responses carefully is something that centres need to stress to students so that they do not miss out on marks available to them.

Multiple Choice Questions (1-5)

On this unit, questions 1 to 5 were multiple choice questions in this series. Question 2 was the question which was best answered whilst question 1 was the least well answered. All questions had over an 80% success rate.

QUESTION 6.1

Many responses for this question were not a definition, but rather a description. Responses of this nature included:

- collecting statistics
- information collected on your performance (no indication of 'how')
- written in words (no 'what') or information that is not numerical

Correct definitions mostly related to data that describes a performance or an opinion about a performance. Data that is subjective was very rarely given as a response.

QUESTION 6.2

Many students incorrectly gave surveys or questionnaires which are clearly stated in the specification as methods for collecting quantitative data. The other two common incorrect responses were using graphs or charts.

For correct responses the observation of/watching a performance or conducting interviews were the most common. Additionally, the idea of using focus groups was also occasionally stated.

QUESTION 7.1

The majority of students made some attempt at defining 'sponsorship.' Correct responses did refer to the benefits to both sport and the sponsor which was the key to answering this question. Most referred to sport or individuals receiving money or kit, in return for advertising/promoting the sponsor for their financial gain.

The most common way that students failed to gain a mark was where they just referred to the players wearing kit with the sponsors name on it, or sports advertising companies around the ground. These

responses did not give what the sponsor provided (ie what sport or individuals gained) and what the sponsor would gain.

QUESTION 7.2

One of the major problems with this question was the students not reading the question carefully, instead of referring to 'sport' the whole response given was about individual players.

A high number of correct responses suggested that some sponsors brands/products, if not considered healthy, could give that sport a bad image/reputation with most mentioning alcohol or tobacco. The other occasionally mentioned negative effects were related to lesser known sports or women's sport not receiving sponsorship.

QUESTION 7.3

This again was a poorly answered question as students failed to explain an effect on performance (AO2), merely repeating the question 'improve an individual's performance.'

Footwear/clothing was where students were most successful, especially with footwear in explaining that it would be of a better quality and offering better grip, therefore enabling faster running. Some students also suggested better quality clothing offers more comfort with reference to keeping the body cooler, therefore being able to run for longer at a high pace in races without overheating.

Equipment was the next best in students gaining a mark. Those students gaining a mark linked the idea of better-quality equipment and playing harder shots. eg a tennis racket which is lighter allows the player to hitting the ball harder more often, winning more points/rallies.

Facilities was where most students struggled to a gain a mark. Many recognised that having better facilities was good but tended to just link it to training in better conditions or playing in better facilities. Only a very few explained being able to train more often in better facilities could help increased skill development, which in turn could help produce better performances in the game.

QUESTION 8.1

A high percentage of students gave a valid definition which referred to a skill being 'learnt.' Some students also stated that it was not inherited, and most times clarified this with it had to be learnt.

However, the most common incorrect definitions that students gave were that it was a skilful performance or stating it was a movement that is done in a sport.

QUESTION 8.2

The majority of students were able to give a correct example of a gross skill with the most common being a rugby tackle, followed closely by running and throwing.

The most common mistake the students made, which did not gain them a mark, was giving a sport but the justification did not identify what was the gross skill being identified in the sport stated eg just stating rugby or football.

The students' justifications tended to refer to the use of large muscle groups or large movements of the body. Precision not being relied upon was mentioned least.

QUESTION 8.3

The overriding issue that prevented student gaining marks on this question is that they just described the stages of the information processing model, without linking it to receiving a pass which the question asked for.

When students did successfully explain the process in relation to receiving a pass, the input and decision-making stages were best answered. Some students in the input stage were particularly good at explaining selective attention and again nearly always mentioned 'focusing on the ball.' In 'decision making' reference to both long-term and short-term memory allowed students to gain marks when they mentioned making similar catches before. The output stage was where students struggled most to gain marks as many just stated a ball was caught or controlled, rather than mentioning that the brain sends impulses to the muscles to move the body to catch/receive the pass or similar. Feedback was attempted by most, but many only explained that the performer would get extrinsic and intrinsic feedback and whom these two types of feedback would come from, eg self or coach but failed to link it to receiving a pass.

QUESTION 9.1

Most students attempted this question, with many defining arousal correctly. However, few included 'physical or mental' just giving 'a state of alertness/readiness or excitement' which was accepted.

QUESTION 9.2

Students produced many variations of graphs and curves. There were a high number that drew straight line graphs, even though the question asked for curved lines. Many students only drew one curve, dividing the curve into golf on one side (low arousal) and boxing on the other (high arousal). The majority of students who did draw two curves, which was implied in the question, successfully labelled them with golf putt being towards low arousal and boxing punch towards high arousal.

QUESTION 10.1

The biggest issue with this question was that students appeared to not understand the terminology 'physiological' or did not read the question carefully, as many identified psychological reasons in their responses. The psychological reasons, which were not creditworthy, included reducing stress, calming nerves and concentrating or focusing better. The most common correct responses, identified were reducing heart rate, blood pressure and reducing muscle tension.

QUESTION 10.2

Surprisingly, this question had the most unattempted responses on the paper.

When it was attempted, anabolic agents was answered well with most students gaining at least the AO1 mark for correctly explaining that this drug helps increase muscle growth, or helps to develop/improve strength. Those students that failed to achieve this mark tended to just state that anabolic agents are a steroid, some included that they mimic testosterone, but did not explain the effect on the body. Students

that gained the AO2 mark explained or linked the increase in muscle growth with more power produced by the muscles to allow a sprinter to run faster. Incorrect answers just suggested that this drug made the body bigger and then often referred to being able to lift more weight, and did not refer to a sprinter.

Responses to narcotic analgesics were not as clearly explained and often incorrect. Those students that correctly explained that this drug is taken to mask pain, gained the AO1 mark. However, students struggled to clearly explain how performance could be improved. Students seemed to understand that by masking pain, the athlete could continue to or train more often but did not develop this point to mention how more training might help the sprinter to have a better (improved) performance.

QUESTION 11.1

The majority of students correctly identified that the aggression was aimed at an object with only a small number linking it to the idea that no physical contact was involved.

For the sporting example, the idea of a tennis player showing aggression by smashing/throwing their racket hard onto the ground was a common response, which was credited. Other responses such as when hitting a ball/kicking a ball/serving in tennis did not always get a mark, as students failed to show how aggression was being used or applied. Students that included words such as with force or hard did get the mark as they had indicated that aggression was being used. Similarly, playing a smash in badminton was accepted as the very nature of executing the shot requires the shuttle to be hit hard.

QUESTION 11.2

The most common correct response given by students for the sporting example was long distance running. However, students did struggle to justify (AO3) how the characteristics of an introvert made long-distance running suitable for them. The reasons/characteristics that were linked to long distance running were 'doing things on their own' or being 'shy/not mixing with others,' therefore justifying that these traits can be catered for in long distance running as it is an individual event.

Those students that failed to gain marks in justifying why an introvert personality type would be suited to long distance running highlighted that the activity was self-paced and takes place in a quiet environment, not indicating how this suits the characteristics of an introvert.

QUESTION 12.1

Students did seem to access this question well with the most common responses linking to a lack of access to facilities/clubs/equipment or that an individual may not physically be able to participate. Sometimes students gave two different examples of where a physical disability may prevent participation which could only be credited once.

A large number of students also identified that a lack of role models/media coverage meant that there were no positive examples to motivate people with disabilities to participate in physical activity.

QUESTION 12.2

Although most students attempted this question, answers did not always suggest two different ways, but the same way but repeated using different words/examples. This was highlighted by the number of

students that suggested that peers could encourage you to participate, or motivate you to participate, which are the same bullet point in the mark scheme.

Some students did recognise that if a person's peers were participating in an activity that you would join in, as you would not like to feel left out of your social group.

QUESTION 12.3

This question was well answered by most students. The most common response related to women's participation, suggesting either the need to wear the hijab or have their bodies covered/no skin exposed, due to religious beliefs on dress code, would make participation difficult or impossible for them. The other most frequently suggested reason was that during Ramadan participation could be curtailed or stopped, as fasting did not provide the performers with sufficient energy to allow them to participate.

Another reason students suggested was a person's need to observe rules on attendance at prayer meetings and observing the sabbath day, however with this response some students did not always indicate why this may affect engagement rather just saying that they would therefore let their team down.

Some students also misinterpreted the question and wrote about how a person might receive abuse or discrimination from team members, or the crowd, due to their religion and therefore choose not to play.

QUESTION 13.1

The main issue in this question was that in both the definition and example the students did not make mention to the 'end result.' This often meant the responses were referring to a 'performance goal'. The examples were again often not clear.

The best examples were about winning a cup/trophy at the end of the season, or simply winning a match.

The most common incorrect example was scoring '3' goals in the match, often students referring to themselves as a player which is a performance goal.

QUESTION 13.2

This was a very poorly answered question. Students who did attempt to explain how knowledge of performance helped a beginner tended to achieve only one mark for writing either helping as they do not know what a successful performance feels/looks like, or for explaining it would help identify strengths and areas for improvement.

Students explained that if a beginner understood what a good/successful performance looked like, it would help them develop their skills. Students also explained that a beginner focussing on 'knowledge of performance' would help them be more confident, as they would know how to play the game and therefore know what they needed to do to improve.

Incorrect responses related to knowledge of results and types of feedback that would help a beginner. Similarly, lots of students incorrectly wrote that knowledge of performance was knowing the rules.

QUESTION 13.3

This question was poorly answered with many students confusing feedback with motivation. In addition, many of the students only produced responses that were AO1, mentioning that intrinsic or extrinsic motivation is from within oneself or from others. However, as the command word was 'evaluate' and it was an AO3 question this did not gain them any marks.

The most common response that gained students a mark, when evaluating intrinsic motivation, was when they mentioned that it gave the beginner a sense of pride or self-satisfaction because they felt they had done something well/good/successfully and therefore would want to keep continuing to try to improve their skills in the sport. Similarly, some evaluated extrinsic motivation with a response of receiving praise from a coach or teammates, which made you feel good and therefore encouraged you to keep practicing.

QUESTION 14.1

This question was answered well and full marks were awarded to those students who gave carbohydrates 55-60%, proteins 15-20% and fats 25-30% with the correct percentages.

Students that did not give any percentages of the food types, but stated carbohydrates, protein or fats, only achieved one mark.

The most common reason students did not gain any marks for this question was where they described a balanced diet as having your '5 a day', or stating what calorific amounts males and females should consume daily, or just eating from the seven food groups each day and not stating what any of the groups were.

QUESTION 14.2

Most students attempted this question, but it was not well answered. The biggest reason students failed to gain any marks was the lack of identifying a component of fitness that was affected by obesity, and then correctly linking it to an athletic event or performance, with some even linking their responses to games/games players. For example, students just wrote that being obese would mean the athlete was too big/fat to jump or it would make running difficult. Another reason students did not gain marks was that they just related to other health issues that obesity might cause, such as heart problems and diabetes and therefore the athlete would not be able to compete.

Those who did gain at least one mark tended to link obesity and the increased body size/additional weight, making it difficult to sprint fast in 100m (speed). Stronger responses from students also showed an understanding that obesity could reduce power, affecting performance in long or high jump.

Stamina and cardio-vascular endurance being adversely affected by obesity was also explained by the more successful students, linking this component of fitness to athletes being unable to keep up in middle or long-distance events.

QUESTION 15

In this question, the majority of students' responses referred to VAR and radio microphones used in either football or rugby. A small number also mentioned Hawkeye in tennis.

The students who achieved low marks on this question did so because they had not read the question carefully and many of the responses referred to the effect of technology on players or audience (crowd), especially when they discussed the negatives effects of using technology, especially VAR. Examples of this were:

- stopping of the flow of the game, causing players to wait whilst officials reviewed incidents of play on the big screen.
- Crowd becoming annoyed at the decisions and starting to fight (hooliganism caused by a decision being overturned by VAR review and going against their team).

The most common correct responses on the positive effects showed that students clearly understood that by referees having the option of reviewing decisions using VAR so that the outcome would be correct and fair to the team and players.

The other positive effects that many students mentioned was that technology now allowed officials to communicate with each other, often without stopping the flow of the game, and again allowing decisions to be made quickly and correctly. Some students also related that by using VAR or Hawkeye officials do not feel under as much pressure as their decisions can be confirmed by technology.

When discussing the negative effects of technology on officials, students were successful in gaining marks where they tended to relate to the way in which technology can highlight/show that an official had made the wrong decision or several wrong decisions during a game. This in turn can result in them receiving adverse reports in the media, or online abuse.

Some students also considered that, with increasing use of technology, officials can feel undermined and feel that their authority is being diminished

A very small number of students also related to the cost of technology and that not all levels of sport can afford it, which could mean that only the top-level officials would benefit and lower-level officials are put under more pressure.

QUESTION 16

Most students attempted this question and were able to show knowledge as to why hooliganism may occur.

At Level 3, students referred to the idea that hooliganism is linked to the idea of masculinity and that is important when fans and rival fans are in large groups in close proximity to each other. When often fuelled by alcohol, or just ‘passion’ for your team, it is important for some fans to display their masculinity by being aggressive towards rival fans. Some students discussed how media hype and social media has also contributed to causing tension before a game, especially when local derbies are being played, or crucial games affecting league positions. This tends to incite the fans, especially those that feel they need to stand up and show their support for their team.

There were many students who achieved Level 2. They nearly always discussed both alcohol and drugs, relating to loss of control and fans becoming ‘hyped up’ which made them react in a bad way. Being frustrated with refereeing decisions that go against their team, was also discussed as a cause of hooliganism. The other reason for hooliganism that students at this level considered was rivalries. They

discussed the idea that local derbies caused raised tensions and fans feeling that they need to protect their territory, hence fights breaking out at these games.

At this Level 1, students stated that either alcohol or gang rivalries were why hooliganism occurred which allowed them to access one mark as they had shown some creditworthy material. Students who achieved another mark at this level (achieving two marks) discussed why at least one of the stated reasons, particularly drinking, makes fans/spectators more inclined to behave badly as they are less inhibited.

QUESTION 17

Family commitments, role models and media coverage were the most featured points in Level 3 responses, and these were detailed and valid explanations to support the analysis of the table. At this level students, when writing about the issues of family commitments, also suggested that female's income may be lower due to not being able to work, so they were unable to afford club/match fees which made running more affordable.

Some responses at this level also suggested links between a women's menstrual cycle and pregnancy and that many types of sport could be curtailed or stopped at these times, so females may struggle to make a commitment, especially to team sports and leading to a feeling of letting the team down. Students at this level also suggested that some women may be motivated by their social network, so if their friends had no interest in a team sport then they may do running, as it was an individual sport and not reliant on doing with friends.

Some students suggested that men may participate in more team games than women because they were physically stronger and fitter, so causing the difference in participation levels.

Another factor that Level 3 responses considered that could have affected the levels of participation and differences between males and females was the availability of facilities. Students suggested that females team sport facilities (netball courts) are not always available locally and may require them to travel greater distances to participate. Linked to this the family commitments and lower incomes that females may have, it will often stop them taking part in team sports. However, they can do running as it can be done to and from home (less cost and time), so as table shows a greater percentage of women participate in running than they do in team games.

Responses at Level 2 tended to focus on 'family commitments,' 'role models' and the lack of 'media coverage' of female sports. There were better explanations supporting the analysis of the table as to why possibly levels of participation in team sports and running differed between males and females that at Level 1. Media coverage and role models were best explained, particularly mentioning that traditionally it was male dominated team sports that were shown on TV, with some students mentioning that in the past it was only in coverage of athletics where more females were seen. Some students linked this to why more females took part in running, than team sports.

At this level, there did also seem to be a general impression that some women did not participate because they did not like to be seen in 'unfashionable' clothing which would make them look masculine. There was also a general idea that all sport, particularly team games, are perceived as a masculine activity therefore this put females off and they would not participate.

Responses at Level 1 tended to simply state an AO1 response such as family commitments, role models or the perception that sport was considered a masculine activity and these factors were poorly developed. The exception being ‘family commitments’ and that raising a family may not allow a female to have sufficient time, especially to participate in team games, which by the very nature of the activity required more time. Whereas running could fit in better with family commitments. The other typical reason given linked to family commitments, was simply that pregnancy would stop participation.

Students who received no marks in this question had not analysed the table by suggesting any possible reasons why the table showed gender differences in participation in team sports and running. These students simply repeated what the statistics/data were and gave the numerical gap between each of genders participation in team sports and/or running.

Mark Ranges and Award of Grades

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