
A-level PHYSICAL EDUCATION 7582/1

Paper 1 Factors affecting participation in physical activity and sport

Mark scheme

June 2024

Version: 1.0 Final



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

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

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from [aqa.org.uk](https://www.aqa.org.uk)

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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.

Section A

Applied anatomy and physiology

0 1

Which **one** of the following is converted directly into lactic acid in the anaerobic glycolytic energy system?

[1 mark]

Marks for this question: AO1 = 1

D – Pyruvic acid

0 2

Figure 1 shows a tennis player performing a forehand shot as they move from position **A** to **B**.

Which **one** of the following is the plane of movement for the joint action at the elbow from position **A** to **B**?

[1 mark]

Marks for this question: AO2 = 1

B – Sagittal

0 3

During exercise CO₂ in the blood will increase.

Describe how an increase in blood CO₂ impacts the redistribution of blood.

[3 marks]

Marks for this question: AO1 = 3

- (Increased CO₂ levels/acidity/decrease in pH) detected by chemoreceptors. (1)
- Messages sent to the medulla (oblongata) / vasomotor centre. (1)
- Increased sympathetic impulses / decreased parasympathetic impulses. (1)
- Vasodilation / increased blood flow to the working muscles/skin/heart. (1)
- Precapillary sphincters relax to allow more blood through. (1)
- Vasoconstriction / decreased blood flow to the non-essential organs/non-working muscles. (1)
- Precapillary sphincters contract causing to allow less blood through. (1)

Accept any other appropriate description of how an increase in blood CO₂ impacts the redistribution of blood.

Maximum 3 marks

0 4 . 1

As a direct gas analysis VO_2 max test progresses minute ventilation would increase.

Define 'minute ventilation'.

[1 mark]

Marks for this question: AO1 = 1

- Amount of air breathed in **or** out per minute. (1)
- Breathing rate x tidal volume. (1)

Accept any other appropriate definition of minute ventilation.

Maximum 1 mark

0 4 . 2

Explain why minute ventilation needs to increase as the intensity of exercise gets harder.

[3 marks]

Marks for this question: AO2 = 3

- To allow the athlete to breath in more O_2 . (1)
- To allow the athlete to remove more CO_2 . (1)
- To increase gas exchange at the alveoli / fully saturate haemoglobin. (1)
- Delivers more oxygen to the working muscles / meets increased demand for oxygen. (1)
- To allow the performer to continue to respire aerobically / prevent anaerobic respiration. (1)
- Delay fatigue / delay OBLA / limit lactate accumulation. (1)

Accept any other appropriate explanation of why minute ventilation would need to increase as the intensity of work got harder.

Maximum 3 marks

0 5

Analyse how regular participation in exercise can decrease the likelihood of a stroke.

[3 marks]

Marks for this question: AO3 = 3

- The elasticity / condition of the arteries is maintained **which** ensures blood flow to the brain remains constant. (1)
- Reduced cholesterol (LDL) / atheroma / fatty deposits / plaque **which** prevents blockages in blood vessels (leading to the brain) / ischemic stroke. (1)
- A decrease in blood pressure **which** prevents damage to blood vessels (leading to the brain) / haemorrhagic stroke. (1)

Accept any other appropriate analysis of how regular participation in exercise can decrease the likelihood of a stroke.

Maximum 3 marks

0 6	Evaluate the effectiveness of plyometric training for a basketball player.	[8 marks]
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Marks for this question: AO1 = 2, AO2 = 3, AO3 = 3

Students are expected to answer in continuous prose, use good English, organise information clearly and use specialist vocabulary where appropriate.

Level	Marks	Description
4	7–8	Knowledge is consistently accurate and well detailed. Application of breadth or depth of knowledge is clearly evident. Analysis and/or evaluation is coherently and consistently made between different relevant factors and their impact. Relevant terminology is consistently used. The answer almost always demonstrates substantiated reasoning, clarity, structure and focus.
3	5–6	Knowledge is usually accurate and detailed. Application of breadth or depth of knowledge is often evident. Analysis and/or evaluation is often made between different relevant factors and their impact, and is usually coherent. Relevant terminology is often used. The answer usually demonstrates substantiated reasoning, clarity, structure and focus.
2	3–4	Knowledge is sometimes accurate with some detail. Application of breadth or depth of knowledge is sometimes evident. Analysis and/or evaluation is sometimes made between different relevant factors and their impact, but may lack coherence. Relevant terminology is sometimes used. The answer occasionally demonstrates substantiated reasoning, but may lack clarity, structure and focus.
1	1–2	Knowledge may be limited. Application of breadth or depth of knowledge may be limited or not evident. There may be little or no analysis and/or evaluation between different relevant factors and their impact. Relevant terminology is occasionally used. The answer may lack substantiated reasoning, clarity, structure and focus.
	0	No relevant content.

Possible content may include:

AO1 Knowledge of plyometric training

- Involves fast twitch fibres / Type 2x / ATP-PC system used during bounding/jumping/depth jumps etc.
- Eccentric muscle contraction followed immediately by concentric contraction.
- Shorter the time between the two/amortisation phase the greater the effect.
- Muscle spindles / stretch reflex activated.
- Elastic energy stored / greater force of contraction.
- Develops anaerobic power / explosive strength.

AO2 Application of plyometric training to a basketball player

- Anaerobic power / explosive strength is a component of fitness required by a basketball player to jump high and rebound.
- Sports specific movement patterns (one/two-footed jumping) can be used.
- Sport-specific skills eg slam dunk can be included.
- Can be completed individually or as part of a team/squad.

AO3 Evaluation of the effectiveness of plyometric training for a basketball player

- Improvement in jump height / leg power allows a basketball player to score more points / prevent the opposition from scoring.
- Use of sports specific movement patterns / skills in plyometrics promotes positive transfer to basketball performance.
- Basketball players require anaerobic power / explosive strength / ATP-PC system due to the short duration high intensity of the skills involved.
- Plyometrics may be beneficial but only as part of varied training programme including other components of fitness.
- Other methods of training would need to be included to improve aerobic / anaerobic glycolytic energy systems.
- High intensity nature of the training makes injuries more likely which could lead to the basketball player missing games.
- Longer recovery period from plyometric training so sessions would have to be carefully planned around games / other training sessions to avoid fatigue / over-training.
- Difficult to develop tactics and teamwork during plyometrics which is a key factor in the success of a basketball player.

Accept any other appropriate evaluation of the effectiveness of plyometric training for a basketball player.

Maximum 8 marks

0 7	A sprinter is driving out of the blocks in a 100 m race. Analyse how the following factors help the sprinter to make an explosive start: - Recruitment of muscle fibres - Newton's Laws of linear motion. [15 marks]
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Marks for this question: AO1 = 4, AO2 = 5, AO3 = 6

Students are expected to answer in continuous prose, use good English, organise information clearly and use specialist vocabulary where appropriate.

Level	Marks	Description
5	13–15	Knowledge is consistently comprehensive, accurate and well detailed. Application of breadth or depth of knowledge is clearly evident. Analysis and/or evaluation is coherently and consistently made between different relevant factors and their impact. Relevant terminology is almost always used. The answer demonstrates a high level of substantiated reasoning, clarity, structure and focus.
4	10–12	Knowledge is usually comprehensive, accurate and detailed. Application of breadth or depth of knowledge is often evident. Analysis and/or evaluation is often made between different relevant factors and their impact, and is usually coherent. Relevant terminology is usually used. The answer usually demonstrates substantiated reasoning, clarity, structure and focus.
3	7–9	Knowledge is generally accurate and sometimes detailed. Application of breadth or depth of knowledge is sometimes evident. Some analysis and/or evaluation is made between different relevant factors and their impact but may sometimes lack coherence. Relevant terminology is used but may sometimes be missing. The answer sometimes demonstrates substantiated reasoning, clarity, structure and focus.
2	4–6	Knowledge is sometimes accurate but may lack detail. Application of breadth or depth of knowledge is occasionally evident. Some analysis and/or evaluation is attempted between different relevant factors and their impact, but is likely to lack coherence. Relevant terminology is occasionally used. The answer occasionally demonstrates substantiated reasoning, but may lack clarity, structure and/or focus at times.
1	1–3	Knowledge is limited and may lack accuracy and detail. Application of breadth or depth of knowledge is likely to be limited or not evident. There may be very little or no analysis and/or evaluation made between different relevant factors and their impact. Relevant terminology used only very occasionally. The answer often lacks substantiated reasoning, clarity, structure and/or focus.
	0	No relevant content.

Possible content may include:

AO1 Knowledge of the recruitment of muscle fibres and Newton's Laws

- A motor unit consists of a motor neurone and all the muscle fibres it stimulates.
- The 'All or None Law' states that if a motor unit receives sufficient stimulation an action potential will be released and all the fibres in that motor unit will contract.
- Spatial summation – the addition of impulses received at the same time, but at different location on the neuron. If, when added together, the impulses are large enough an action potential will be released.
- Wave summation – repeated nerve impulse which does not allow the muscle fibres time to fully relax. This results in a tetanic contraction.
- Tetanic contraction – a smooth sustained muscle contraction. Not a muscle twitch.
- Newton's first law of linear motion (law of Inertia) states a body will remain in a state of rest or uniform motion until a (large enough) force acts upon it.
- Newton's second law of linear motion (law of acceleration) states acceleration is directly proportionate to the magnitude of the force produced and is governed by the direction the force is applied/ $\text{Force} = \text{mass} \times \text{acceleration}$.
- Newton's third law of linear motion (law of action/reaction) states that for every action there is an equal and opposite reaction.

AO2 Application of the recruitment of muscle fibres and Newton's Laws to the sprinter making an explosive start

- Spatial summation will result in recruitment of more motor units/bigger motor units/fast-twitch motor units.
- All movements will involve wave summation/tetanic contractions as they require more than a single muscular twitch.
- (Newton's 1st Law) The sprinter must produce a large enough muscle contraction/force to overcome their inertia and move out of the blocks.
- (Newton's 2nd Law) As the mass of the sprinter remains constant, their acceleration is equal to the muscular force they produce.
- The direction of the force exerted by the sprinter into the blocks governs the direction of the sprinter's acceleration.
- (Newton's 3rd Law) The internal muscular force produced by the sprinter will be applied to the blocks which will apply an equal and opposite force back onto the sprinter.

AO3 Analysis of how recruitment of muscle fibre types and Newton's Laws of linear motion help the sprinter to make an explosive start

- The recruitment of more motor units/bigger motor units/fast-twitch motor units will maximise the force produced to overcome inertia.
- It will also increase the acceleration of the sprinter as this is directly proportional to the force produced.
- The larger backwards force being applied to the blocks, will result in a larger forward force being the applied by the blocks to the sprinter.
- These factors will result in the sprinter moving out of the blocks faster, accelerating more quickly towards maximum speed which will give them an advantage over other competitors/help them to run a faster time.
- The sprinter will have to apply the muscular force to the blocks at the correct angle to maximise the start, as too flat and they may fall/too high would increase air resistance or limit horizontal acceleration.
- The tetanic contractions produced as a result of wave summation will result in smooth efficient movement aiding speed production.

Accept other appropriate analysis of how the following factors help the sprinter to make an explosive start:

- Recruitment of muscle fibre types.
- Newton's Laws of linear motion

Maximum 15 marks

Section B

Skill acquisition

0 8

Schmidt's schema theory states that learning occurs through the development of a schema.

Which **one** of the following shows the correct elements of recognition schema?

[1 mark]

Marks for this question: AO1 = 1

D – Sensory consequences and response outcomes

0 9

A badminton player watches the flight of the shuttlecock and hears shouts from the crowd.

Which **one** of the following components of Baddeley and Hitch's working memory model involves deciding which of these pieces of information to attend to?

[1 mark]

Marks for this question: AO2 = 1

A – Central executive

1 0

Describe the role of more knowledgeable others (MKOs) in Vygotsky's social development theory.

[3 marks]

Marks for this question: AO1 = 3

- Provides demonstrations/examples/advice focused on correct performance of the skill. (1)
- Promotes positive values / behaviour / high effort / communication. (1)
- Inter-psychological learning (between them and the performer). (1)
- Develops the performers' intra-psychological learning / ability to construct an action. (1)
- Help the performer to develop what they can do with help/what they cannot do yet. (1)

Accept any other appropriate description of the role of more knowledgeable others (MKOs) in Vygotsky's social development theory.

Maximum 3 marks

1	1	Name two types of anticipation. Explain how a goalkeeper could use each type to save a shot.	[4 marks]
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Marks for this question: AO1 = 2, AO2 = 2

Name: Temporal (1) anticipation

Explanation: Predict when a player is going to shoot (1)

Name: Spatial (1) anticipation

Explanation: Predicting where the ball will go / how the player will shoot. (1)

AO2 can only be credited where AO1 is correct.

Accept any other suitable explanation of how a goalkeeper could use each named type of anticipation to save a shot.

Maximum 4 marks

1	2	Divers often practise somersaults using trampolines. Analyse how a coach can make sure positive transfer occurs between the somersaults practised on the trampoline and the somersaults performed into the water.	[3 marks]
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Marks for this question: AO3 = 3

- Coach highlights potential for positive transfer / points out similarities between the two movements so the diver is aware. (1)
- Limit the time between performing the somersault on the trampoline and the real dive so the diver retains a feel for the movement / the similarities are clear. (1)
- (Practice sessions on the trampoline should be realistic) eg the somersault is completed in the same time frame / using the same movement patterns as in the real dive. (1)
- Planned progressions to develop schema / motor programme. (1)
- Repeatedly practise / overlearn the initial somersault to develop the correct technique for the real dive. (1)
- Reward / reinforce when positive transfer is initially experienced, so the performer knows that it has occurred. (1)

Accept any other appropriate analysis of how a coach can ensure positive transfer occurs between this training and a real dive.

Maximum 3 marks

1	3	Knowledge of performance and knowledge of results are two types of feedback available to a long jumper. Evaluate the effectiveness of other types of feedback for a long jumper in the cognitive stage of learning. [8 marks]
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Marks for this question: AO1 = 2, AO2 = 3, AO3 = 3

Students are expected to answer in continuous prose, use good English, organise information clearly and use specialist vocabulary where appropriate.

Level	Marks	Description
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2	3–4	Knowledge is sometimes accurate with some detail. Application of breadth or depth of knowledge is sometimes evident. Analysis and/or evaluation is sometimes made between different relevant factors and their impact, but may lack coherence. Relevant terminology is sometimes used. The answer occasionally demonstrates substantiated reasoning, but may lack clarity, structure and focus.
1	1–2	Knowledge may be limited. Application of breadth or depth of knowledge may be limited or not evident. There may be little or no analysis and/or evaluation between different relevant factors and their impact. Relevant terminology is occasionally used. The answer may lack substantiated reasoning, clarity, structure and focus.
	0	No relevant content.

Possible content may include:

AO1 Knowledge of the other forms of feedback available to a long jumper in the cognitive stage of learning

- Positive feedback is information about what has been performed correctly.
- Negative feedback is information about incorrect actions.
- Extrinsic feedback is feedback from an external source/outside of the performer.
- Intrinsic feedback is feedback from within the performer.
- Cognitive phase is the first phase of learning where the performer makes lots of mistakes.

AO2 Application of the use of the other forms of feedback available to a long jumper in the cognitive stage of learning

- Positive feedback – ‘excellent take off drive’.
- Negative feedback – ‘you need to use your arms more during flight’.
- Intrinsic feedback – the performer feeling their landing position is off balance.
- Extrinsic feedback – coach tells the long jumper that their run up was too slow.

AO3 Evaluation of the effectiveness of other types of feedback for a long jumper in the cognitive stage of learning

- Positive feedback highlights the correct aspects of the long jumpers technique ensuring they are repeated / develops the correct motor programme.
- Positive feedback could increase the long jumper’s motivation/confidence which means that they will work harder to improve their long jump technique.
- Negative feedback could damage the long jumper’s motivation/confidence, which could lead to self-doubt affecting their focus/lead to them working less hard during training.
- Some negative feedback will still be required so the long jumper knows how to improve but this should be given alongside more positives to avoid any negative effects.
- Extrinsic feedback could help the long jumper to correct their errors, which they would not be able to do independently as they have less experience.
- However, cognitive performers may become over reliant on extrinsic feedback preventing progression.
- Intrinsic feedback is not useful to a long jumper in the cognitive stage of learning as they are not experienced enough to know what a successful jump should feel like.

Accept other appropriate evaluation of the effectiveness of **other** types of feedback for a long jumper in the cognitive stage of learning.

Maximum 8 marks

1	4	'Whole practice is the most suitable type of practice for a basketball team's training'. Evaluate this statement using your knowledge of the following skill continua: • Complex – Simple • High organisation – Low organisation. [15 marks]
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Marks for this question: AO1 = 4, AO2 = 5, AO3 = 6

Students are expected to answer in continuous prose, use good English, organise information clearly and use specialist vocabulary where appropriate.

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1	1–3	Knowledge is limited and may lack accuracy and detail. Application of breadth or depth of knowledge is likely to be limited or not evident. There may be very little or no analysis and/or evaluation made between different relevant factors and their impact. Relevant terminology used only very occasionally. The answer often lacks substantiated reasoning, clarity, structure and/or focus.
	0	No relevant content.

Possible content may include:

AO1 Knowledge of skill classification and types of practice

- **Complex skill:** A skill requiring large amounts of decision making.
- **Simple skill:** A skill that requires limited decision making.
- **High organisation skill:** A skill that is difficult to break down/lacks meaning in part.
- **Low organisation skill:** A skill that is easy to break down.
- **Whole practice:** The skill is not broken down/practised in its entirety.

AO2 Application of skill classifications and methods of presenting a practice to basketball

- Whole practice in basketball would involve teaching a skill such as a dribbling without breaking it down into subroutines.
- An example of a complex skill in basketball is passing in a game.
- An example of a simple skill in basketball is a free throw.
- An example of a high organisation skill in basketball is dribbling.
- An example of a low organisation skill in basketball is a layup.

AO3 Evaluation of how an understanding of these skill classifications informs the method of presenting a practice that can be used to develop skills in basketball

- For simple skills in basketball such as free throw the whole method of practice is most appropriate as the performer won't be overloaded with information and can cope with the cognitive demands of the skill.
- However, many skills in basketball are complex, which means that progressive part practice / whole-part-whole may be the better method of practice as this reduces the cognitive demand on the player / makes it easier to understand in stages / subroutines.
- For high organisation skills in basketball, the whole method of practice is the only option as the skill would lack meaning if broken down into parts and the performer will develop fluency of the skill.
- However, for low organisation skills in basketball, the progressive part method of practice may be better suited as the skill can be broken down and each subroutine can be mastered before moving onto the next.
- The skill level of the performers should be considered when deciding whether whole practice is most effective as autonomous performers will be better able to cope with the high cognitive load/will not require skills to be broken down.
- Whole practice will also allow the basketballer to transfer skills into games more easily which will allow them to perform them under pressure, performing more successfully.

Accept any other appropriate evaluation of this statement using knowledge of the following skill continua:

- Complex – Simple
- High organisation – Low organisation

Maximum 15 marks

Section C

Sport and society

1 5

Which **one** of the following is an agent of primary socialisation?

[1 mark]

Marks for this question: AO1 = 1

C – Parents

1 6

Which **one** of the following was a specific aim of the Wenlock Olympian Games?

[1 mark]

Marks for this question: AO1 = 1

B – Form an Olympian Class

1 7

Factories played a major role in increasing participation in rational recreation during the industrial and post-industrial period (1780–1900).

State **three** ways factory owners helped to increase participation in rational recreation.

[3 marks]

Marks for this question: AO1 = 3

- Provided facilities for participation. (1)
- Gave time off work to participate in rational recreation. (1)
- Setting up teams / clubs. (1)
- Provided broken time payments / paid holidays / increased pay. (1)
- Encouraged the health / wellbeing of their workforce. (1)
- Encouraged loyalty / industrial patronage. (1)

Accept other appropriate ways in which factories helped to increase participation in rational recreation.

Maximum 3 marks

1 8 . 1 The characteristics of mob football and real tennis reflected the two-tier society in pre-industrial Britain (pre-1780). One characteristic of mob football was that it was played by the lower class.

State **two other** characteristics of mob football.

[2 marks]

Marks for this question: AO1 = 2

- Played over large / rural / undefined areas. (1)
- Aggressive / violent / unruly. (1)
- Simple / few / unwritten rules. (1)
- Played locally. (1)
- Played differently from place to place. (1)
- Occasional / not played often / only on holy days. (1)
- Played by men. (1)
- No limit on the number of players. (1)
- Limited / no specialised equipment. (1)

Accept any other appropriate characteristics of mob football.

Maximum 2 marks

1 8 . 2 Explain why the characteristics of real tennis prevented the lower class from playing it. **[2 marks]**

Marks for this question: AO2 = 2

- Complex / written rules **which** the lower class could not read as most were illiterate. (1)
- Specialised equipment / dress code required **which** lower class could not afford. (1)
- Specialist court required **which** lower class could not access (transport / cost / class). (1)
- High level of skill required **which** the lower class did not have the time to develop. (1)

Accept any other explanation of why the lower class were unable to access real tennis with reference to the characteristics of society during this period.

Maximum 2 marks

1 9

Steven has started regularly attending a running club to train for a marathon.

Explain **one health** benefit, **one fitness** benefit, and **one social** benefit of regularly attending training.

[3 marks]

Marks for this question: AO2 = 3

Health benefit (sub max 1)

- Decreased risk of heart disease due to cardiac hypertrophy. (1)
- Decreased blood pressure due to decreased cholesterol. (1)
- Decreased risk of stroke due to decreased cholesterol. (1)
- Decreased risk of type 2 diabetes due to increased insulin sensitivity. (1)
- Decreased risk of obesity due to burning more calories. (1)
- Improved mood due to release of endorphins. (1)
- Improved confidence / self-esteem due to achieving goals / completing training. (1)
- Reduced anxiety / depression due to release of serotonin. (1)

Accept any other appropriate explanation of one health benefit of regularly attending training.
Health benefits can be physical, mental, or social.

Fitness benefit (sub max 1)

- Improved aerobic power / stamina / cardiovascular endurance due to continuous / aerobic training. (1)
- Improved muscular endurance / dynamic strength due to continuous / aerobic training. (1)
- Improved speed due to interval training. (1)
- Improved strength / power due to hill repetitions. (1)
- Improved flexibility due to stretches completed during the warmup / cool down. (1)

Accept any other appropriate explanation of one fitness benefit of regularly attending training.

Social benefit (sub max 1)

- Make new friends due to members of the running club having a shared interest. (1)
- Prevents loneliness due to making new friends. (1)
- Improved social skills / interpersonal skills due to more interactions with people. (1)
- Interactions with other people will result in improved confidence / self-esteem in company of others. (1)
- More approachable to others due to a more positive outlook on life. (1)

Accept any other appropriate explanation of one social benefit of regularly attending training.
Do not credit the same social benefit twice if repeated under the health benefit and social benefit.

Maximum 3 marks

2 0

Table 1 shows the total number of social media interactions for the top three and bottom three football clubs by final league position in the Premier League at the end of 2019/2020 season.

Analyse how the growth in the use of social media in football may widen the performance gap between the top and bottom clubs in the Premier League.

Refer to the Golden Triangle **and** the trends shown in **Table 1** in your answer.

[8 marks]

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

Students are expected to answer in continuous prose, use good English, organise information clearly and use specialist vocabulary where appropriate.

Level	Marks	Description
4	7–8	Knowledge is consistently accurate and well detailed. Application of breadth or depth of knowledge is clearly evident. Analysis and/or evaluation is coherently and consistently made between different relevant factors and their impact. Relevant terminology is consistently used. The answer almost always demonstrates substantiated reasoning, clarity, structure and focus.
3	5–6	Knowledge is usually accurate and detailed. Application of breadth or depth of knowledge is often evident. Analysis and/or evaluation is often made between different relevant factors and their impact and is usually coherent. Relevant terminology is often used. The answer usually demonstrates substantiated reasoning, clarity, structure and focus.
2	3–4	Knowledge is sometimes accurate with some detail. Application of breadth or depth of knowledge is sometimes evident. Analysis and/or evaluation is sometimes made between different relevant factors and their impact but may lack coherence. Relevant terminology is sometimes used. The answer occasionally demonstrates substantiated reasoning, but may lack clarity, structure and focus.
1	1–2	Knowledge may be limited. Application of breadth or depth of knowledge may be limited or not evident. There may be little or no analysis and/or evaluation between different relevant factors and their impact. Relevant terminology is occasionally used. The answer may lack substantiated reasoning, clarity, structure and focus.
	0	No relevant content.

Possible content may include:

AO1 Knowledge of social media and the Golden Triangle

Social media

- Online apps and websites which allow users to interact by sharing content and taking part in social networking.
- Eg Facebook, X (formerly known as Twitter), TikTok, Instagram.

Golden Triangle: The relationship between sport, (sponsorship by) business, and media

AO2 Application of social media and the Golden Triangle to football

- Football clubs use social media to communicate with fans.
- This can include news, match highlights, promotions etc
- Most clubs will have social media accounts with many employing people specifically to run them.
- In this scenario the Golden Triangle refers to the relationship between football, social media, and businesses such as the club sponsors.
- A brand pay money to a football club in exchange for advertisement on their shirts.

AO3 Analysis of how developments in social media may only contribute to widening the gap between the top and bottom clubs in the Premier League

- The data in **Table 1** shows that the top football clubs in the Premier League get millions more interactions on social media than those at the bottom.
- This will greatly increase their appeal to business who are looking for sponsorship opportunities.
- As they have a larger audience the top clubs will be able to charge sponsors more money.
- This will increase their income in comparison to the bottom clubs/gain higher income from sponsorship deals/attract higher value sponsors/make money directly from their social media site.
- Allowing them to spend more money on player transfer fees/wages/facilities/scouting network increasing the gap between them and the bottom clubs.

Accept any other appropriate analysis of how growth in the use of social media in football may widen the gap between the top and bottom clubs in the Premier League.

Maximum 8 marks

2	1	Ethnic minority groups still face many barriers to participation in sport. Solutions to increase participation amongst ethnic minorities have not been effective. Evaluate these statements. [15 marks]
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Marks for this question: AO1 = 4, AO2 = 5, AO3 = 6

Students are expected to answer in continuous prose, use good English, organise information clearly and use specialist vocabulary where appropriate.

Level	Marks	Description
5	13–15	Knowledge is consistently comprehensive, accurate and well detailed. Application of breadth or depth of knowledge is clearly evident. Analysis and/or evaluation is coherently and consistently made between different relevant factors and their impact. Relevant terminology is almost always used. The answer demonstrates a high level of substantiated reasoning, clarity, structure and focus.
4	10–12	Knowledge is usually comprehensive, accurate and detailed. Application of breadth or depth of knowledge is often evident. Analysis and/or evaluation is often made between different relevant factors and their impact, and is usually coherent. Relevant terminology is usually used. The answer usually demonstrates substantiated reasoning, clarity, structure and focus.
3	7–9	Knowledge is generally accurate and sometimes detailed. Application of breadth or depth of knowledge is sometimes evident. Some analysis and/or evaluation is made between different relevant factors and their impact but may sometimes lack coherence. Relevant terminology is used but may sometimes be missing. The answer sometimes demonstrates substantiated reasoning, clarity, structure and focus.
2	4–6	Knowledge is sometimes accurate but may lack detail. Application of breadth or depth of knowledge is occasionally evident. Some analysis and/or evaluation is attempted between different relevant factors and their impact, but is likely to lack coherence. Relevant terminology is occasionally used. The answer occasionally demonstrates substantiated reasoning, but may lack clarity, structure and/or focus at times.
1	1–3	Knowledge is limited and may lack accuracy and detail. Application of breadth or depth of knowledge is likely to be limited or not evident. There may be very little or no analysis and/or evaluation made between different relevant factors and their impact. Relevant terminology used only very occasionally. The answer often lacks substantiated reasoning, clarity, structure and/or focus.
	0	No relevant content.

Possible content may include:

AO1 Knowledge of the barriers to participation amongst ethnic minorities and the solutions to increase participation

Barriers:

- discrimination/stereotypes
- religious customs
- number of role models
- number of coaches
- priorities other than sport.

Solutions:

- education programmes / targeted campaigns
- adapted clothing
- promotion of roles model
- coaching opportunities
- single-sex provision
- punishing discrimination.

AO2 Application of the barriers to participation amongst ethnic minorities and the solutions to increase participation

Barriers:

- ethnic minorities channelled into certain sports, such as British Asians into cricket
- muslim women face conflict with dress code/unlikely to participate in mixed gender sport
- fewer coaches from ethnic minorities to act as role models eg limited number of black football managers in the English Football League.
- fewer role models in certain sports, such as fewer black swimmers.
- some cultures may prioritise academic attainment over sports participation

Solutions:

- overcome channelling through campaigns such as Sporting Equals / This Girl Can
- Increased visibility of role models from ethnic minorities such as Serena Williams / Mo Salah
- more coaches from ethnic minority background trained/Rooney Rule
- ensure single-sex provision to allow for Muslim women and girls to comfortably exercise/adapt dress code
- campaigns such as No Room for Racism in football
- harsher punishments for racism eg Yorkshire CCC banned from hosting test matches.

AO3 Evaluation of the suggestion that there are still many barriers to participation amongst ethnic minorities and that the solutions to increase participation amongst ethnic minorities in sport have not been effective

Barriers still exist/solutions have not been effective:

- despite the training more ethnic minority coaches/Rooney Rule, there are still fewer coaches from ethnic minorities/fewer people from ethnic minority groups as officials/in administrative positions in sport
- despite campaigns there are still incidents of racism, much of which goes unpunished/there are many reports of elite players suffering racist abuse on social media
- many gyms/sports centres fail to provide single-sex provision for Muslim women, prioritising open sessions as these are more profitable.

Barriers have reduced/solutions have been effective:

- there is greater participation amongst ethnic minorities in some sports now than there has been previously
- there are more ethnic minority coaches being trained/more clubs/leagues for ethnic minorities encouraging greater participation
- there are more provisions for religious requirements, such as prayer rooms at sports facilities/changing times of sport to allow for fasting during sunlight hours.

Accept other appropriate evaluation of the suggestion that there are still many barriers to participation amongst ethnic minorities and that the solutions to increase participation amongst ethnic minorities in sport have not been effective.

Maximum 15 marks