

GCSE

PHYSICAL EDUCATION

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

Report on the Examination

8582
June 2018

Version: 1.0

Further copies of this Report are available from aqa.org.uk

Copyright © 2018 AQA and its licensors. All rights reserved.

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.

General

Overall students covered the full range of questions and generally responses were written with sound punctuation and grammar. However, examiners reported that there were a significant number of scripts where handwriting was extremely poor. This caused problems for examiners and led to some students work receiving zero marks as it was illegible.

Many students wrote outside of the lines allocated for a response and in some cases used the space allocated for questions 12 and 13 to answer other questions. Students need to be reminded that they should only use the lines allocated for a question and if they need extra space they should use additional paper. They must also ensure that any work on additional paper is clearly numbered so that examiners know which question the response relates too. 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 questions that were not attempted. However, it was clear a high proportion of students had not been taught [subject specific vocabulary](#) which has been provided to schools. This meant that these students didn't access some AO1 marks for simple definitions due to a lack of knowledge.

It was evident that a large number of schools had prepared their students to answer the 6 and 9 mark questions using the different assessment objectives. However, many students did not access the higher levels on these questions, either because they did not interpret the command word(s) correctly or they simply did not answer the question asked. Quite often students would write a lot of information on the topic required without actually focusing on what the question was asking for. A resource providing the [command words](#) and their meanings for this qualification is available on the AQA website and schools should ensure that students are aware of this so that they can focus their responses on what is actually being asked.

Questions 01 to 05

On this unit, questions 01 to 05 were multiple choice questions in this series and there was a range in the mean marks. Question 05 was the question which was best answered whilst question 03 was by far the least well answered, with less than two thirds of students getting this correct.

Question 06.1

The definition of mental health is provided in the subject vocabulary document but students did not answer this question well with many incorrectly giving the definition of health. Those students providing a creditworthy definition usually made reference to realising potential and coping with stresses of everyday life.

Question 06.2

Students answered this question well and referred mainly to increasing self-esteem, reducing stress and the release of the feel-good hormone, serotonin. However, the most common mistake was the repetition of self-esteem and confidence. A small number of students did not identify that the question referred to mental health and responses referred to the effect on social or physical well-being, such as meeting people and become fitter.

Question 06.3

Many responses gave the BMI index of over 30. However, there were some upper variations of this figure which were not accepted. Students that offered an explanation relating to the standard weight and height ratio of 20% fared poorly as many did not state the weight/height combination and percentage together, and often just stated 20% fat. Unfortunately many students gave descriptions of obese people such as too much fat or extremely overweight, rather than providing a definition.

Question 06.4

This question prompted many correct responses, with the majority of students accessing at least one mark. The most common negative effects provided were depression and lack of confidence. However, lack of confidence and self-esteem were often given as two separate points and therefore accessed only one mark. The biggest reason for students failing to achieve marks on this question was when they stated effects relating to social well-being, such as embarrassment over body size or not being able to participate in sport.

Question 06.5

This question was attempted by most students. However, many did not appreciate or understand the difference between social, mental and health related issues that obesity can cause. A high percentage of responses referred to not being able to do physical activity due to being unfit, difficulty exercising because of carrying excess weight or embarrassment when taking part due to size. Many of the students that did correctly focus on the effects on social health often only gained one mark because the examples they gave were the same thing, such as not having friends or not socialising.

Question 07.1

Approximately two thirds of students accessed the mark for this question, with the majority stating that an open skill is a skill affected by a changing environment, or similar.

Question 07.2

Most students were able to give the difference between self-paced and externally paced skills. However, the examples to support each type varied in accuracy. With self-paced skills, the most common response was a service in badminton or tennis. However, the most common failing of students was to give a sport rather than a skill, with both climbing and archery featuring fairly frequently. Good examples of external-paced skills were mostly related to returning a service or shot in tennis or badminton. Once again, many students just stated a sport and not a skill, so were unable to access this mark.

Question 07.3

The majority of students were able to state an example of a complex skill. The examples ranged from many recognising skills from major sports, such as volleying in football, passing on the move in netball and flicks or scoops in hockey. A very popular response was the rainbow flick in football. There were also many good examples from gymnastics, trampoline and diving, where students added a twist or double movement to emphasise the complexity.

The vast majority of students then found the rest of this question difficult. Rather than justify why

the skill they had given was complex, they proceeded to define complex skills referring to co-ordination/timing and how beginners could not do them. The justification had to be specific to the movements of the skill given. The following example in the mark scheme highlights this:

Performing a high jump:

- requires co-ordinated running in an accurate bend
- correctly timed jump in relation to the bar/bed
- effective body position to clear the bar.

Other commonly used examples which were successfully justified by students were pole vault, a somersault in trampoline or gymnastics and the bowling action in cricket.

Question 08.1

There were very few students that did not attempt to complete the graph and the vast majority gained at least one mark. Common reasons for students not accessing full marks included:

- not labelling the axes
- starting their line graph from the intersection of the x and y axes
- continuing their line graph past week 5.

Question 08.2

Students gave a range of responses relating to each of the letters represented in the SMART acronym. Those that selected two often did not relate them to Milo therefore not answering the question posed. The best explained correct response was 'accepted' where students identified that Milo and his coach needed to agree to the target set.

Question 08.3

This question was answered poorly. One of the main reasons was that students would often just repeat performance goal and motivate from the question. Responses needed to show the characteristics of a performance goal (eg focusing on the quality of the performance) and how or why this would help Milo (eg stop him thinking of the end result). A lot of students just stated that they were good for beginners but with no reasoning as to why.

Question 08.4

This question was answered poorly, mainly because students did not explain the reason or purpose of using the types of guidance. Most students understood what both types of guidance entailed, such as showing a video/demonstration (visual) or to physically manipulate Milo through a range of movements (manual). However, to gain a mark, this was not sufficient, because the student needed to explain that, as he was a beginner, this would be easy for him to understand or alternatively, so Milo could copy.

Students did fare better with their response relating to manual guidance, as they tended to add the required explanation, such as Milo would know how the movement felt or that it would give him a kinaesthetic awareness of the movement.

Question 09.1

Students appeared to have been well taught about the process of blood doping, with a high percentage gaining at least 1 mark. Some students did not understand that the question simply asked them to describe the process. This lack of appreciation of the word 'process' led a lot of students to miss out on a mark, because they referred to high altitude training and how an athlete would withdraw blood after training and then re-inject that blood back into the body before a race. They therefore missed out on the mark relating to the body naturally replacing red blood cells after the blood is extracted.

Question 09.2

This question was answered well, with the majority of students obtaining at least one mark and a quarter accessing maximum marks. The main problem was when students tried to explain that the benefit to a marathon runner was that they could run for longer. The marathon is a set distance so a runner wouldn't need to run for longer. Students must be taught and encouraged to always state that it would enable an athlete to work at a higher intensity for longer or alternatively run faster for longer. However, many obtained a mark by qualifying the benefit of blood doping by stating that an athlete could run for longer before fatigue sets in. The only other area of weakness on this question was that students referred to more blood rather than more red blood cells.

Question 09.3

Three quarters of students were able to access at least one mark on this question, although accessing the second and third marks available was more challenging. The most popular correct responses were increased viscosity of the blood, risk of heart attacks and blood clots or strokes as the main negative side effects of blood doping. A smaller number of students also recognised that infections and possible diseases (such as HIV) were also a problem.

There were many students that referred to athletes being caught and banned, which were not acceptable responses as the question related to the side effects of blood doping and not the consequences.

Question 09.4

This was intended to be a challenging question but it was poorly answered. Many students referred solely to Russia and their athletes, whilst others referred to the effect on the Olympic Games rather than the sport of athletics.

Most of the correct responses highlighted that the negative impact would be that the sport of athletics would have gained a bad reputation, which would lead to a fall in participation, particularly with young children, as well as a decline in the number of people watching athletics. A few students also recognised that the credibility of performers and records, both past and present would be questioned. Some students also explained that sponsorship deals might be withdrawn. However, few linked the knock-on effect being the lack of finance for future major competitions and support of the sport at all levels.

Question 10.1

The vast majority of students correctly identified Friend 5. Friend 1 seemed to be the most popular incorrect choice.

Question 10.2

The students mainly selected age as a factor. However, explaining the different calorie intake required varied greatly and clarity was not always apparent. It seemed that the students' perception of age influenced their response. Instead of using the accepted reason that after the age of 25, calorie intake generally starts to fall, students used various permutations of babies, teenagers, adults or old people, to try to explain the differences. This often resulted in statements like adults need more than children or babies less than adults. However, students were credited when they made it clear how calorie intakes differed when they used examples similar to above and were not just limited to the responses in the mark scheme.

Height also seemed to be a popular response, with students recognising that tall people require more calories. Difference in energy expenditure was also stated and students often linked this with sports performers and a non-sporting lifestyle.

Question 10.3

Most students answered this correctly. Those failing to gain a mark merely stated a lack of water, which is too vague and made no reference to the body.

Question 10.4

Students did not answer this question well. They did have the knowledge of what were the negative effects of dehydration and stated them but to gain marks the students needed to explain how these facts would affect performance. Examples were giving the negative effect of increased heart rate then not explaining that the heart would have to work harder to supply oxygen to the muscles when working and could result in a slower performance.

Many students gave more than one recognised effect. Particularly popular were muscle fatigue, loss of concentration and increased reaction time. All of these were statements and would gain no mark, unless the student went on to explain the outcome they could have on performance.

Question 11.1

Students responded well to this question, being able to successfully outline the main characteristics of each somatotype and therefore gaining full marks.

It would appear from the responses that students now do not rely on the wedge shaped body as their sole response to mesomorph and have been taught to breakdown this into relating to specific areas of the body.

Question 11.2

Students struggled to answer this question as they appeared not to have identified all the key words within the question. The students did try to engage with the command word 'discuss', which was asked for, but it was often about the suitability of the endomorph to alternative sports, rather than athletics.

To access full marks, the students needed to link the event to how the characteristics of the endomorph would be advantageous or disadvantageous to performance. Most students did recognise that throwing events better suited the endomorph. However, they failed to give an

explanation, for example that because of their greater physical size they could have more power to throw a further distance.

When students referred to the unsuitability of an endomorph to athletic events, they did not explain why an endomorph would not be suitable. For example, sprinting would need fast and dynamic movement to produce the speed to win or carrying extra body weight would inhibit or make it harder to obtain the height required to successfully jump high.

Question 12

Students' responses showed that they had a good knowledge of a wide range of strategies that have been introduced to combat hooliganism. They were able to impart a lot of knowledge on the topic and there were some very lengthy responses. However, the evaluation was often missing or weak and repetitive evaluations were used for many of the strategies. Quite often the question was not being answered. For this reason, students struggled to achieve level 3 responses.

Many students wrote an introduction about what behaviour constituted hooliganism, the link to alcohol intake and people losing their inhibitions, as well as the membership of a gang and the idea of being a fanatical supporter and defending your team against rival supporters. This alone did not gain credit as it was not answering the question being asked. However, a few students did successfully link these points to the reasons for alcohol bans and segregation and then further explained the strategies, but then in many instances only evaluated with a sweeping statement, that these strategies have not worked and failed to explain why or for what reasons they were not working.

Students fared better when they evaluated each individual strategy separately. Some of the better responses explained how hooligans still managed to obtain alcohol, fights still occurred outside the stadium and generally the idea that hooligans would find ways and means to out manipulate the police. Also, a small number of students explained that the high costs involved to football clubs meant that some strategies could not be implemented or managed effectively.

A possible misunderstanding that a lot of students had was the reasons behind all seater stadiums. They correctly identified that the instigation of these was a result of the Hillsborough disaster. However, they reasoned that this happened as a direct result of hooliganism, rather than the overcrowding on the terraces and the resulting enquiry recommendations based on safety for all seater stadia.

Question 13

Students wrote at considerable length on this question. They had obviously been taught at length of the significance of the golden triangle and this phrase featured highly. However, this did not always direct the students to be focusing on the performer, but more on a sport and expressing the benefits to the sponsor. Therefore a lot of students just did not answer the question that was asked and just talked about the golden triangle. The marks awarded quite often reflected this.

Those students that structured their answers to evaluate sponsorship and the effects on the performer, and then did the same for media seemed to fare best in accessing the higher marks. Most answers structured in this way did not fall foul of referring to the benefits to the sponsor or sport.

The vast majority of students recognised that sponsorship provided performers with money, equipment or kit, which in turn could allow more time and quality training, which could positively

impact on the performer, especially their performance.

Students gave examples of sponsorship deals for well-known sports performers. However, students did not really evaluate these examples, and with those that did, it was often about the impact these well-known faces had for the sponsors, increasing their sales figures, as they are idols and people want to have the boots they wear, etc. This evaluation was not creditworthy as it was not answering the question.

When students evaluated the negative aspects of sponsorship, they did tend to focus mainly on the individual performer. The most frequently given example being that of the demands of the sponsor on the performer to attend promotional functions, which detracted from their training time and could result in under-training and poorer performances. Students also explained how this put performers under pressure and could cause bad performances, which in turn cause stress that sponsorship could be withdrawn.

Some students wrote about the idea that the performer could become more interested in the money, and this may de-motivate them to train, resulting in possibly being dropped and again losing sponsorship deals.

When most students dealt with the media they mainly focused on social media and did not always consider TV, radio or newspapers. Most students recognised that media could bring the performer into the eye of the public and turn them into role models.

When students' evaluations focused on the positive effects of media they often referred to how a performer could use social media to analyse their performance, as it could highlight good play. Students referred to how this would motivate them to train harder and raise their self-esteem. From a negative view point the students saw that media could equally highlight poor performance and have the opposite effect on the performer.

Most students also referred to how social media could be invasive to the private lives of the performer and particularly liked to show incidents of them behaving inappropriately. This point was then often linked to the sponsor dropping them. The better responses then tried to explain how the link between negative media coverage and pressure from sponsors for high level performance could result in the performer turning to drugs to cope with the pressures and to be able to maintain performance levels. However, this idea was not expressed well and lacked clarity.

Mark Ranges and Award of Grades

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