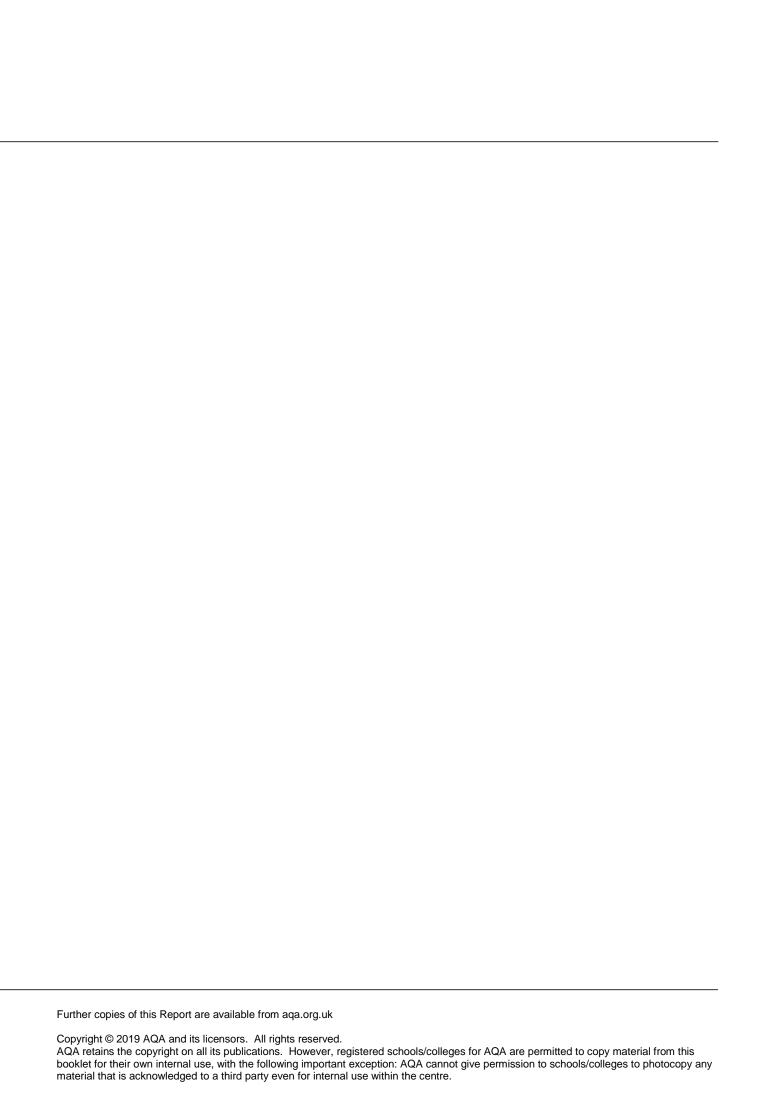# GCSE
PHYSICAL EDUCATION

8582/2: Socio-cultural influences and well-being in physical activity and sport
Report on the Examination

8582
June 2019

Version: 1.0

General comments

Overall, students covered the full range of questions and generally responses were written with sound punctuation and grammar. However, once again this year, examiners reported that there were a significant number of scripts where handwriting was difficult to read. This caused problems for examiners and led to some students' work receiving zero marks as it was unreadable. Another problem identified by examiners was a high number of students attempting to draw graphs without using a ruler. This resulted in inaccurate lines which cost students marks. Students need to ensure they have rulers to use when completing graphs in future papers to avoid failing to gain marks they are otherwise capable of achieving.

Many students wrote outside of the lines allocated for a response and in some cases used the space allocated for Question 12 and Question 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 to complete this. They must also ensure that any work on additional paper is clearly numbered so that examiners know which question the response relates too. Failing to do so can prevent them from gaining marks they otherwise deserve.

Students showed a range of knowledge across all questions and there were very few unattempted questions. This year, it was good to see this year that students' knowledge of basic definitions was significantly better than in 2018.

It was evident that many centres had prepared their students to answer the 6-mark and 9-mark questions using the different assessment objectives. Mean marks for these questions were significantly higher with more students achieving Level 2 and Level 3 responses than in previous years.

Multiple-choice questions (Questions 1–5)

On this paper, questions 1 to 5 were multiple-choice questions in this series and there was a small range in the mean mark for each question. Question 2 was the question which was best answered whilst question 1 was the least well answered. However, unlike in previous years, there wasn't one question which posed significant difficulties for students and each question had a success rate of over 80%.

Question 6.1

Most students made some attempt at this question. Many students gave the definitions stated in the Subject Specific Vocabulary document for both gamesmanship and sportsmanship. Where students did not use these definitions, the most effective responses for gamesmanship clearly indicated an understanding of players manipulating the rules to gain an advantage. Many students incorrectly stated that this was cheating or breaking the rules, which meant that they did not access this mark.

Students that gave alternative explanations for sportsmanship fared better in gaining marks, with much clearer reference to either playing to the rules of the game or following the acceptable etiquette of the sport. Many responses such as 'being a good sport' or 'being respectful' were not accepted as they were simply too vague.

Question 6.2

This question was well answered with the most common correct responses being either 'shaking hands with your opponent' or 'kicking the ball out of play because of an injured player' in a named sport. Unfortunately, some students gave examples for bad sportsmanship, especially when using an example in boxing. These responses could not be credited because the question asked for examples of good sportsmanship.

Question 6.3

Many students were able to provide two correct responses with creation of atmosphere, home field advantage and providing revenue being the most popular. Those who failed to gain marks seemed to misread the question and gave negative effects such as violence or congestion caused by many spectators.

Question 6.4

This question caused a number of students problems as they seemed to not take on board the wording of the question, which clearly asked for an explanation of how alcohol/drugs and gang culture may lead to hooliganism. Examples of the incorrect responses were that alcohol or gang culture 'could make a person start fighting with other fans' or 'be involved in aggressive or unruly behaviour'. This merely explained what hooliganism was and not how those factors could cause hooliganism.

Where students did score marks it mostly related to alcohol or drugs. This was by explaining the effects on the person, in making them lose their inhibitions or causing them to behave out of character. When considering gang culture, very few students achieved any marks for this section. This was because the responses gave examples of fighting, pitch invasion or aggressiveness to others.

The most successful responses were those which gave the underlying reasons for the behaviour of gang members. For example, the expectations to conform to the ideals of the gang or the need to display masculinity, so they would be accepted or respected by the gang. A few also mentioned the idea that gangs considered it their right to protect their 'home patch' from away fans. There were also a few references to 'safety in numbers' or 'acting as one' which would lead to hooliganism.

Many responses related to the referee's decisions made on the pitch resulting in aggressive behaviour or fights, by drunken spectators or gangs. This was not accepted as it did not answer the question.

Question 7.1

Many students referred to the 'golden triangle'. This statement was not creditworthy as it did not explain any relationship between sport, sponsorship and media. The lower scoring students, tended to just explain that all depended upon each other, such as 'without sport there would be no sponsorship, without media there would be no sponsorship'. This type of response gained no credit as it lacked any explanation.

Students of better ability often scored at least 2 and many scored the full 3 marks. The relationship between sport and sponsors was most explained by the students. That sponsors gave money/free

clothing or equipment to sports and, in turn, the sport/sportsman was providing advertising of the company's product, was a typical response that gained 2 marks.
Explaining that media shows sport and therefore promotes sport was also a popular creditworthy response and many also stated that this also advertised the sponsors' brand, allowing the students to gain another mark.

The relationship between media and sport was not so well developed and few marks were given in this area. A common mistake that arose was that students would state that sport paid the media, when in fact the reverse needed to be stated, relating to broadcasting rights.

A few students mentioned that when sports are regularly appearing in the media, they attract the attention of sponsors. Some students tried to explain the relationship that social media has with sports. However, explanations lacked clarity and did not highlight any impact or benefit, therefore gaining no credit.

Question 7.2

It appeared that many students misread the question, as so many responses were giving the negative effects of commercialism on performers. For those that had read the question correctly, the answer only required an AO1 response. Therefore, many students accessed marks successfully even with the simplest of responses.

Popular responses included 'match times being determined by television and not always suitable to spectators' and 'expensive tickets'.

Many responses related to sport on television, and television viewers were accepted as spectators. These responses were credited providing that the responses reflected a negative effect on the viewer. For example, having to pay expensive subscriptions to watch, or the viewing experience being spoilt due to advert breaks.

Question 7.3

Most students attempted this question. However, there was a high percentage that failed to achieve maximum marks because they had not read the question carefully and referred to 'sports' rather than performers.

The most popular responses were that commercialism provided some sort of financial gain, the likelihood of free clothing, equipment or better training facilities for a performer.

Media, by raising a player's profile and becoming a role model, was an equally popular response with students. However, it was when considering the positive impact of media that responses were often about sport, particularly mentioning increased spectators at games or increase in participation. Students often also stated that 'performers would be seen on television' or 'appear in adverts'. These responses did not show any positive impact unless qualified by the idea of raising profile or gaining publicity.

Question 8.2

Responses to this question reflected the differing levels of ability and understanding of the students. There were a considerable number of responses where the answer bore no resemblance to the question. Some students failed to use a named skill from a sport in their response. Even though their responses were often correct, they could not be credited with marks as the question

clearly asked for a named skill from a sport. A small number of students stated sports and not specific skills. Once again, these could not be credited.

When explaining 'input' the most common response related to the sense of seeing, often explained as a specific example such as 'seeing the tennis ball'. The students that correctly identified and explained selective attention were those that appeared to have a better understanding of the information processing model. A common mistake was that some students placed selective attention in the 'decision making' stage of the process. Likewise, some students described decision making in the 'input' section.

'Decision making' was again answered well by higher-scoring students with good reference to the effect of both long-term and short-term memory experiences on the 'decision making' process. Lower-scoring students found it difficult to answer this part with a typical example being 'making a decision to hit the ball'. This only repeated the question and did not indicate what the decision was based on. Another example was 'considering options', which was too vague.

Generally, more students understood the input stage. However, many require a better understanding of decision making, particularly that it is based on previous experiences stored in the long-term memory and uses a comparison to what is happening and stored in short-term memory.

Question 8.3

This question was not answered well by many students. One reason for this was that students did not justify. This required the responses to explain why extrinsic feedback is more beneficial to beginners. Responses tended to explain who gives extrinsic feedback or how it is given. Another reason that students did not receive high marks for this question was that they explained extrinsic and intrinsic motivation, especially mentioning how praise given by people can motivate a beginner.

The most effective responses highlighted the fact that a beginner's awareness of the correct technique would be poor. A coach would have better knowledge and could therefore give extrinsic feedback.

Students did often state that intrinsic feedback was not suitable but quite often did not explain that this was because the beginner would lack the experience to know how a movement would feel. Therefore, they did not gain credit.

Question 9.1

The most commonly stated skills given by students were 'taking a penalty kick in football' and a 'golf putt' for skill A and 'tackling in rugby' for skill B.

The most common reason that students failed to gain a mark was when they stated a sport and not a skill. This was noticeable for the following; golf, archery, snooker and boxing. It is important that students are taught a range of fine and gross skills that can be used as examples linked to the inverted-U theory of arousal.

Question 9.2

This question required the students to identify and describe the techniques not to state benefits. With 'deep breathing', students found it difficult to describe this as they just repeated breathing deeply rather than describing how the performer would exaggerate their breathing. Also, it was with this technique that students stated the benefits, such as to calm nerves.

Positive self-talk was better described, where students often gave examples of 'saying to yourself in your head, 'you can do it'' or 'giving yourself a pep talk'.

Question 10.1

Most students correctly drew a bar chart. The two most common reasons for failure to gain full marks was incorrectly plotting the height of Atlanta or not labelling the two axes. It was evident that many students did not use a ruler to do this and as a result failed to gain marks as lines became inaccurate.

Question 10.2

The PED that was not identified most often was stimulants and incorrect responses of peptides or beta blockers were quite often stated. Narcotic analgesics were identified most of the time. However, it was frequently just written as 'narcotic', which did not get credit. Students were expected to give the full title of the PEDs although slight variations in spelling were accepted. This was particularly evident for narcotic analgesics, which was misspelt regularly.

When completing the sections on effect on the body, the effects of anabolic agents were generally completed correctly. Most students' responses to the effect of diuretics on the body were correct with no obvious common misunderstanding.

Question 10.3

The majority of students accessed marks for this question but were more successful in identifying the disadvantages rather than the advantages. The main reason for this was students did not give the advantages to Joel in relation to him making the first team (AO3) but the effects on his body (AO2). However, when giving the disadvantages, students did give AO3 responses and consequently most marks were gained in this area.

In terms of advantages, the most common way a mark was gained was by qualifying a response that stated the effects on a component of fitness and how this would increase his chance of getting into the first team.

Students clearly understand the range of health risks associated with taking PEDs and the possible outcome on a professional footballer if caught taking PEDs. Students in stating these achieved the possible 3 maximum sub-marks available.

Question 11.1

Many students used the definition from the 'Subject Specific Vocabulary' document. Even those that used either just the first sentence or the second sentence gained the mark. Those students that did not use the subject specific definition often did not gain the mark, as they referred to a closed skill 'being a complex skill', or one that 'has to be learnt', or a skill that 'not all people can do'.

Question 11.2

This question required an example of an open skill (AO1) and justification (AO3). Most students achieved the AO1 mark. Those that did not generally stated a sport rather than a skill. Some students did not identify the skill they were using against the written 'Sporting example', but did so in the body of their response and so still scored the mark.

The most effective responses were linked to a football pass, where students explained the need for awareness of both teammates and the opposition or the pitch conditions affecting the ball and execution of the skill.

Students that selected skills in either tennis or netball did not fare well, as they did not seem to be able to produce an answer at AO3 level. For example, in tennis, referring to the environment (AO1), such as noise from the crowd (AO2), but not explaining how this impacts on how the skill is executed. In netball, the students tended to select shooting but did not explain how the skill might be affected by other players.

Some students stated that an open skill is externally paced but did not link this with any factor that affects or impacts on performing the skill, and therefore was not being justified.

Question 11.3

Most students were able to successfully give an example of a basic and complex skill. Marks were not achieved when a student referred to an activity rather than a skill, such as gymnastics, trampolining or 100 metre race.

The other marks that could be obtained for this question required an AO2 response, explaining the main characteristics why a skill was basic or complex. The most effective responses recognised the differences in levels of coordination and concentration required to perform the skill. Some students also recognised the level of decision making required to perform or perfect the skill. Other accepted responses were that basic skills are easy to learn, and a complex skill is more difficult as it has multiple parts.

Many responses stated that a beginner is taught basic skills and only elite performers taught complex skills. This was not creditworthy, as it did not state what characteristics make them suitable. Also, references to the environment when performing, a complex skill (in a changing environment) or basic skill (in stable environment), were not accepted.

Question 11.4

In this question, students gained most of their marks from the examples (AO1) they gave. The most common example of a performance goal was 'beating a personal best in athletics'. The most popular example of an outcome goal was 'winning a match'.

Generally, performance goals were better explained by all students, where students demonstrated that they understood that a performance goal was not compared to other performers. However, some did not always state that it was a comparison with the performer's own previous performance. Outcome goals were explained well by higher-scoring students, referring to goals that focus on the end result. Most examples given by these students were correct.

Common incorrect responses given by students were that an outcome goal was only for elite performers and performance goals for beginners. Another was that outcome goals were only for teams. These were incorrect and also did not answer the question being asked.

Question 12

Students achieved marks across the full range with the average response falling in the Level 2 band. Students mostly referred to the effect of technology on officials. Those that considered sport were often the more able and literate students.

Most students selected examples of VAR or Hawkeye to support their response to the question. Students clearly understood how these two examples were used during play, therefore producing an AO2 response. Most explained that this resulted in correct decisions by umpires and a fairer outcome of the game (AO3). Students tended to focus evaluations (AO3) on the effect on the officials, trying to show how their decisions would be positively accepted by both players and spectators. Therefore, they would receive less verbal abuse or hassle, particularly from spectators.

When considering the negatives, most frequently mentioned were the delays in decisions being made, causing the continuity of play to be disrupted and slowed. This could cause loss of interest and a diminishing of excitement for spectators.

Those students that linked VAR and Hawkeye to the sport tended to focus on the point that having good fair decisions could increase the number of people that might take up the sport. However, the justification for this was not always clear.

Higher achieving students considered other areas of technology, such as methods of recording performance eg dartfish, digital heart rate monitors. The responses focused on how sports would benefit by improving performances. Some responses mentioned the increasing amount of game/match analysis that is done by coaches because of improved cameras and recording technology, whereby improving the standard of play in the sport.

Question 13

Most students attempted this question, with the average response being at the bottom of the Level 2 band. The wording of the question meant that a wide variety of factors could be used within responses. Very few students achieved marks in the top level band. This was mainly due to the lack of thorough and well-reasoned conclusions. Lower-scoring students obtained credit for recognising that Jane was probably leading a sedentary lifestyle (AO1), which with an unbalanced diet (AO1), had led to her being classified as obese.

Students showed that they understood what was meant by obesity, in terms of BMI and a sedentary lifestyle. The range of contributing knowledge that students included centred mainly on the areas of diet, gender, role models, the post-school dropout, money, family and friends.

The most considered factor that students explained at AO2 was diet, with detailed information on the daily requirements for a balanced diet. Students explained a variety of reasons why she had become obese. Explaining that Jane's diet may not be balanced as she may be eating more 'fast foods' and snacking was often linked to working in an office and sitting at a desk for long hours. Students tended to justify this by explaining that her calorific intake was exceeding her output, causing her to put on weight, also linking this with a sedentary lifestyle.

Many students wrote about the post-school dropout, stating the differences in Jane's daily routine between school and the office environment (AO2). The higher-scoring students linked how this could justify her lack of physical activity now and weight gain, possibly because the activities she enjoyed in school are now not available, or school did not inspire her to continue to participate (AO3).

Students also explained well that the influence of her friends and family may have changed since leaving school, and her activity level changed as a result. Justification (AO3) of these included family not encouraging her to participate, and friends changing and her new friends in the office not being interested in sport, so she stopped participating to fit in with her new friends.

Some students considered that her family may be members of a religion that insists that she fully covers her body (AO2) and justified (AO3) her inactivity and obesity by explaining that this would stop her participating.

The other area that produced an answer that covered the AO3 assessment objective, for some students, was the influence of female role models and how the lack of them has left Jane feeling uninspired to participate in physical activity. Linked to this, students made suggestions that stereotyping of what a female should look like and sexist comments about female athletes could have had a negative effect on Jane's desire to take part.

Another better explained area that many students included was that of Jane's financial position having changed since she left school and started work. Now, as an earner, her income is low and she does not have enough money left after all her weekly outgoings (AO2) meaning she cannot afford memberships fees or specialist clothing required for participation (AO3).

Use of statistics

Statistics used in this report may be taken from incomplete processing data. However, this data still gives a true account on how students have performed for each question.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the Results Statistics page of the AQA Website.