

**GCSE
PHYSICAL EDUCATION
8582/2**

Paper 2 Socio-cultural influences and wellbeing in physical activity
and sport

Mark scheme

June 2023

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.

Further copies of this mark scheme are available from aqa.org.uk

Copyright information

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.

Copyright © 2023 AQA and its licensors. All rights reserved.

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.

0 1

Which **one** of these is the correct amount of carbohydrates in a balanced diet?

[1 mark]

Marks for this question: AO1 = 1

Answer D – 55–60%. (1)

0 2

Which **one** of these is largely responsible for maintaining the efficient working of the body systems and general health?

[1 mark]

Marks for this question: AO1 = 1

Answer D – Vitamins. (1)

0 3

How many calories should an average adult male consume per day?

[1 mark]

Marks for this question: AO1 = 1

Answer B – 2500. (1)

0 4

Which **one** of these is the definition of a self-paced skill?

[1 mark]

Marks for this question: AO1 = 1

Answer D – A skill where the start of the movement is controlled by the performer. (1)

0 5

Which **one** of these is an example of etiquette in sport?

[1 mark]

Marks for this question: AO2 = 1

Answer C – Shaking hands with your opponent after a tennis match. (1)

0 6 . 1 Skills in sport can be classified in different ways.

Define the term 'closed skill'.

[1 mark]

Marks for this question: AO1 = 1

Award **one** mark for defining the term 'closed skill'.

- A skill which is not affected by the environment or performers within it (1)
- A skill that tends to be done the same way each time (1)

Accept any other suitable definition of a closed skill.

Maximum 1 mark

0 6 . 2 Outline the difference between gross and fine skills.

Use sporting examples in your answer.

[4 marks]

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

Award **one** mark for each of the following points up to a maximum of **two** AO1 marks **and** a maximum of **two** AO2 marks.

AO1 (sub-max 2 marks)

- Gross – involves large or big or strong or powerful movements of the body / involves using large muscle groups / do not rely on accuracy and precision (1)
- Fine – involves small or precise movements / shows high levels of accuracy and coordination / involves the use of small muscle groups (1)

AO2 (sub-max 2 marks)

- Gross – javelin throw / running / kicking a ball (1)
- Fine – dart throw / snooker shot / archery / table tennis block shot (1)

Accept any outline of the difference between gross and fine skills. The sporting examples must be appropriate to the type of skill being outlined.

Maximum 4 marks

0 7 . 1 Explain the relationship between arousal level and performance level in the inverted-U theory.

You must use a sporting example in your answer.

[3 marks]

Marks for this question: AO2 = 3

Award **one** mark for each of the following points up to a maximum of **three** marks.

- In a rugby tackle if arousal is low then the opposition might just run through this as the individual may have not put enough force into it (1)
- At optimum arousal the individual would put a great deal of force into the tackle at the appropriate time and place which stops the opposition player (1)
- If arousal is too high the individual may make a reckless high tackle as they are not in control which they end up being penalised for (1)

Accept any other suitable response.

NB Answers must refer to a specific sporting example.

Maximum 3 marks

0 7 . 2 Describe how deep breathing and mental rehearsal could be used to control arousal in named sporting activities of your choice.

[4 marks]

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

Award **one** mark for each of the following points up to a maximum of **four** marks.

Deep breathing (sub-max 2 marks)

- (AO1) Focus on your breathing in and out / slow, deep breaths whilst relaxed (1)
- (AO2) To lower heart rate or help settle nerves before taking a penalty kick in football (1)

Mental rehearsal (sub-max 2 marks)

- (AO1) Picturing the perfect performance (1)
- (AO2) To get the feeling / become more confident or relaxed when playing a backhand shot to return a serve in tennis (1)

Accept any other suitable response. Any description from a named sporting activity must directly relate to the specific stress management technique.

Maximum 4 marks

0 8 . 1

Describe how an individual's gender and age may affect their engagement in physical activity and sport.

[4 marks]

Marks for this question: AO1 = 4

Award **one** mark for each of the following points up to a maximum of **four** marks.

Gender (sub-max 2 marks)

- Stereotypical views that sport is for males/not feminine may mean that a female may participate less or in certain activities OR that certain sports are for females (gymnastics, netball) which limits the participation by males (1)
- Stereotypical views that a woman's role is to be the mother and carer could mean they have less time to participate (1)
- Fewer opportunities in sports for women to participate compared to men (1)
- Lower levels of media coverage of female sports compared to male sports (1)
- Fewer role models for females may mean that fewer young girls take up sports as they have no one to inspire them to take part (1)

Age (sub-max 2 marks)

- School age children may have greater levels of participation in physical activity and sport as this is provided by opportunities in schools (1)
- As young people start to leave education, their levels of participation may drop due to work commitments (1)
- As people start families, participation tends to drop as they have family commitments which limits the time they have available (1)
- As people get older, injury and illness may prevent them from participating (1)
- As people retire, they tend to take part in more physical activity as they have more available leisure time (1)

NB Accept responses which could be the converse of above.

Accept any other suitable response.

Maximum 4 marks

08 . 2

Discuss how the personality type of an individual may affect which sporting activities they choose to participate in.

[4 marks]

Marks for this question: AO3 = 4

Award **one** mark for each of the following points up to a maximum of **four** marks.

Introverts (sub-max 3 marks)

- Introverts like doing things on their own or not mixing with others so they often choose to take part in individual sports such as long-distance running (1)
- Introverts tend to have high levels of concentration so they are often attracted to sports such as archery which require a lot of focus (1)
- Introverts may be shy or quiet or avoid communication so they tend to avoid team games such as football (1)
- Introverts tend to prefer low-arousal activities so they will seek out activities such as snooker (1)

Extroverts (sub-max 3 marks)

- Extroverts enjoy social interaction so will tend to take part in team games eg football (1)
- Extroverts can also be prone to boredom when isolated so seek out team activities eg netball which will have people they can communicate with (1)
- Extroverts tend to prefer high-arousal activities / exciting situations so seek out fast-paced sports eg basketball which provide this (1)
- Extroverts also are attracted to low-concentration sports where gross skills are predominantly used such as in rugby (1)

Accept any other suitable discursive points as to how the personality type of an individual may affect which sporting activities that they may choose to participate in.

Maximum 4 marks

09.1

Give **three** negative effects of having spectators at major sporting events.

[3 marks]

Marks for this question: AO1 = 3

Award **one** mark for each of the following points up to a maximum of **three** marks.

Negative effects (sub-max 3 marks)

- Negative effect on performance of performer(s) / team(s) as a result of increased pressure from the spectators (1)
- Potential for crowd trouble / hooliganism / violence / unruly behaviour (1)
- Safety costs / policing costs / CCTV costs (1)
- Creation of a negative atmosphere or abuse of players (1)

Accept any other suitable negative effect of having spectators at a major sporting event.

Maximum 3 marks

09.2

State **and** explain **two** positive effects that having spectators at sporting events can have on performance.

[4 marks]

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

Award **one** mark for each positive effect (maximum 2 AO1 marks) and **one** mark for each explanation (maximum 2 AO2 marks).

- Creation of atmosphere (1) which can motivate the players to try harder or perform better (1)
- Home-field advantage (1) which can cause the away team to be more intimidated or lifts the performance of the home team (1)
- Bring in money (1) which can be spent on equipment or kit or coaching or facilities which could improve performance levels (1)

Accept any other suitable response.

Maximum 4 marks

1 0 . 1 Define the term 'sedentary lifestyle'.

[1 mark]

Marks for this question: AO1 = 1

Award **one** mark for defining the term 'sedentary lifestyle'.

- A lifestyle with irregular or no physical activity (1)

Accept any other suitable definition.

Maximum 1 mark

1 0 . 2 Describe 'physical health and wellbeing'.

[2 marks]

Marks for this question: AO1 = 2

Award **one** mark for each of the following points up to a maximum of **two** marks.

- All body systems are working correctly (1)
- Free from illness and injury (1)
- Able to carry out everyday tasks (1)

Accept any other suitable response.

Maximum 2 marks

1 0 . 3

Explain **two** ways that good mental health helps to improve performance in sport.

[4 marks]

Marks for this question: AO2 = 4

Award up to **two** marks for each of the following explanations.

- Being free from or having reduced tension/stress (1) will mean that an individual will be calm and focused on their performance (1)
- By being able to control emotions (1) an individual will be able to cope with decisions that may not go their way in a match so their performance levels do not drop (1)
- It could make an individual more motivated (1) so will encourage them to continue to train and participate which could raise levels of performance (1)
- It could improve an individual's sleep patterns (1) which will allow them to recover and be more prepared for their sport (1)
- It could make an individual more positive or confident (1) which will mean they are prepared to challenge themselves more in their performances (1)

Accept any other suitable explanation.

Maximum 4 marks

1 1

Explain **two** negative effects that eating an unbalanced diet will have on the ability of an individual to perform in a physical activity.

[4 marks]

Marks for this question: AO2 = 4

Award up to **two** marks for each of the following explanations up to a maximum of **four** marks.

- If too much fat is eaten it could cause obesity (1) that will slow a performer down when performing their chosen activity as they have excess weight to carry around (1)
- If not enough carbohydrates are eaten an individual may not have enough energy (1) to perform their activity and their performance levels will drop or they may even have to stop (1)
- If not enough protein is consumed then muscle growth could be reduced (1) which will reduce the power and strength for their chosen activity (1)
- If not enough vitamins and minerals are consumed then a performer may suffer from more illnesses (1) which could prevent them from performing at maximum levels (1)

Accept any other suitable explanations.

Maximum 4 marks

1 2 . 1

Somatotyping is a method of classifying body types.

Identify **two** physical characteristics for each of the following somatotypes:

- Endomorph
- Mesomorph.

[4 marks]

Marks for this question: AO1 = 4

Award **one** mark for each of the following points up to a maximum of **four** marks.

Endomorph (sub-max 2 marks)

- Pear-shaped body (1)
- Wide hips (1)
- Narrow shoulders (1)
- A lot of fat on body, arms and thighs (1)

Mesomorph (sub-max 2 marks)

- Wedge-shaped body (1)
- Large muscle content / low fat (1)
- Wide/broad shoulders (1)
- Wide/broad chest (1)
- Thin waist / narrow hips (1)

Accept any other suitable physical characteristics of the somatotypes.

Maximum 4 marks

1 2 . 2

Discuss how suitable athletics would be as a sport for an ectomorph somatotype.

[4 marks]

Marks for this question: AO3 = 4

Award **one** mark for each of the following points up to a maximum of **four** marks.

Suitable (sub-max 3 marks)

- Being tall with long arms and legs would be beneficial for the high jump as this would assist with getting a greater height by starting from a higher position (1)
- Having long legs and arms would be beneficial for endurance events as the longer stride length would mean they were having to put less effort in to cover the ground quickly (1)
- Being lean and carrying little weight would mean that less effort is needed to run in endurance events so faster times will be able to be run (1)
- Having a thin waist and shoulders will make an individual more streamlined so will be able to run at faster speeds in endurance events (1)

Not suitable (sub-max 3 marks)

- Would not suit the field events of discus, shot or hammer, as they need to be strong which means they are unable to throw long distances (1)
- Lack of muscle could mean a lack of speed for sprinting events which would mean times would be slower (1)
- Lack of muscle could mean a lack of explosive strength which would reduce the heights or distances they could jump in high jump / long jump (1)

Accept any other relevant discursive points as to how suitable athletics would be as a sport for an ectomorph somatotype.

NB Credit discursive points that refer to how other somatotypes may be more suitable. No marks awarded for merely stating the characteristics of an ectomorph.

Maximum 4 marks

1 3 . 1

SMART targets are used in goal setting.

What do the S, M and A in SMART stand for?

[3 marks]

Marks for this question: AO1 = 3

Award **one** mark for each of the following points up to a maximum of **three** marks.

- **Specific** (1)
- **Measurable** (1)
- **Accepted** (1)

Maximum 3 marks

1 3 . 2

Ben is a 16-year-old athlete who has been competing in the 800m for 5 years. **Table 1** shows Ben's personal best times in each of those 5 years.

Table 1

Year	1	2	3	4	5
Personal best	2m 15s	2m 11s	2m 06s	1m 59s	1m 55s

Ben's coach has set a target of 1m 53s for Year 6.
Analyse whether you think this target is SMART.

[4 marks]

Marks for this question: AO3 = 4

Award **one** mark for each of the following points up to a maximum of **four** marks.

- It is specific to the race / event (1)
- It is measurable as it is a time (1)
- It is realistic as Ben has a personal best of 1m 55s so 1m 53s is manageable (1)
- It is time bound because it has been set as a target for the year (1)
- It would need to be accepted by Ben in order for it to be SMART (1)

NB Responses need to be linked to the correct terminology of SMART targets.

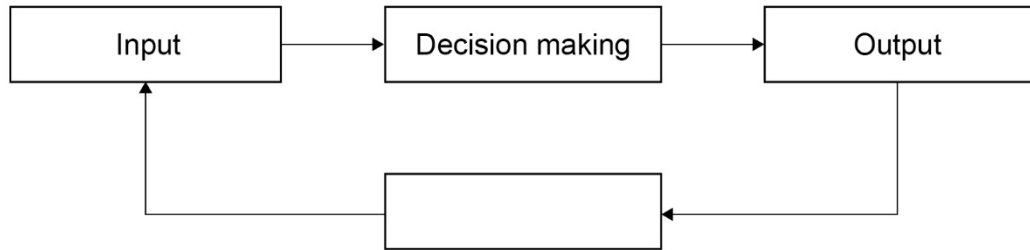
Accept any other suitable response.

Maximum 4 marks

1 4 . 1

Figure 1 shows the basic information processing model.

Figure 1



Identify the missing stage of the basic information processing model in **Figure 1**.

[1 mark]

Marks for this question: AO1 = 1

Award **one** mark for each of the following points up to a maximum of **one** mark.

- Feedback (1)

No other acceptable response.

Accept answer given on the answer line or given on **Figure 1**.

Maximum 1 mark

1 4 . 2

Using a named skill from a sport, explain what happens at the following stages of the basic information processing model:

- Decision making
- Output.

[4 marks]

Marks for this question: AO2 = 4

Award **one** mark for each of the following points up to a maximum of **four** marks.

Decision making (sub-max 2 marks)

- The performer compares information within long-term memory with what is in short-term memory eg a tennis player uses long term memory to see if the position or body shape of the server is similar to previous situations (1)
- The performer selects an appropriate response from this information eg a tennis player may move to a different position on court where they think the serve is going (1)

Output (sub-max 2 marks)

- The decision chosen is sent to the performer's appropriate muscles to carry out the response eg muscles to play a forehand drive down the line are sent the message to perform that shot (1)
- The actual movement is carried out and executed eg the tennis player performs a forehand drive down the line (1)

Accept any other suitable explanations of the decision making and output stages of the basic information processing model. Explanations **must** be related to a sporting example.

Maximum 4 marks

1	5	<p>Blood doping is a prohibited method that can be used to improve the performance of a marathon runner.</p> <p>Evaluate the effects that different performance enhancing drugs (PEDs) may have on a marathon runner's performance.</p> <p>Do not refer to blood doping in your answer.</p>
		[6 marks]

Marks for this question: AO1 = 1, AO2 = 2, AO3 = 3

Level	Marks	Description
3	5–6	Knowledge of PEDs is accurate and generally well detailed. Application to a marathon runner is mostly appropriate, clear and effective. Evaluation is thorough, reaching valid and well-reasoned conclusions for different types of PEDs. The answer is generally clear, coherent and focused, with appropriate use of terminology throughout.
2	3–4	Knowledge of PEDs is evident but is more detailed for some than others. There is some appropriate and effective application to a marathon runner, although not always presented with clarity. Any evaluation is clear but reaches valid and well-reasoned conclusions for some PEDs more than others. The answer lacks coherence in places, although terminology is used appropriately on occasions.
1	1–2	Knowledge of PEDs is limited. Application to a marathon runner is either absent or inappropriate. Evaluation is poorly focused or absent with few or no reasoned conclusions. The answer as a whole lacks clarity and has inaccuracies. Terminology is either absent or inappropriately used.
0	0	No relevant content.

Possible content could include:

AO1 – Knowledge of PEDs eg

- Stimulants
- Narcotic analgesics
- Anabolic agents
- Peptide hormones (EPO)
- Diuretics
- Beta blockers

AO2 – Application of PEDs on a marathon runner eg

- Stimulants – make more alert, speed up parts of the brain and the body and deaden pain which could allow a marathon runner to get a fast start to get a good position in the pack or kick for home / have quick reactions to respond to tactical moves by opponents or train for longer.
- Narcotic analgesics – very strong painkillers which will mask pain and allow a marathon runner to train for longer or train when injured.
- Anabolic agents – increase the rate and amount of muscle growth and speed up recovery which will allow a marathon runner to have stronger muscles to generate faster speeds and also train more often.
- Peptide hormones (EPO) – are naturally occurring substances that can improve muscle growth and increase production of red blood cells which could allow a marathon runner to have stronger muscles to generate faster speeds and a greater oxygen-carrying capacity which will enable them to perform for longer at high intensity.
- Diuretics – taken to remove excess water from the body which could help a marathon runner lose weight.
- Beta blockers – reduce the effects of adrenaline on the body, heart rate, muscle tension and blood pressure which could allow the marathon runner to be more relaxed.

AO3 – Evaluation of the effectiveness of PEDs on a marathon runner eg

- Stimulants – would not be greatly beneficial for a marathon runner as the activity is not explosive but over a long period of time. Stimulants make them more alert and reduce their reaction time which is not needed. They do mask pain/fatigue so the marathon runner could train for longer which could improve endurance, strength and speed. However, as they mask pain/fatigue it could lead to overtraining or injury which would decrease their performance.
- Narcotic analgesics – allow a marathon runner to train when they are injured or recovering from excessive training which could improve endurance, muscle development and speed. However, training when injured could lead to more serious injuries which would have a negative effect on performance.
- Anabolic agents – could develop a marathon runner's muscle size and body weight. They can also increase aggression and competitiveness. However this would not be beneficial as they are competing over a long period of time so a lighter frame is more beneficial and they need to keep concentration and focus rather than getting hyped up. However they could help a marathon runner as they help recovery after exercise which will mean they will be able to train harder or more often.
- Peptide hormones (EPO) – could improve performance as it mainly increases the oxygen carrying capacity of the blood which will help develop cardiovascular endurance. For a marathon runner competing over a prolonged period of time this will be extremely beneficial as the heart will be able to work harder for longer without suffering from fatigue.
- Diuretics – would not help the performance directly of a marathon runner as they need to be fully hydrated to compete over long periods of time. If dehydrated, then performance would be significantly impaired. However, a marathon runner may be looking to lose weight so they have a lighter frame which could lead them to run faster. Diuretics would help with this.
- Beta blockers – could help improve the performance of a marathon runner as reducing heart rate and muscle tension could help them run more freely and settle their nerves/tension.

Credit other suitable responses relevant to the question.

Maximum 6 marks

1	6	Analyse the impact that the media and sponsorship have had on sport.	[9 marks]
----------	----------	--	------------------

Marks for this question: AO1 = 2, AO2 = 2, AO3 = 5

Level	Mark	Descriptor
3	7–9	Knowledge of the media and sponsorship is accurate and generally well detailed. Application of the effects on sport is mostly clear and effective. Analysis is thorough, reaching valid and well-reasoned conclusions of the effects of the media and sponsorship on sport. The answer is generally clear, coherent and focused, with appropriate use of terminology throughout.
2	4–6	Knowledge of the media and sponsorship is evident but more detailed for some aspects than others. There is some appropriate and effective application of the effects on sport although not always presented with clarity. Analysis is clear but reaches valid and well-reasoned conclusions of the effects on sport of one aspect more than the others. The answer lacks coherence in places, although terminology is used appropriately on occasions.
1	1–3	Knowledge of the media and sponsorship is limited. Application of the effects on sport is either absent or inappropriate. Analysis is poorly focused or absent with few or no reasoned conclusions. The answer as a whole lacks clarity and has inaccuracies. Terminology is either absent or inappropriately used.
0	0	No relevant content.

Possible content could include:

AO1 – Knowledge of sponsorship and the media eg

- Television / Radio / The Press / The Internet / Social Media.
- Sponsorship
- Financial / Technology / Facilities / Equipment and kit.

AO2 – Application of sponsorship and the media to the sport eg

- Increases publicity of the sport which attracts more people to take part in it.
- Raises the profile of the sport which increases their marketability further.
- Being in the media spotlight can turn more performers into role models who are ambassadors for the sport.
- More demand for the sport so more competitions are developed for broadcasting.
- Increased financial support allows more money to be available to pay for better coaching, equipment, clothing or facilities.
- Facilities have been able to be developed which are of a higher standard.

- Higher quality kit and equipment are available.
- More coaches and support staff in clubs or for the NGB.
- Greater prize funds for events and competitions.
- More money available to develop grass-roots participation.
- Technology has been introduced into sports due to the greater amounts of money available.

AO3 – Analysis of the effect of sponsorship and the media on sport eg

- More exposure in the media could increase popularity of a sport but if there is too much of one sport then it could cause people to lose interest. This could result in fewer spectators, viewers or grass-roots participants.
- More exposure in the media of male sports could result in participation levels being lower in females as they do not see the sporting pathways that are available to them.
- Increased competitions to suit broadcasters has brought more money to clubs/sport but the demands on the clubs/players is causing injuries due to tiredness which then lowers the standard of the sport.
- The demand for extra competitions can lead to clubs trying to form their own events/leagues which do not fit with what the organising body for the sport wants.
- The increased exposure of the sport creates role models/ambassadors but it can also bring bad publicity. If there are any scandals regarding players/clubs it can give a sport a bad reputation eg doping issues in cycling.
- Pressure from sponsors for their teams/performers to be successful in a sport could lead to teams/performers taking part in unethical practices eg doping in cycling.
- Pressure from sponsors for their teams/performers to be successful in a sport could lead to a win at all costs attitude where cheating / gamesmanship and a lack of respect for opponents becomes commonplace.
- Pressure for success from sponsors in a sport has led to greater pressure on performers at the highest level. This has led to mental health and wellbeing issues across elite performers.
- The huge amounts of money available in some sports eg football has led younger players to become more focussed on the extrinsic rewards (trophies/money) for playing rather than intrinsic rewards. This has led to a greater drop out of young participants as they have not been playing for enjoyment or to develop. When the extrinsic rewards aren't achievable they choose to stop playing.
- Increased participation in the sport due to increased publicity. More people playing the sport may lead to higher standards in the sport as greater levels of competition.
- Higher standards of facilities mean that performance levels may rise as participants can train / compete on a regular basis on these.
- New technology in kit and equipment will give participants in the sport the opportunity to maximise their performance.
- An event/match can be hyped up in the media which could lead to problems between spectators eg hooliganism at football matches where there are local rivalries.
- Media deals with the top leagues are where all of the money is. It may lead to clubs having financial problems as they spend fortunes trying to get into these leagues without success.
- The influx of money through media and sponsorship deals has led to a small number of clubs becoming richer year on year which makes it harder for smaller clubs to achieve success.
- The sport may get a bad name as the sponsors may sell products or services that promote poor lifestyle choices eg unhealthy foods which could lead to poor physical health.
- Sports/clubs can become dependent on the money from sponsors so if this is withdrawn then they struggle financially.
- Rules of sports can be changed to meet the requirements of the media and sponsors.

- Start times for events are scheduled to suit the demands of the media and sponsors so that they get maximum exposure which affects everyone involved in those fixtures.
- Due to the media analysing officials' decisions technology has been introduced into sports to help. This has had positive and negative effects for sports as it has slowed some games down (football) but has made sure correct decisions are made (cricket).
- The financial rewards from sponsors have made clubs become extrinsically motivated for success. Less emphasis on developing players at some clubs has been the result of this.

Credit other suitable responses relevant to the question.

Maximum 9 marks

Question	AO1	AO2	AO3
1	1		
2	1		
3	1		
4	1		
5		1	
6.1	1		
6.2	2	2	
7.1		3	
7.2	2	2	
8.1	4		
8.2			4
9.1	3		
9.2	2	2	
10.1	1		
10.2	2		
10.3		4	
11		4	
12.1	4		
12.2			4
13.1	3		
13.2			4
14.1	1		
14.2		4	
15	1	2	3
16	2	2	5
Total	32	26	20