# A-level
# PHYSICAL EDUCATION
# 7582/1

Paper 1 Factors affecting participation in physical activity and sport

**Mark scheme**

June 2020

Version: 1.0 Final Mark Scheme

*206A7582/1/MS*

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.

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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 of the following athletes would be **most** likely to incorporate Speed Agility Quickness (SAQ) sessions into their training routine?

**[1 mark]**

**Marks for this question: AO2 = 1**

B

**0 2** Which of these performers is using fat as their main energy source?

**[1 mark]**

**Marks for this question: AO2 = 1**

B

**0 3 . 1** Name **and** describe the **three** key processes involved in the aerobic energy system when using glucose as an energy source.

**[3 marks]**

**Marks for this question: AO1 = 3**

- Glycolysis – glucose broken down into pyruvate/pyruvic acid (1).
- Krebs/citric acid cycle – oxidation of acetyl-coenzyme-A/citric acid (1).
- Electron transport chain – transfer of electrons down a carrier chain/hydrogen is oxidised (1).

Accept first three only. Must have name and description. Answers can appear in any order. Do not accept beta oxidation.

Accept any other appropriate name and description of the three processes.

**Maximum 3 marks**

**0 3 . 2** State **one** long-term effect of smoking regularly on the structures of a runner's respiratory system.

**[1 mark]**

**Marks for this question: AO1 = 1**

- Carbon monoxide binds to haemoglobin in the lungs rather than oxygen (1)
- Constricts the bronchioles (1)
- Damaged cilia (1)
- Reduction in number/damaged alveoli (1)

Effects must be long term and relate specifically to the structures of the respiratory system.

Accept any other appropriate long-term effect of smoking regularly on the structures of the runner's respiratory system.

**Maximum 1 mark**

**0 3 . 3** Explain how smoking regularly would impact the performance of the runners in the marathon.

**[2 marks]**

**Marks for this question: AO2 = 2**

- Reduced gaseous exchange in the lungs/oxygen transport to the muscles (1).
- This decreases the athlete's ability to utilise oxygen in energy production/work aerobically (1).
- This means they have less energy for their activity/slower time/fatigue quicker (due to working anaerobically) (1).

Accept other explanations of the impact on performance of the runners in the marathon.

**Maximum 2 marks**

**0 4 . 1** Describe how heart disease can result in a heart attack.

**[2 marks]**

**Marks for this question: AO1 = 2**

- Hardening of coronary arteries/build-up of plaque/cholesterol/fat in the coronary arteries/atherosclerosis/arteriosclerosis (1).
- Causes blockage/blood clot (1).
- Limiting the supply of oxygen to the heart/angina (1).

Accept any other appropriate description of how heart disease can result in a heart attack.

**Maximum 2 marks**

**0 4 . 2** Outline **two** ways an active lifestyle can reduce the risk of heart disease.

**[2 marks]**

**Marks for this question: AO1 = 2**

- Decrease in cholesterol/LDL/fat in coronary arteries (1).
- Lower blood pressure (1).
- Stronger heart/cardiac hypertrophy/higher stroke volume (1).

Do **not** accept decrease in HDL.

Accept first two answers only.

Accept any other appropriate outline of how an active lifestyle can reduce the risk of heart disease.

**Maximum 2 marks**

| | |
|---|---|
| **0 5** | Analyse how changes in venous return occurring during exercise help performance in aerobic events such as a triathlon.<br>**[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.<br>Application of breadth or depth of knowledge is clearly evident.<br>Analysis and/or evaluation is coherently and consistently made between different relevant factors and their impact.<br>Relevant terminology is consistently used.<br>The answer almost always demonstrates substantiated reasoning, clarity, structure and focus. |
| 3 | 5–6 | Knowledge is usually accurate and detailed.<br>Application of breadth or depth of knowledge is often evident.<br>Analysis and/or evaluation is often made between different relevant factors and their impact, and is usually coherent.<br>Relevant terminology is often used.<br>The answer usually demonstrates substantiated reasoning, clarity, structure and focus. |
| 2 | 3–4 | Knowledge is sometimes accurate with some detail.<br>Application of breadth or depth of knowledge is sometimes evident.<br>Analysis and/or evaluation is sometimes made between different relevant factors and their impact, but may lack coherence.<br>Relevant terminology is sometimes used.<br>The answer occasionally demonstrates substantiated reasoning, but may lack clarity, structure and focus. |
| 1 | 1–2 | Knowledge may be limited.<br>Application of breadth or depth of knowledge may be limited or not evident.<br>There may be little or no analysis and/or evaluation between different relevant factors and their impact.<br>Relevant terminology is occasionally used.<br>The answer may lack substantiated reasoning, clarity, structure and focus. |
| | 0 | No relevant content. |

**Possible content may include:**

**AO1 Knowledge of venous return mechanisms**
Reference to and description of venous return mechanisms:
- valves – prevent backflow of blood
- skeletal muscle pump – working muscles contract and compress veins to push blood back towards the heart
- respiratory pump – increased respiration/changes in pressure in the thorax compress veins to push blood back towards the heart
- smooth muscle – found in veins and contracts to push blood back towards the heart
- suction pump of the heart – pulls blood back toward the heart.

**AO2 Application to increased venous return during exercise**
Changes in venous return during exercise:
- during exercise increased use of muscles in arms (swimming) and legs (swimming, cycling, running) compresses veins more pushing more blood back to the heart
- increased breathing rate during exercise causes increased effect of respiratory pump returning more blood to the heart
- suction pump of the heart increase as the heart beats harder and faster during exercise
- overall increase in venous return during exercise.

**AO3 Analysis of reasons why these changes are required to occur**
- Starling's law.
- This causes the heart muscle to stretch more increasing ejection fraction/stroke volume/cardiac output.
- More blood leaving the heart means more blood sent to the lungs for greater gas exchange (removal of $CO_2$ and uptake of $O_2$).
- More blood to working muscles supplying $O_2$ for resynthesis of ATP.
- The more $O_2$ that is supplied the longer the performer can work aerobically for, limiting the production of fatiguing by-products such as lactate.
- Can work at higher intensities for longer periods of time.

Accept any other appropriate analysis of how changes in venous return, which occur during exercise, allow performance in aerobic events such as a triathlon.

**Maximum 8 marks**

| 0 | 6 | Analyse how the musculo-skeletal **and** lever systems operating at the knee **and** ankle of the take-off leg contribute to gaining maximum height in the high jump. **[15 marks]** |
|---|---|---|

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

**Possible content may include:**

**AO1 Knowledge of knee, ankle, and key terminology linked to musculoskeletal and lever systems**
Knee:
- hinge joint
- articulating bones are femur and tibia
- quadriceps and hamstring are antagonistic pair.

Ankle:
- hinge joint
- articulating bones are tibia, fibula and talus
- gastrocnemius and tibialis anterior are antagonistic pair.

Levers:
- fulcrum/pivot, resistance/load, effort.

**AO2 Application to the knee and ankle during the take-off in high jump**
Knee:
- the knee extends
- this is caused by the quadriceps
- contracting isotonic concentrically
- this is a third-class lever system.

Ankle:
- the ankle plantar flexes
- this is caused by the gastrocnemius
- contracting isotonic concentrically
- this is a second-class lever system.

**AO3 Analysis of effect on performance of the movements and levers occurring at the knee and ankle**
Knee:
- third-class lever system has a longer resistance arm than effort arm
- this system has a mechanical disadvantage meaning the force produced is lower
- it does mean that the lever system can move at high speeds and with a greater range of movement
- this allows the athlete to jump quickly/explosively into the air
- if the athlete has bigger/stronger quadricep muscles this will increase the force produced allowing them to jump higher if the mass remains the same.

Ankle:
- second-class lever system has a longer effort arm than resistance arm
- this system has a mechanical advantage meaning it produces high force
- this is important as ankle joint required to lift the weight of the whole body
- joints work together to produce speed and force resulting in a powerful/explosive jump.

Accept any other appropriate analysis of how the movements and lever systems operating at the knee and ankle during the take-off in the high jump contribute to affect performance.

**Maximum 15 marks**

## Section B

## Skill acquisition

**0 7** All sports skills can be placed on a continuum from open at one end to closed at the other.

Which of the following would sit **nearest** to the closed end of the continuum?

**[1 mark]**

**Marks for this question: AO2 = 1**

D

**0 8** Which of the following is the correct order of the central mechanisms in Whiting's Information Processing Model?

**[1 mark]**

**Marks for this question: AO1 = 1**

C

**0 9** Negative reinforcement and punishment are key aspects of operant conditioning.

Define the terms negative reinforcement **and** punishment.

Give a sporting example of each.

**[4 marks]**

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

- Negative reinforcement: removal of an unpleasant stimulus to encourage desired response (**AO1**), coach stops shouting at a player when the performer does something well (**AO2**)
- Punishment: introduction of an unpleasant stimulus to break the SR bond/prevent the response from reoccurring (**AO1**), a red card/penalty is awarded after a foul has been committed (**AO2**)

Accept any other appropriate definitions or sporting examples of the terms negative reinforcement and punishment.

**1 0 . 1** Define bilateral transfer.

**[1 mark]**

**Marks for this question: AO1 = 1**

- **Bilateral transfer**: the transference of physical performance learned by one side of the body to the opposite side of the body (1).

Accept any other appropriate definition of bilateral transfer.

**1 0 . 2** Give a sporting example of bilateral transfer.

**[1 mark]**

**Marks for this question: AO2 = 1**

- Learning to throw with your left (non-dominant) hand after learning how to throw with your right (dominant) hand (1).
- Learning to kick with your left (non-dominant) foot after learning how to kick with your right (dominant) foot (1).

Accept any other appropriate sporting example of bilateral transfer.

**Maximum 1 mark**

| | | |
|---|---|---|
| **1** | **1** | Discuss the effectiveness of using massed practice with performers in gymnastics. **[4 marks]** |

**Marks for this question: AO2 = 4**

**For (sub max 3)**
- Helps develop motor programmes/allows overlearning of a named gymnastic skill or routine (1).
- Increased sports specific fitness due to repeatedly performing a named gymnastic skill or routine (1).
- Time efficient which may allow the learning of a specific routine in the lead up to a competition (1).
- Particularly suited to closed, self-paced skills like a gymnastics routine (1).

**Against (sub max 3)**
- Limited time for feedback which may limit error correction in named gymnastic skill or routine (1).
- Fatiguing which may cause a decrease in gymnastic performance/increased likelihood of injury in dangerous sport like gymnastics (1).
- Boring/demotivating when performing same named gymnastic skill or routine leading to lack of focus/decreased performance (1).

Must be a valid attempt to link advantages/disadvantages of massed practice to **gymnastic performance.**

Accept any other appropriate discussion of the effectiveness of using massed practice with performers in gymnastics.

**Maximum 4 marks**

**1 2** Developments in video and analysis programmes have changed how coaches provide feedback to performers.

Evaluate the impact of these developments on a coach's ability to provide effective feedback to an athlete in the cognitive stage of learning.

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

**Possible content may include:**

**AO1 Knowledge of developments in video and analysis programmes and feedback**
Knowledge of video and analysis programmes:
- video and analysis packages including Dartfish/Prozone
- video and analysis methods including high-speed camera/frame-by-frame playback/motion as well as match analysis.

Knowledge of cognitive stage of learning:
- characteristics of cognitive stage include inconsistent performance; success is not guaranteed; performing the skill requires all of the athlete's attention; process of trial and error; large/regular mistakes.

Knowledge of types of feedback and definitions:
- positive feedback – information on aspects of performance that were correct/praise
- extrinsic feedback – from external sources
- knowledge of results – what was the outcome
- knowledge of performance – was the technique correct.

**AO2 Application to cognitive performers**
Best types of feedback for cognitive performers:
- positive to maintain motivation
- extrinsic as they are unable to provide accurate intrinsic feedback
- knowledge of results to focus on a specific goal (the outcome)
- knowledge of performance to take positives in technique even when the desire outcome is not achieved.

Linking technology to feedback:
- improvements in video analysis allow coaches to provide detailed extrinsic feedback
- video can be used to highlight positives in performance.

**AO3 Evaluation of impact on performance**
Positive:
- extrinsic feedback from video enables performer to build up a mental image of what the correct model is/begin to use intrinsic feedback
- video can be edited to focus on strengths to maintain motivation/drip feed weaknesses to work on one at a time.

Negative:
- may cause information overload
- in some skills may be difficult not to show lots of negatives which will decrease motivation
- focuses on knowledge of performance/may be more suitable for autonomous performers.

Accept any other appropriate evaluation of the impact developments in video and analysis programmes have had on a coach's ability to provide effective feedback to cognitive performers.

**Maximum 8 marks**

| 1 | 3 |
|---|---|

Baddeley and Hitch's memory model operates within the general information processing model.

Analyse how Baddeley and Hitch's model allows a performer to make effective decisions when passing in a game of basketball.

**[15 marks]**

**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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|---|---|---|
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| 2 | 4–6 | Knowledge is sometimes accurate but may lack detail.<br>Application of breadth or depth of knowledge is occasionally evident.<br>Some analysis and/or evaluation is attempted between different relevant factors and their impact, but is likely to lack coherence.<br>Relevant terminology is occasionally used.<br>The answer occasionally demonstrates substantiated reasoning, but may lack clarity, structure and/or focus at times. |
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| | 0 | No relevant content. |

**Possible content may include:**

**AO1 Knowledge of Baddeley and Hitch's memory model and basic information processing model**
Baddeley and Hitch's memory model:
- central executive – selects which information to send to each of the 3 subsystems
- phonological loop – deals with sounds
- visuospatial sketchpad – stores visual and spatial information
- episodic buffer – sends sequences of information from the phonological loop and visuospatial sketchpad to the long-term memory.

**AO2 Application to passing in basketball**
Baddeley and Hitch's memory model:
- central executive eg may ignore the noise from the crowd and send the sound of a coach giving instructions to the phonological loop
- phonological loop eg the call of a team mate
- visuospatial sketchpad eg the position of players on the court
- episodic buffer eg initiates the motor programme to perform the pass.

**AO3 Analysis of role of memory model within decision making and production of an effective of pass**
- During the input phase selective attention must be used to filter out irrelevant stimuli.
- Only relevant stimuli distributed by central executive.
- Prevents information overload.
- Must selectively attend to most relevant stimuli to perform a successful pass.
- Phonological loop, visuospatial sketchpad and episodic buffer work together to help the performer decide about the most appropriate course of action eg what type of pass to play, to who and when.
- The more experienced the performer is in the situation the more likely he will make an effective decision.
- Episodic buffer sends sequences of information to long-term memory to initiate a motor programme for the pass they want to play.
- The performer must have a well learnt motor programme for the pass if it is to be performed consistently well.

Accept any other appropriate analysis of how Baddeley and Hitch's model allows a performer to make effective decisions when passing in a game of basketball.

**Maximum 15 marks**

## Section C

## Sport and society

| | |
|---|---|
| **1 4** | Which of the following national partners of Sport England has the biggest focus on increasing participation at grassroots level?<br>**[1 mark]** |

**Marks for this question: AO1 = 1**

C

| | |
|---|---|
| **1 5** | Which of the following was **not** a characteristic of society during the pre-industrial period (pre-1780)?<br>**[1 mark]** |

**Marks for this question: AO1 = 1**

C

| | |
|---|---|
| **1 6** | Analyse the trend shown in **Table 2 and** its causes. Use the data to support your answer.<br>**[4 marks]** |

**Marks for this question: AO3 = 4**

**Trend:**
- people in lower socio-economic groups are more likely to be inactive (Use of data to support), eg 38% of group 8/unemployed are inactive compared to only 17% of groups 1–2/High-earning professionals (1).

**Causes** (**sub max 3**)
- As they have less money, they are less able to afford to play sport (equipment, memberships fees, transport etc) (1).
- Areas with high levels of unemployment/low socio-economic classes have fewer facilities providing fewer opportunities (1).
- Lower socio-economic groups may be less well educated and not understand the benefits of participation in physical activity as well (1).
- Geographical causes, eg limited space, in inner-city area where lower socio-economic groups tend to reside (1).
- Schooling, eg state v private, with lower socio-economic groups generally attending state schools with less resources (1).
- Stereotyping, eg some sports have upper-class image, like equestrian sports putting off lower socio-economic groups (1).
- Fewer role models in positions of responsibility for lower socio-economic groups (1).

Accept reverse if explaining why people in higher socio-economic groups are less likely to be inactive.

Accept any other appropriate analysis of the underlying causes of the trend shown in **Table 2**.

**Maximum 4 marks**

| | |
|---|---|
| **1 7 . 1** | State **one** way the characteristics of a modern-day amateur differ from those of an amateur in the 1800s.<br>**[1 mark]** |

**Marks for this question: AO1 = 1**

- Lower status (1).
- Modern day amateurs now come from all classes/amateurism available to all (1).
- Blurred lines between professional and amateur/amateurs can receive funding/train as full-time athletes (1).

Accept any other appropriate way the characteristics of a modern-day amateur differ from those of an amateur in the 1800s.

**Maximum 1 mark**

| | |
|---|---|
| **1 7 . 2** | State **one** positive effect that modern-day 'amateurism' has on sport. Give an example.<br><br>**[1 mark]** |

**Marks for this question: AO2 = 1**

- Codes of conduct still exist/fair-play/sportsmanship, eg shaking hands with opponent and umpire after match in tennis (1).
- Amateurism viewed positively/promoted, eg fair-play awards in football/Olympic Ideal (1).
- Opens up high level sport to all, eg amateur football teams taking on professionals in the FA Cup (1).
- Amateur sport can be a platform to professional sport, eg through scouting of talented youths (1).
- Less pressure on performers/more enjoyment/less deviance/cheating, eg fair play/respect encouraged in grassroots rugby (1).

Must state a positive effect and give an example for one mark.

Accept any other appropriate positive effect that modern-day 'amateurism' has in sport with a sporting example.

**Maximum 1 mark**

| | |
|---|---|
| **1 8** | Describe the main concepts of social action theory.<br><br>**[4 marks]** |

**Marks for this question: AO1 = 4**

- Social action theory considers how sport can impact society (1).
- Society is created by social interaction/interactionalist theory (1).
- By interacting with others, people create organisations e.g. schools/clubs/campaign groups (1).
- These organisations influence people/shape wider society, eg expecting people to obey the rules of the organisation/decreasing racism (1).
- Interactions lead to change in the social processes that exist (1).
- Social institutions are the product of the interaction of the people with and within the institution (1).
- Promotes sports becoming more democratic/preventing the dominance of one group (1).
- Individual motives/meanings for sports participation can vary (1).

Accept any other appropriate description of social action theory.

**Maximum 4 marks**

| 1 | 9 | Evaluate the effectiveness of the strategies being used to overcome specific barriers that may prevent women from becoming football officials. **[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.

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|---|---|---|
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| 1 | 1–2 | Knowledge may be limited.<br>Application of breadth or depth of knowledge may be limited or not evident.<br>There may be little or no analysis and/or evaluation between different relevant factors and their impact.<br>Relevant terminology is occasionally used.<br>The answer may lack substantiated reasoning, clarity, structure and focus. |
| | 0 | No relevant content. |

**Possible content may include:**

**AO1 Knowledge of general barriers and strategies**
**Barriers (barriers and strategies must be those relevant to female officials)**:
- stereotypes/channelling; lack of media coverage
- lack of role models
- lack of sponsorship/full-time positions
- lack of leisure time
- fewer competitions.

**Strategies:**
- increased media coverage leading to more role models
- more sponsorship/paid or full-time positions
- provide education to overcome stereotypes
- use of social media to create networks
- laws and legislation to punish sexist behaviour/sex discrimination.

**AO2 Application to female officials in football**
**Barriers (barriers and strategies must be relevant to female officials)**:
- there are currently a limited number of female officials (role models) and the majority of these work in the women's game which is not covered extensively in the media
- the only full-time positions in football refereeing in England are in the top two divisions of men's football, and none of these are women. In the women's super league players are now becoming full- time but the officials are not
- the sexist abuse of the small number of female officials in the men's game may put other women off pursuing this route. There are less opportunities within the women's game due to the lower number of competitions.

**Strategies**:
- increased media coverage of women's football would increase the profile of the female officials in the sport
- as the women's game becomes professional the officials working in it should become professionals too
- punishing those individuals who make sexist comments towards female officials would show that it will not be tolerated.

**AO3 Evaluation of strategies which may overcome specific barriers**:
- by increasing the media coverage of women's football/female officials this will increase the number of role models for other women to look up to
- negative media coverage of female officials/sex discrimination may put women off
- while social media can be used to build support networks and provide information there is an increased risk that it may also be used to make sexist comments which will negatively impact the number of female officials
- there is a lack of funding/sponsorship in the women's game, so the sport needs to prioritise where to spend it. Is paying full-time officials the best use of this money? Also, if they were full-time would the pay be the same as the men? And if it wasn't would it be enough to make it worthwhile?
- there has been an increase in sponsorship of the WSL in recent years meaning there is more money in the sport. This means that having officials who make good decisions is more important therefore paying them as full-time will increase the standard as well as giving more women something to aspire to.

Accept any other relevant evaluation of the effectiveness of the strategies being used to overcome specific barriers which may prevent women from becoming officials.

**Maximum 8 marks**

| 2 | 0 | Analyse how the changes in society between 1780 and 1900, driven by the Industrial Revolution, improved the sporting opportunities available to the working classes in Great Britain.<br><br>**[15 marks]** |
|---|---|---|

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

**Possible content may include:**

**AO1 Knowledge of changes in society**
- Urbanisation.
- Improvements in transport and communication.
- Provision through factories, churches and local authorities.
- Public schools/universities.
- Development of three-tier class system (emphasis on middle class and working class).
- Development of national governing bodies.
- Consideration of the changing role of women in sport.
- The status of amateur and professional performers.

**AO2 Application of the changes in society on lifestyle of working-class people**
- People moved from the countryside to towns (urbanisation) looking for work.
- More people in a smaller area meant less space.
- Jobs in factories were poorly paid and required people to work long hours; loss of rights/increased law and order; poor working conditions, eg dangerous poor living conditions, eg pollution leading to disease.
- Factory owners wanted a healthier more productive workforce so improved conditions and shortened the working week.
- The emergence of the middle class came about as people took advantage of new business opportunities.
- Development of rail transport and roads made travel cheaper and more accessible.
- Communications developed, eg postal system, printing press.
- Church involvement and support for recreations eg muscular Christianity.
- Era of social reform, eg education acts/role of ex-public schoolboys as politicians.

**AO3 Analysing the impact of these changes on recreation of working class of Great Britain**
- As time moved on rational recreation developed, led by middle class, factory owners and church.
- Factories had teams which would play on a Saturday as the working week was shortened.
- Improved transport allowed fixtures to be played across larger areas.
- Church offered use of halls and land/set up Sunday school teams/ex-public schoolboys influential as clergymen/spread of muscular Christianity/YMCA/boys brigade.
- Social reforms led to paid holiday, better working conditions, public parks, which all enabled more working-class opportunities to play football.
- Formation of FA led to more fixtures and competitions to play in/quickly accepted professionalism leading to rise in standard and status of working-class footballers.
- Working-class participation in cross-country/harrier clubs.

Accept any other analysis of how the changes in society between 1780 and 1900, driven by the industrial revolution, improved the sporting opportunities available to the working classes in Great Britain.

**Maximum 15 marks**