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# GCSE

# Physical Education

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

Mark scheme

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8582

June 2018

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Version/Stage: 1.0 Final

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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 Assessment Writer.

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](http://aqa.org.uk)

## 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 an example of extrinsic motivation?

[1 mark]

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

**B – Praise**

0 2

Which **one** of these performance enhancing drugs is taken to reduce heart rate?

[1 mark]

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

**A – Beta blockers**

0 3

How much fat should a balanced diet contain?

[1 mark]

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

**B – 25-30%**

0 4

Which **one** of these is an example of indirect aggression?

[1 mark]

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

**D – A tennis player hitting a shot with power**

0 5

Which **one** of these activities is most suited to an introvert?

[1 mark]

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

**C – Canoeing**

0 6	Taking part in physical activity, exercise and sport is essential for health and well-being.
0 6 . 1	Define mental health.
<b>[1 mark]</b>	

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

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

- A state of well-being in which every individual realises their own potential, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to their community (1)

Accept any other suitable definition of mental health.

**Maximum 1 mark**

0 6 . 2	State <b>two</b> positive effects that being physically active can have on mental health.
<b>[2 mark]</b>	

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

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

- Increase in confidence / self-esteem (1)
- Reduces stress / tension / depression (1)
- Release of (serotonin) feel good hormones / makes an individual feel happy (1)
- Able to control emotions / anger (1)

Accept any other suitable positive effects on mental health.

**Maximum 2 marks**

0 6 . 3	Define obesity.
<b>[1 mark]</b>	

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

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

- A body mass index (BMI) of over 30 (1)
- Over 20% above standard weight for height ratio (1)
- A person with a large fat content, caused by an imbalance of calories consumed to energy expenditure (1)

Accept any other suitable definition of obesity.

**Maximum 1 mark**

**0 6 . 4** State **two** negative effects that obesity could have on an individual's **mental** health. **[2 marks]**

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

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

- Depression (1)
- Loss of confidence / self-conscious (1)
- Anxiety / stress (1)

Accept any other suitable negative effect of obesity on mental health. The negative effect must be related to the individual.

**Maximum 2 marks**

**0 6 . 5** State **two** negative effects that obesity could have on an individual's **social** health. **[2 marks]**

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

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

- Inability to leave home (as they are ashamed of their body) (1)
- Inability to socialise or make friends (1)

Accept any other suitable negative effect of obesity on social health. The negative effect must be related to the individual.

**Maximum 2 marks**

**0 7** Skills in sport can be classified in different ways.

**0 7 . 1** Define an open skill. **[1 mark]**

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

Award **one** mark for stating what an open skill is.

- A skill which is performed in a certain way to deal with a changing or unstable environment (1)

Accept any other suitable definition of an open skill.

**Maximum 1 mark**

07.2

Outline the difference between self-paced **and** externally paced 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 **four** marks. Award up to a maximum of **two** AO1 marks and **two** AO2 marks.

**AO1**

- Self-paced – started when the performer decides to start it / the speed, rate or pace of the skill is controlled by the performer (1)
- Externally paced – started because of an external factor / the speed, rate or pace of the skill is controlled by external factors (1)

**AO2**

- Self-paced – javelin throw / conversion in rugby / marathon running (1)
- Externally paced – sprint start / when you respond to your opponents movement whilst marking (1)

Accept any outline of the difference between self-paced and externally paced skills. The sporting examples must be appropriate to the type of skill being outlined.

**Maximum 4 marks**

07.3

Give an example of a complex skill.

Justify your choice.

[4 marks]

**Marks for this question: AO2 = 1, AO3 = 3**

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

**AO2 (sub-max 1 mark)**

- Performing a high jump (1)

**AO3 (sub-max 3 marks)**

- Requires coordinated running in an accurate bend (1)
- Correctly timed jump in relation to the bar/bed (1)
- Effective body position to clear the bar (1)

Accept any other suitable examples and justification of why it is a complex skill. Maximum **1 mark** for the example.

**Maximum 4 marks**

**0 8**

Milo is having beginner lessons from a golf coach at a local club. He has been completing a putting test every week to assess the accuracy of his putting skills. The test is taken over 100 putts.

On completion of the putting test in week 4, he was then asked to set his own target score for week 5.

**Table 1** shows the results of tests and the target score set for week 5.

**Table 1**

	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Target Score week 5</b>
<b>Successful Putts</b>	22	30	36	38	64

**0 8 . 1**

Plot the information shown in **Table 1** on the graph paper below to show the results from the putting tests and Milo's target score.

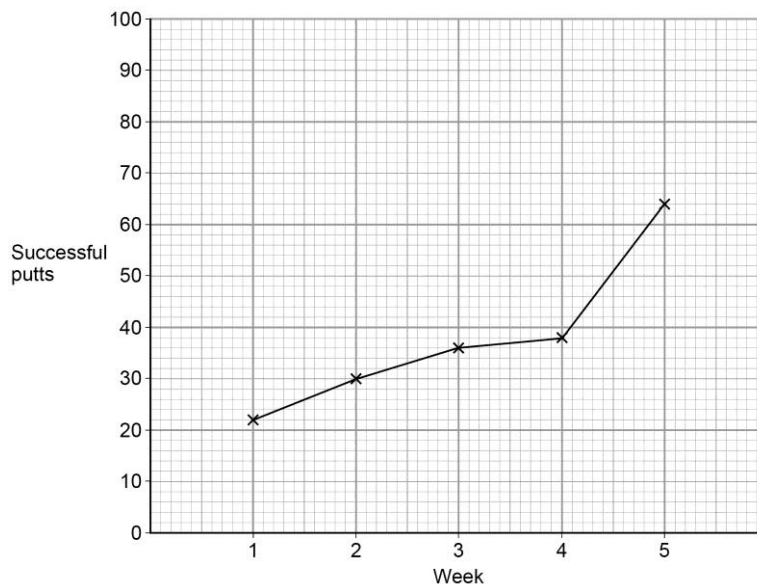
Label the axes and join up the points to make a line graph.

**[2 marks]**

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

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

- Correctly labelled x axis (week), correctly labelled y axis (successful putts) (1)
- Points plotted correctly and joined up (1)



**Maximum 2 marks**



**0 8 . 2**

Analyse the information in **Table 1**. Identify **two** ways Milo can make his target score for week 5 'SMART'.

**[2 marks]**

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

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

- Accepted – needs to be set by Milo and the coach (1)
- Realistic – needs to be lower as too high compared to original result (1)

**NB** Must include a rationale. Do not award marks for only stating accepted and realistic.

**Maximum 2 marks**

**0 8 . 3**

Explain why the golf coach may use performance goals to help motivate Milo to improve his score in week 5.

**[2 marks]**

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

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

- As Milo is a beginner he could become demotivated if outcome goals or comparison with others is used (1)
- Focusing on the quality of performance will mean Milo is not thinking about the end result (1)
- Performance goals cannot be affected by anyone other than the individual player so more likely to be achieved if a beginner. (1)

Accept any other suitable explanation why performance goals may help to motivate Milo.

**Maximum 2 marks**

<b>0</b>	<b>8</b>	.	<b>4</b>	<p>Explain why the golf coach would use the following types of guidance to improve Milo's performance:</p> <ul style="list-style-type: none"> <li>• visual</li> <li>• manual.</li> </ul>	<b>[4 marks]</b>
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**Marks for this question: AO2 = 4**

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

**Visual (sub-max 2 marks)**

- Quick and concise so good for beginners such as Milo (1)
- Provides a picture of the skill for Milo to copy (1)

**Manual (sub-max 2 marks)**

- The coach physically guides Milo through the correct action so he is aware of the correct technique (1)
- Milo starts to understand how the movement should feel (1)

Accept any other suitable explanation why the types of guidance may be used with Milo.

**Maximum 4 marks**

<b>0</b>	<b>9</b>	.	<b>1</b>	<p>In 2016, 136 Russian track and field athletes were banned from competing at the Rio Olympics due to evidence of widespread use of performance enhancing drugs (PEDs) and blood doping.</p>	
<b>0</b>	<b>9</b>	.	<b>1</b>	<p>Describe the process of blood doping?</p>	<b>[3 marks]</b>

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

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

- Removal of blood from an athlete several weeks before a competition and is frozen (1)
- The body makes more blood (red blood cells) to replace the amount taken out (1)
- 1-2 days before the competition the frozen blood is thawed and injected back into the athlete (1)

Accept any other suitable description of the process of blood doping.

**Maximum 3 marks**

0	9	. 2	Explain how blood doping could improve the performance of a marathon runner.	<b>[3 marks]</b>
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**Marks for this question: AO2 = 3**

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

- The marathon runner's blood has more red blood cells (1)
- This results in an increased aerobic capacity / a greater oxygen carrying capacity in the body (1)
- Allows the marathon runner to run faster for longer before fatigue sets in (1)

Accept any other suitable explanation of how blood doping could improve the performance of a marathon runner.

**Maximum 3 marks**

0	9	. 3	State <b>three</b> negative side effects that an athlete may suffer as a result of blood doping.	<b>[3 marks]</b>
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**Marks for this question: AO1 = 3**

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

- Thickening of blood (increased viscosity) (1)
- Potential for heart attacks / heart disease (1)
- Potential risk of blood-borne diseases such as HIV and hepatitis (1)
- A blockage of the blood vessel (embolism or stroke) (1)

Accept any other possible side effect that an athlete may suffer as a result of blood doping.

**NB** Do not accept responses relating to being banned / ruining reputation

**Maximum 3 marks**

0 9 . 4

Suggest the negative impacts that Russia's ban at the Olympics may have had on the sport of athletics.

[4 marks]

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

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

- Reputation of the sport of athletics is damaged (1)
- Successful performers may be suspected of cheating giving the sport of athletics a negative image (1)
- Could lose income due to loss of sponsorship (1)
- Reduced numbers of spectators wanting to attend athletics events (1)
- Participation levels may fall as people think it is impossible to achieve without taking drugs or doping (1)
- The sport of athletics has to invest more and more money into drug testing, rather than helping elite or grass-roots athletes, therefore standards can drop (1)
- Loss of trust in results – results lose reliability (1)
- Need to re-visit previous scores / results / records and re-distribute titles and medals (1)
- 'Honest' athletes are tarred with the same brush and lose credibility (1)
- 'Honest' athletes lose opportunities through no doing of their own (1)

Accept any other suitable suggestions of the negative impact that Russia's ban at the Olympics may have had on the sport of athletics.

**Maximum 4 marks**

**1 0** A group of five friends recently counted their daily calorie intake over a period of 7 days. Their average daily intake over this period is shown in **Table 2**.

**Table 2**

	Friend 1	Friend 2	Friend 3	Friend 4	Friend 5
<b>Gender</b>	Male	Male	Female	Male	Female
<b>Average calories/day</b>	2500	2300	1900	2200	2400

**1 0 . 1** Analyse the information shown in **Table 2**. Identify which of the friends is eating above the recommended calorie intake per day for an average adult. **[1 mark]**

**Marks for this question: AO3 = 1**

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

- Friend 5 (1)

**Maximum 1 mark**

**1 0 . 2** Gender is a factor that affects the recommended calorie intake per day for an individual.

Describe **two** other factors that affect calorie intake. **[4 marks]**

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

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

**Age (sub-max 2 marks)**

- Age (1)
- Under the age of 25 people need more calories (1)
- When you get old your body replaces muscle with fat and fat burns fewer calories (1)

**Height (sub-max 2 marks)**

- Height (1)
- You need to consume more calories the taller you are (1)
- Taller people have larger skeletons (1)

**Energy expenditure (sub-max 2 marks)**

- Energy expenditure (1)
- The more exercise you do the more calories you will need (1)
- As you need more energy to carry out the exercise (1)

Accept any other suitable description of factors that affect the recommended calorie intake per day for an individual. Do not accept any descriptions relating to gender.

**Maximum 4 marks**

<table border="1"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">0</td> <td style="width: 20px; height: 20px; text-align: center;">.</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> </tr> </table>	1	0	.	3	<p>Sports performers need to ensure they drink plenty of fluids to avoid becoming dehydrated.</p> <p>Define dehydration.</p>	<p><b>[1 mark]</b></p>
1	0	.	3			

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

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

- Excessive loss of body water interrupting the function of the body (1)

Accept any other suitable definition of dehydration.

**Maximum 1 mark**

<table border="1"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">0</td> <td style="width: 20px; height: 20px; text-align: center;">.</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> </tr> </table>	1	0	.	4	<p>Explain <b>two</b> negative effects dehydration may have on the performance of a sports performer.</p>	<p><b>[4 marks]</b></p>
1	0	.	4			

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

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

**Increase in heart rate (sub-max 2 marks)**

- The heart may have to work harder to supply oxygen to the muscles when exercising (1)
- Could result in slower performance or not being able to perform for as long (1)

**Reduction in blood flow to working muscles / thicker (viscous blood) (sub-max 2 marks)**

- Less oxygen supplied to the muscles and it is harder to remove waste products (1)
- Slows recovery so harder to continue for longer periods of time (1)

**Increase in body temperature (sub-max 2 marks)**

- Body could overheat and become faint / pass out (1)
- Unable to carry on (1)

**Muscle fatigue (sub-max 2 marks)**

- Could cause cramps (1)
- Reduce the range of movement and may be unable to carry on (1)

**Loss of concentration / reaction time increases (slower / poorer) (sub-max 2 marks)**

- Decision making will be slower or inconsistent (1)
- Decrease in skill levels (1)

Accept any other suitable explanation of negative effects dehydration may have on the performance of a sports performer.

**NB** No marks are awarded for merely stating a negative effect (Increases in heart rate, etc). Do not credit 'unable to carry on' more than once.

**Maximum 4 marks**

1	1	Somatotyping is a method of classifying body types.		
1	1	.	1	Outline <b>two</b> physical characteristics for each of the following somatotypes:
				<ul style="list-style-type: none"> <li>• Ectomorph</li> <li>• Mesomorph</li> </ul>
				<b>[4 marks]</b>

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

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

**Ectomorph (sub-max 2 marks)**

- Very thin and lean (usually tall) (1)
- Narrow shoulders (1)
- Narrow hips (1)
- Narrow chest (1)
- Not much fat / muscle (1)
- Long arms and legs (1)
- Thin face / high forehead (1)

**Mesomorph (sub-max 2 marks)**

- Large muscle content / low fat (1)
- Broad shoulders (1)
- Wide chest (1)
- Thin waist / narrow hips (1)

Accept any other suitable outlines of physical characteristics of the somatotypes. The outlines must be related to the ectomorph and mesomorph somatotypes.

**Maximum 4 marks**

1 1 . 2

Discuss the suitability of athletics as a sport for an individual with an endomorph 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)**

- Would suit the field events of discus, shot or hammer, as they need to be strong (1)
- Use physical weight or bulk to throw the implement (1)
- Have more power to gain a greater distance (1)
- Low centre of gravity helps when moving across or around the circle (1)

**Not suitable (sub-max 3 marks)**

- Sprinters need to be fast and dynamic to run with speed so an endomorph would not suit this event (1)
- To carry their body weight for a long period of time makes them unsuitable for middle or long distance running (1)
- The ability to jump long or high is inhibited by their body mass (1)

Accept any other suitable discursive points as to why athletics may be a suitable sport for an individual with an endomorph somatotype.

**NB** No marks awarded for merely stating the characteristics of an endomorph.

**Maximum 4 marks**



<b>1</b>	<b>2</b>	<p>Hooliganism is often associated with the game of football.</p> <p>Evaluate the effectiveness of strategies that are being used to combat hooliganism at football matches.</p> <p style="text-align: right;"><b>[6 marks]</b></p>
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**Marks for this question: AO1 = 1, AO2 = 2, AO3 = 3**

Level	Marks	Description
3	5-6	Knowledge of the strategies used to combat football hooliganism is accurate and generally well detailed. Application of the strategies is mostly clear and effective. Evaluation is thorough, reaching valid and well-reasoned conclusions to the effectiveness of the strategies. The answer is generally clear, coherent and focused, with appropriate use of terminology throughout.
2	3-4	Knowledge of the strategies used to combat football hooliganism is evident but more detailed for some strategies than others. There is some appropriate and effective application of the strategies although not always presented with clarity. Evaluation is clear but reaches valid and well-reasoned conclusions to the effectiveness of one strategy more than the others. The answer lacks coherence in places, although terminology is used appropriately on occasions.
1	1-2	Knowledge of the strategies used to combat football hooliganism is limited. Application of the strategies 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 may include:**

**AO1 – Knowledge of the strategies used to combat football hooliganism:**

- Travel restrictions / banning orders
- Alcohol restrictions
- All seater stadia
- Segregation of fans
- Early kick-offs
- Improved security
- Education/promotional activity / campaigns and high profile endorsements
- Sharing of intelligence between different police forces and different police forces in different countries

**AO2 – Application of the strategies used to combat football hooliganism:**

- Travel restrictions / banning orders – prevents known hooligans from attending / travelling to matches by reporting to police stations / handing in passports.
- Alcohol restrictions – Alcohol is not allowed to be consumed whilst watching matches in stadiums and many stadiums do not sell alcohol, in an attempt to reduce disorderly behaviour. Police can also apply for pubs close to stadiums to not serve alcohol on match days.
- All seater stadia – reduces the ability of people to move within a stand and allows better control over ticket distribution, which stops troublemakers congregating together or actually attending matches.
- Segregation of fans – travelling to the match and within grounds which means rival fans are kept apart reducing the chance of violence or disorder.
- Early kick-offs – to prevent excessive alcohol consumption which may reduce disorderly behaviour.
- Improved security – by increased levels of policing and stewarding and the introduction of CCTV at stadiums to identify troublemakers. Improved surveillance of known troublemakers who may behave if they know they're being watched
- Education / promotional activity / campaigns and high profile endorsements – to appeal to spectators to behave such as 'Kick Racism out of Football' which attempted to lessen the influence of racist movements among football supporters.

**AO3 – Evaluation of the strategies used to combat football hooliganism:**

- Overall the strategies have significantly reduced the amount of violence at football matches compared to the 1970s and 1980s. It is a lot safer for people attending matches but this has come at a significant cost. However football hooliganism still exists and troublemakers are always looking to get around restrictions.
- (Travel restrictions / banning orders) This has reduced the number of hooligans travelling / attending matches but costs a lot of money and police time to create a list of known troublemakers, their location and their intentions. Banned troublemakers still risk attending matches as they have to be spotted for their banning order to be enforced.
- (Alcohol restrictions / Early kick offs) Means loss of income for local pubs and many spectators drink elsewhere (home) which means that excessive consumption occurs earlier in the day which can lead to disorder later in the day.
- (All-seater stadia) Significant cost to clubs who get promoted to higher divisions and groups of supporters can still sit / congregate in the same area. It is also possible for people to buy tickets for known hooligans so that the authorities are not aware of their attendance.
- (Improved security / Segregation of fans) This has significantly reduced the amount of disorder within football stadiums but at a significant cost to clubs. The fear of being identified being involved in violence means hooligans are moving away from stadiums and looking to cause disorder with rival supporters in town centres / railway stations.

Credit other suitable responses relevant to the question.

**Maximum 6 marks**

<b>1</b>	<b>3</b>	<p>Sport has become commercialised due to its relationship with sponsorship and the media.</p> <p>Evaluate the impact that the media and sponsorship have had on sports performers.</p> <p style="text-align: right;"><b>[9 marks]</b></p>
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**Marks for this question: AO1 = 2, AO2 = 2, AO3 = 5**

Level	Marks	Description
3	7-9	Knowledge of the media and sponsorship is accurate and generally well detailed. Application of the effects on sports performers is mostly clear and effective. Evaluation is thorough, reaching valid and well-reasoned conclusions of the effects of the media and sponsorship on sports performers. 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 sports performers although not always presented with clarity. Evaluation is clear but reaches valid and well-reasoned conclusions of the effects on sports performers 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 sports performers 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 may include:**

**AO1 – Knowledge of sponsorship and the media:**

Media

- Television / Radio / The Press / The Internet / Social Media

Sponsorship

- Financial / Clothing and equipment, including footwear / Facilities

**AO2 – Application of sponsorship and the media to the sports performer:**

Media

- Raises the profile of the sports performer which increases their marketability.
- Being in the media spotlight can turn performers into heroes and role models.

Sponsorship

- Increased financial support allows more money to be available to pay for better coaching and training programmes and they are under less stress to win because of the reduced worry about finances.
- Free facilities could be provided which allows more training time to increase performance.
- New, technologically advanced kit and equipment could be provided which increases fitness and skills.

**AO3 – Evaluation of the effect of sponsorship and the media on sports performers:**

Media

- A strong media presence could increase the pressure to perform which may reduce a performer's enjoyment. Performance may become extrinsically rather than intrinsically motivated.
- Being in the media spotlight can bring fame but often brings with it scrutiny into their private lives. This may affect the mental health and well-being of the performer as their movements and actions are always being scrutinised.
- Whilst good play can be highlighted and showcased it can also mean that the mistakes a performer makes become very public. Inappropriate sporting etiquette or bad sportsmanship could be highlighted, which could give the performer a bad name.
- Sports performers who are extrovert may thrive with the added media exposure. However, for those who are introvert, it may result in lower performance levels as they are unable to cope with this.

Sponsorship

- The contract between the sponsors and the performer may demand that the performer has to submit to various commitments which may mean a loss of free time or privacy or take them away from training.
- Sponsors product may not be suitable (unhealthy) which may affect the sports performers reputation.
- Outcome goals may be set, which could increase stress to produce successful results in order to 'repay' sponsored support and uphold reputations.
- A run of poor results may lead to a loss of sponsorship and therefore income even their professional status. This could lead a performer to cheat during competition (bad sportsmanship) or take prohibited substances to prevent such a run, maintain their sponsorship and source of employment.
- Acts of direct aggression or cheating may put sponsors off or could result in withdrawal of sponsorship for sports performers.

Credit other suitable responses relevant to the question.

**Maximum 9 marks**

Question	AO1	AO2	AO3	Total
1	1			1
2	1			1
3	1			1
4		1		1
5		1		1
6.1	1			1
6.2	2			2
6.3	1			1
6.4	2			2
6.5	2			2
7.1	1			1
7.2	2	2		4
7.3		1	3	4
8.1		2		2
8.2		2		2
8.3		2		2
8.4		4		4
9.1	3			3
9.2		3		3
9.3	3			3
9.4			4	4
10.1			1	1
10.2	4			4
10.3	1			1
10.4		4		4
11.1	4			4
11.2			4	4
12	1	2	3	6
13	2	2	5	9
<b>Paper Total</b>	<b>32</b>	<b>26</b>	<b>20</b>	<b>78</b>