

Please write clearly in block capitals.

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Surname \_\_\_\_\_

Forename(s) \_\_\_\_\_

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I declare this is my own work.

# GCSE PHYSICAL EDUCATION

## Paper 2 Socio-cultural influences and well-being in physical activity and sport

Friday 15 May 2020

Afternoon

Time allowed: 1 hour 15 minutes

### Materials

For this paper you may use:

- a calculator.

### Instructions

- Use black ink or black ball-point pen. Pencil should only be used for drawing.
- Fill in the boxes at the top of this page.
- Answer **all** questions.
- You must answer questions in the spaces provided. Do not write outside the box around each page or on blank pages.
- If you need extra space for your answer(s), use the lined pages at the end of this book. Write the question number against your answer(s).
- Do all rough work in this book. Cross through any work you do not want to be marked.

### Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 78.
- Questions should be answered in continuous prose. You will be assessed on your ability to:
  - use good English
  - organise information clearly
  - use specialist vocabulary where appropriate.

For Examiner's Use	
Question	Mark
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
<b>TOTAL</b>	



Answer all questions.

Do not write  
outside the  
box

Only **one** answer per question is allowed.

For each question completely fill in the circle alongside the appropriate answer.

CORRECT METHOD



WRONG METHODS



If you want to change your answer you must cross out your original answer as shown.



If you wish to return to an answer previously crossed out, ring the answer you now wish to select as shown.



0 1

Which **one** of these immediately follows 'Input' in the basic information processing model?

[1 mark]

A Decision making



B Feedback



C Output



1

0 2

Which **one** of these is an example of a netball coach giving feedback as knowledge of results?

[1 mark]

A "You must keep your passes short and fast."



B "You need to bend your legs when you land."



C "You need to shoot from above your head."



D "You scored three times in the first quarter."



1



0 3

Which **one** of these is an example of manual guidance?

[1 mark]

A A coach demonstrating where to put the feet during a golf swing

B A coach finding the faults of a golfer when they swing the club

C A coach moving a golfer's feet into the correct position to swing a club

D A coach showing video footage of a golf swing

1

0 4

Which **one** of these can be defined as 'a convention or unwritten rule in an activity'?

[1 mark]

A Etiquette

B Gamesmanship

C Tactics

D Teamwork

1

0 5

Which **one** of these is the 'R' in SMART targets of goal setting?

[1 mark]

A Realistic

B Refined

C Remembered

D Rewarding

1

Turn over ►



0 6

Data is used in sport to improve performance and can be collected in a variety of ways.

Outline the difference between quantitative and qualitative data collection.

Use examples in your answer.

[4 marks]

- (1) Qualitative data is a more subjective than an objective response. Involving opinions relating to the quality of a performance rather than the quantity.
- (1) for example winning a 100m sprint and finishing in 1st place.
- (1) Quantitative data is a measurement which can be quantified as a number. There is no opinion expressed. It is a fact.
- (1) for example I scored 3 goals in the Cup final for football.
- Accept any other suitable answers.

4



0 7 . 1 Define skill and ability.

[2 marks]

Skill A learned action / learned behaviour with the intention of bringing about predetermined results

Ability Inherited, stable traits that determine an individual's potential to learn or acquire a skill

0 7 . 2 Classify the skill of a tennis serve using each of the following classifications:

- basic/complex
- open/closed
- self-paced/externally paced
- gross/fine.

Justify your choices.

[4 marks]

Complex : a tennis serve requires considerable time to master / as well as a co-ordinated response (hand / eye coordination)

Open : tennis serve performed to the response of where the opposition is stood as well as whether it is a 2nd service

Self-paced : a tennis serve is controlled by the performer, as well as the speed / pace at which the ball is contacted.

Gross : a tennis serve involves big movements and uses large muscle groups

Question 7 continues on the next page

Turn over ►



07.3 Define arousal.

[1 mark]

Physical, mental state of alertness/readiness,  
varying from deep sleep to intense excitement

07.4 Describe the relationship between arousal level and performance level in the inverted-U theory.

[3 marks]

- (1) Low arousal levels are required for fine skills, such as a darts throw
- (1) High arousal levels are required for gross skills, such as a rugby tackle
- (1) If you go beyond the optimum level of arousal for a given skill then performance may deteriorate or lead to an infringement / breaking the rules of the game.

10



0 8 . 1

Define intrinsic motivation and extrinsic motivation.

[2 marks]

Intrinsic motivation the drive that comes from within

Extrinsic motivation the drive to perform well or to win in order to gain external rewards

0 8 . 2

Evaluate the effectiveness of extrinsic motivation for a beginner in sport.

[4 marks]

Extrinsic motivation

- (i) can provide the performer with the drive to achieve
  - (i) the thought of a tangible reward can be massive motivation for a beginner
- However...

Intrinsic motivation

- (i) more likely to lead to continued effort and participation
- (i) gives the performer a feeling a self-satisfaction or general achievement
- (i) provides the athlete with internal motivation
- (i) if an athlete has no intrinsic motivation they will struggle to do well in their sport
- (i) Performers could become too reliant on extrinsic motivation. They could only play for rewards/prizes/money.

Question 8 continues on the next page

Turn over ►



0 8 . 3 Outline the difference between direct and indirect aggression.

Use sporting examples in your answer.

[4 marks]

(1) Direct aggression is an aggressive act which involves physical contact.

(1) Rugby tackle ACCEPT OTHER EXAMPLES

(1) Indirect aggression is when physical contact is not involved. The aggression is taken out on an object to gain an advantage.

(1) Smash shot in badminton ACCEPT OTHER EXAMPLES

0 8 . 4 Identify a sport that would be most suited to an introvert.

Justify your choice.

[4 marks]

(1) Sport Badminton player (singles) Accept any other suitable answer

Justification

(1) A badminton player is most likely to be introverted because they are happy in their own company.  
Badminton choices



0 9 . 1 State three different types of sponsorship a sportsperson may receive.

[3 marks]

- 1 financial
- 2 clothing and footwear
- 3 equipment facilities

0 9 . 2 'A sportsperson who receives sponsorship will see an improvement in their performance.'

Discuss this statement.

[5 marks]

- (1) Clothing / footwear: will enable the athlete to potentially run greater distances with comfort / grip / support.
- (1) Equipment: higher quality equipment enables advanced skills to be developed
- (1) facilities: facilities are more likely to be free therefore can train more often and effectively
- (1) financial: will be able to focus on their sport rather than having a full time job to fund all of the above.
- (1) However, all of the above are forms of extrinsic motivation and they could become reliant of this. Therefore, intrinsic motivation should play a part (drive from within) to also see an improvement in performance.
- (1) A combination of both would be a more effective method to see improvement

Question 9 continues on the next page

Turn over ►



0 9 . 3

State three different types of media.

[3 marks]

- 1 television (1)
- 2 radio (1)
- 3 press (1)  
internet (1) or social media (1)

0 9 . 4

Explain two positive effects the media could have on a sport.

[4 marks]

Positive effect 1 Raised awareness of the sport (1)  
(1) to help increase participation. for  
example women's football is being shown  
more

Positive effect 2 Higher profile of the sport (1)  
means more commercial interest / funding  
used to run events, develop at grassroots  
and facilities (1)

15



1 0 . 1 State **three** reasons why it is important to have a balanced diet.

[3 marks]

- 1 unused energy is stored as fat, which could
  - (i) lead to obesity
  - 2 suitable amounts of energy should be
  - (i) consumed to be made available for the
  - 3 exercise and activity carried out.
- The human body needs nutrients for energy, growth and hydration.

1 0 . 2 Explain **three** negative effects that obesity could have on performance in netball or basketball.

[3 marks]

- 1 Limits stamina / cardiovascular endurance: will not be able to last the duration of a netball / basketball match
- 2 Limits power: in basketball will not be able to get height when performing the lay-up and may be intercepted by the opposition
- 3 Limits agility: in netball you will not be able to dodge as effectively, due to lack of speed when changing direction. meaning your opposing player will be able to track your movements

1 0 . 3 Outline the role of fats in a balanced diet.

[1 mark]

fats provide the most energy but at a low intensity.

Question 10 continues on the next page

Turn over ►



1 0 . 4

Explain why a games player requires carbohydrates and protein in their diet.

[4 marks]

Carbohydrates main energy source for all types of activities / exercises and intensities (1)  
A games player would require carbohydrates in their diet because it would provide (1) a continuous supply of energy for the duration of a match (netball lasting 60 mins)

Protein provide growth & repair of muscle tissue (1)  
A games player would require protein to aid the recovery of a muscular injury and help to increase muscle mass.  
for example, a weight lifter may eat more protein to increase muscle mass to be able to lift heavier (1)

1 0 . 5

Somatotyping is a method of classifying body types.

Complete Table 1 to identify the correct somatotype from the description.

Give a sporting example that each somatotype would be most suited to.

[4 marks]

Table 1

Description	Somatotype	Sporting example
A pear-shaped body with wide hips and narrow shoulders	Endomorph (1)	Sumo wrestling (1)
Muscular appearance with wide shoulders and narrow hips	mesomorph (1)	100m sprinter (1)

15



1 1

Evaluate the effects that different performance enhancing drugs (PEDs) may have on a sprinter's performance.

[6 marks]

A01  
=  
1 mark

Sprinters require speed, reaction time and power. Therefore, stimulants and anabolic steroids are the most effective for a sprinter to use

A02  
=  
2 marks

Positive effects of anabolic steroids:

- (i) - recovery time is faster, therefore will be able to compete on a regular basis and recover from injury/fatigue faster.
- (i) - increased muscle mass, therefore will develop power driving out of the starting blocks

- (i) - increased strength & power, which will improve coverage of distance over time  
decreased running time = positioning / placement
- Positive effects of stimulants

- (i) - increase alertness, therefore a quicker reaction Extra space out of the starting blocks to get ahead of other competitors.

- (i) - reduce reaction time, meaning a quicker response to the gun being fired.

- (i) - reduce tiredness therefore able to train for longer.

A03  
=  
3 marks

However, any consumption of PED's is wrong.

- (i) it is immoral / cheating
- (i) if you are caught you could be fined

6

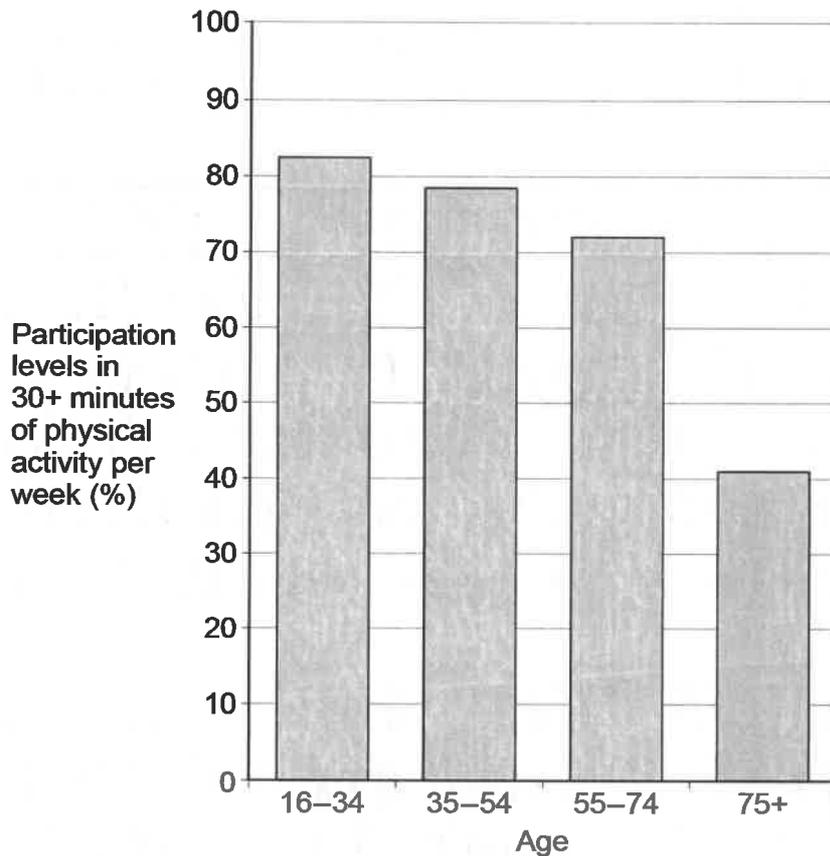
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1 2

Figure 1 shows the participation levels in physical activity of different age groups in England.

Figure 1



Using Figure 1, analyse the reasons for the participation levels amongst the different age groups.

### KNOWLEDGE

[9 marks]

There are a number of reasons for participation levels amongst the different age groups:

- |                       |                            |
|-----------------------|----------------------------|
| (1) education         | (1) available leisure time |
| (1) disposable income | (1) stereotyping           |
| (1) accessibility     | (1) post-school dropout    |

### APPLICATION

- (1) Participation levels at age 16-34 are at the highest



Question number	Additional page, if required. Write the question numbers in the left-hand margin.
11)	<p>(1) Banned from training and competing</p> <p>(1) Reputation could be tarnished</p> <p>(1) Loss of sponsorship deals</p> <p>side effects of anabolic steroids</p> <p>(1) increased risk of liver cancer, organ damage and damage to tendons</p> <p>(1) hair loss and acne</p> <p>(1) Increase in aggressive behaviour and depression</p> <p>(1) facial hair, enlarged breasts, infertility and deepening of the voice in women.</p> <p>side effects of stimulants</p> <p>(1) high blood pressure</p> <p>(1) strokes, heart attacks and liver problems</p> <p>(1) increase risk of injury</p> <p>(1) insomnia</p> <p>(1) irritability / aggressive behaviour</p>





because of having more disposable income due to still living at home, therefore less bills.

- (1) However, participation levels do decrease as age increases because disposable income may decrease due to responsibilities of owning a house, having children, paying bills
- (1) Students may study PE at further education institutions, therefore rates are higher at 16+
- (1) Accessibility is another factor due to not being able to drive and becoming dependent on public transport. This will impact participation levels, if they cannot get there/to the venue they are more than likely not going to attend.
- (1) Available leisure time becomes less often Extra space as you grow up and get a job. Impacting how often you participate in exercise. This may be because of work/family commitment
- (1) Stereotyping, some people think you're too old to participate in sport if you're retired.

### ANALYSIS

- (1) Post-school drop out could be a factor for 16+ dropping out of physical engagement as it is no longer compulsory to exercise at college/further education.
- (1) Education, the curriculum & choice of PE

END OF QUESTIONS

A03

=

5 marks



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Question number	Additional page, if required. Write the question numbers in the left-hand margin.
12)	<p>opportunities may determine participation levels</p> <p>(1) Disposable income: when retired money is saved for more "important" factors. Participation levels could be increased at 75+ by offering sports/exercise classes more age appropriate as well as a reduction in price to accommodate their living circumstances</p> <p>(1) 75+ also require activities which are less strenuous/taxing on the body which could include swimming. Swimming pools are not always accessible depending on location. Therefore a reason for participation levels decreasing.</p> <p>(1) Transport: provide transport provision to enable equal opportunities across all age brackets</p> <p>(1) Timing: ensure fitness/sport programmes are available throughout the week/day.</p> <p>(1) Lack of role models as age increases therefore reduction in aspiration.</p>



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