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# GCSE PHYSICAL EDUCATION PAPER 2

SOCIO-CULTURAL INFLUENCES AND WELL-BEING IN PHYSICAL  
ACTIVITY AND SPORT

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**Mark scheme**

Specimen Material

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V1.0

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 2 with a small amount of level 3 material it would be placed in level 2 but be awarded a mark near the top of the level because of the level 3 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.

**01** Which **one** of these is an example of intrinsic motivation when learning to swim? [1 mark]

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

A

**02** Which **one** of these types of feedback should coaches **avoid** using with a beginner? [1 mark]

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

C

**03** Which **one** of these is an effect of blood doping? [1 mark]

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

C

**04** Which **one** of these somatotypes is most suited to high jumping? [1 mark]

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

A

**05** How many calories should an average adult female consume per day? [1 mark]

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

B

**06** Which **one** of these is the 'S' in SMART targets of goal setting? [1 mark]

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

D

**07.1** Define gamesmanship.

**[1 mark]**

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

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

- Attempting to gain an advantage by stretching the rules to the limit (1)

Accept any other suitable definition of gamesmanship.

**Maximum 1 mark**

**07.2** Describe **two** examples of gamesmanship in sporting activities of your choice.

**[2 marks]**

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

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

- Grunting in tennis to put an opponent off a shot (1)
- Pretending to be injured in football so that the ball is kicked out of play, thus stopping the momentum of the opposition (1)
- Calling a timeout in basketball to put off an opposition player before they take a free-throw / icing the shooter (1)
- Coming out to bat in cricket with two right handed gloves and then wasting time to sort out the problem (1)

Accept any other suitable example of gamesmanship. Examples must be related to named sporting activities.

**Maximum 2 marks**

**08.1** Define arousal.

**[1 mark]**

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

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

- A readiness / state of alertness (1)
- Physical and mental state varying from deep sleep to intense excitement (1)

Accept any other suitable definition of arousal.

**Maximum 1 mark**

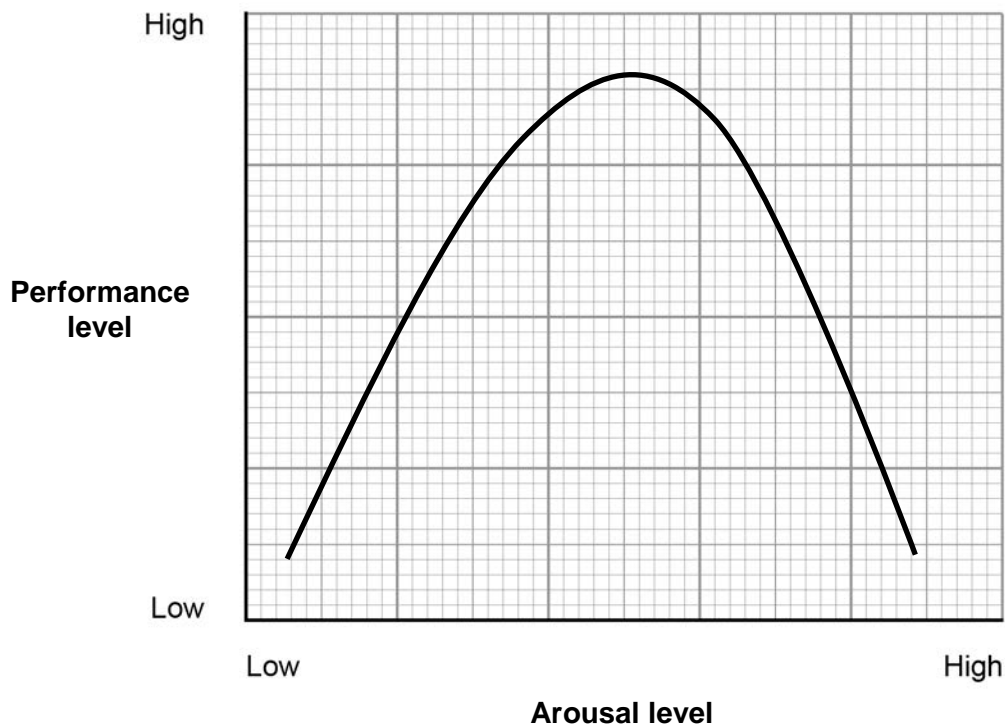
**08.2** Complete **Figure 1** by sketching a graph to show the shape of the inverted-U theory in relation to arousal (low to high) and performance (low to high).

[1 mark]

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

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

- Correct drawing of the inverted-U (1)



**Maximum 1 mark**

**08.3** Describe the relationship between arousal and performance as shown in the inverted-U theory.

[2 marks]

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

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

- As arousal level increases, so does the level of performance (1)
- Until it reaches an optimum point at around moderate arousal level (1)
- Once past this optimum point, performance decreases as they have become over aroused and become too anxious (1)

**Maximum 2 marks**

**08.4** Name **two** stress management techniques **and** explain how they 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.

**AO1**

- Deep breathing (1)
- Mental rehearsal (1)
- Visualisation (1)
- Imagery (1)
- Positive self-talk (1)

**AO2**

Technique must be explained in relation to a named sporting activity

- Deep breathing to reduce heart rate / to reduce nervous feeling before hitting a golf ball off the tee (1)
- Mental rehearsal to picture the perfect performance / feeling of how to kick a conversion in rugby (1)
- Visualisation to picture an aspect of performance / focus on how that performance should look prior to facing a bowler in cricket (1)
- Imagery to imagine oneself in a calm / relaxing place before attempting a putt in golf (1) (1)
- Positive self-talk to give yourself positive instructions allowing you to remain focused on the task / to motivate / to reassure before taking a penalty in football (1)

Accept any other suitable stress management techniques and explanation of how it could be used to control arousal in order to optimise performance. Any explanation from a named sporting activity must directly relate to the named stress management technique.

**Maximum 4 marks**

**09** In 2015, Manchester City footballer, Jill Scott, was sent off for an aggressive act in a game against Arsenal ladies.

**09.1** Explain the difference between direct aggression and indirect aggression in physical activity and sport.

**[2 marks]**

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

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

- Direct aggression is aimed directly at other players / physical contact with others (1)
- Indirect aggression is aimed at an object to gain an advantage (1)

**Maximum 2 marks**

**09.2** Describe how direct aggression may be used to improve performance.

Use an example in your answer.

**[2 marks]**

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

Award **one** mark for each of the following points up to a maximum of two marks. Only one example of direct aggression can be credited.

- Tackle in rugby (1)
- To stop the player from running with the ball (1)
- Tackle in football (1)
- To win the ball off the opposition (1)

Accept any other suitable example of how direct aggression may be used to improve performance. Answers must directly relate direct aggression to improvement in performance.

**Maximum 2 marks**

**09.3** Describe how indirect aggression may be used to improve performance.

Use an example in your answer.

**[2 marks]**

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

Award **one** mark for each of the following points up to a maximum of two marks. Only one example of indirect aggression can be credited.

- Bowler in cricket bowling a bouncer (1)
- To intimidate batsman (1)
- Smashing a shuttlecock hard (1)
- To get it to the floor quicker / win the point (1)

Accept any other suitable example of how indirect aggression may be used to improve performance. Answers must directly relate indirect aggression to improvement in performance.

**Maximum 2 marks**



**09.4** The winners of the FA Women's Super League win a trophy at the end of the season.

Evaluate the use of a trophy as a form of extrinsic motivation.

**[3 marks]**

**Marks for this question: AO3 = 3**

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

- Trophy is given once per year so is not overused and therefore does not undermine intrinsic motivation (1)
- The feeling of pride / accomplishment over a long season to win the trophy may well be an effective motivator (1)
- The extrinsic reward of the trophy combined with intrinsic drive can work well together (1)
- The trophy on its own may not be a big enough motivator for some (1)
- Intrinsic motivation (drive) is generally deemed to be more powerful than extrinsic so performers will still need intrinsic reasons (as well as the trophy) (1)

Accept any other relevant evaluative point about the use of a trophy as a form of extrinsic motivation. Answers must relate to the worth of a trophy as a form of extrinsic motivation.

**Maximum 3 marks**

**10** A group of five friends have recently calculated their body mass indexes (BMI) and have researched how to follow a balanced diet. Their current BMI scores are shown in **Table 1**.

**10.1** Analyse the information shown in **Table 1** and identify which of the friends are classified as obese. Justify your answer.

**[2 marks]**

**Marks for this question: AO1 = 1, AO3 = 1**

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

**AO1**

- BMI of 30 and over signifies obesity (1)

**AO3**

- Friends 1, 4 and 5 are all classified as obese (1)

**Maximum 2 marks**

**10.2** What is a balanced diet?

**[3 marks]**

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

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

- Eating the right amount (for energy expended) / the right amount of calories / eating according to how much you exercise (1)
- Eating different food types to provide suitable nutrients, vitamins and minerals (1)
- Eating a diet that contains 55–60% carbohydrates (1)
- Eating a diet that contains 25–30% fat (1)
- Eating a diet that contains 15–20% protein (1)

Accept any other suitable description of a characteristic of a balanced diet.

**Maximum 3 marks**

**10.3** One possible consequence of a sedentary lifestyle is obesity.

Identify **two** other consequences of a sedentary lifestyle.

**[2 marks]**

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

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

- Heart disease (1)
- Diabetes (1)
- Poor self-esteem (1)

Accept any other suitable consequence of a sedentary lifestyle. Do not credit obesity as it has been identified as a consequence in the question stem.

**Maximum 2 marks**

**11** Katie is a newly qualified PE teacher at a primary school. She is using verbal guidance in her teaching.

Discuss the suitability of verbal guidance when teaching at a primary school.

**[4 marks]**

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

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

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

- As primary school children are likely to be beginners, they would predominantly need visual guidance more than verbal (1)
- If verbal guidance is used on its own, the group might not be able to build up a mental image to understand the skills being taught / might not have seen it before as they are young (1)
- Group might not develop a 'feel' for moves through verbal guidance as they might need manual / mechanical as well / accept practical example, eg haven't experienced a somersault before (1)
- Verbal guidance could be too complex for some young children / terminology may confuse them / could cause overload of information (1)
- It could be difficult to deliver effective verbal guidance in a school sports hall so will not allow the students to learn (1)

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

- If the verbal guidance is simple and easy to understand for the primary children it could allow them to learn / may work in a hall that allows easy delivery of verbal guidance (1)
- If it is delivered as terminal feedback straight after the movement, this would suit young children / beginners as they can concentrate on producing a movement (1)
- Verbal commands could encourage the children to try things out and learn from each other (1)
- Students can receive feedback (verbally) that matches their ability, eg beginner receiving positive feedback (1)
- Would work well for most primary school children if it is mixed with visual guidance / see and hear (1)

Accept any other suitable discursive point around the suitability of verbal guidance when teaching at primary school. Answers must be linked to the context of a primary school **and** evaluate the relative importance of verbal guidance in a reasoned argument.

**Maximum 4 marks**

**12** Explain what sports would suit the following personality types:

- introvert
- extrovert.

Use examples in your answer.

**[2 marks]**

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

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

- Introverts tend to play sports that require concentration / precision (fine skill control) is required / low levels of arousal required, eg archery (or any other suitable example) (1)
- Extroverts tend to play / do sports that are fast paced / concentration may need to be low / gross skills are used, eg rugby league (or any other suitable example) (1)

Accept any other suitable explanation of what sports typical introvert and extrovert personality types would tend to suit. Answers must relate to a suitable sport for each personality type.

**Maximum 2 marks**

**13.1** Many performance enhancing drugs (PEDs) are not allowed in sport. However, some performers still take them because of the positive effect that they have on their bodies. Taking PEDs can also cause negative side effects.

Complete **Table 2** to identify **one** positive effect of anabolic agents on the performer's body **and one** possible negative side effect of diuretics on the performer's body.

Narcotic analgesics have been given as an example.

**[2 marks]**

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

Award up to **one** mark for **each** positive effect on the performer's body and up to **one** mark for **each** possible negative side effect on the performer for each PED, up to a maximum of four marks.

Performance enhancing drug	One positive effect on the performer's body	One possible negative side effect on the performer's body
Anabolic agents	One mark for one of the following: <ul style="list-style-type: none"> <li>• Increase muscle size / strength of muscle (1)</li> <li>• Faster recovery from exercise (1)</li> </ul> <p style="text-align: right;"><b>Maximum 1 mark</b></p>	
Diuretics		One mark for one of the following: <ul style="list-style-type: none"> <li>• Sodium / potassium salts excreted as well (1)</li> <li>• Muscle weakness (1)</li> <li>• Heart damage (1)</li> </ul> <p style="text-align: right;"><b>Maximum 1 mark</b></p>

**Maximum 2 marks**

**13.2** Performers face lengthy bans from competing if they are caught taking a performance enhancing drug.

Identify **two** possible non-physiological reasons why a performer may risk taking a performance enhancing drug.

**[2 marks]**

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

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

- Increased chances of success (1)
- Fame (1)
- Wealth (1)
- Level playing field (1)

Accept any other suitable reason why a performer may risk taking a performance enhancing drug. Answers must refer to non-physiological reasons.

**Maximum 2 marks**

**13.3** Using a sporting activity of your choice, suggest why performers may use beta blockers.

**[2 marks]**

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

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

- To reduce heart rate / muscle tension / blood pressure, eg more relaxed on the tee in golf (1)
- To reduce the effects of adrenaline, eg greater control over shot distances in golf (1)
- To improve fine control/preciseness, eg will assist putting/chipping in golf (1)

Accept any other suitable suggestions of why a performer may use beta blockers. The suggestion must be linked to a suitable sporting activity.

**Maximum 2 marks**

**14.1** Correct etiquette is expected in sporting activities.

Define etiquette.

**[1 mark]**

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

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

- A convention or unwritten rule in an activity (1)
- It is not an enforceable rule but is usually observed (1)

Accept any other suitable definition of etiquette.

**Maximum 1 mark**

**14.2** Describe **two** examples of correct sporting etiquette.

**[2 marks]**

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

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

- If a player is injured in football, the opposition kick the ball out of play to stop the game (1)
- After a ball is kicked out to stop play in football, the ball is given back to the other team (1)
- Batters are clapped out on to the pitch in cricket as they come out to bat (1)
- Shaking hands after a match with the officials / opponents (1)

Accept any other suitable example of correct sporting etiquette.

**Maximum 2 marks**

**15.1** State **three** types of sponsorship an individual may receive.

**[3 marks]**

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

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

- Clothing / footwear (1)
- Equipment (1)
- Facilities (1)

Accept any other suitable type of sponsorship an individual may receive.

**Maximum 3 marks**

**15.2** Explain how **two** types of sponsorship may improve an individual's performance.

**[2 marks]**

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

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

- Clothing / footwear, for example higher quality running shoes enables performer to run greater distances / comfort / grip (1)
- Equipment, for example higher quality balls enables advanced skills to be developed / easier to catch / grip (1)
- Facilities, for example could be provided free of charge can train more effectively / often (1)

Accept any other suitable description of how a type of sponsorship may improve an individual's performance. Answers must directly relate sponsorship to improvement in performance.

**Maximum 2 marks**

**16** Outline **three** benefits of taking part in physical activity and sport to an individual's physical health and well-being.

**[3 marks]**

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

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

- Improves heart function so more efficient for exercise (1)
- Improves efficiency of the body systems so able to exercise for longer / more intense (1)
- Reduces the risk of some illnesses so more able to carry out exercise (1)
- Able to do everyday tasks more efficiently so less likely to become fatigued (1)
- Avoid obesity so less likely to suffer speed loss / development of further disease (1)

Accept any other suitable benefit of taking part in physical activity to an individual's physical health and well-being. Benefits must be outlined rather than simple statements.

**Maximum 3 marks**

**17** A group of amateur runners are attempting their first marathon. Some of the runners take advantage of the drinks offered to them during the race whilst others do not.

**17.1** Evaluate the actions of the runners who do not take advantage of the drinks available.

**[3 marks]**

**Marks for this question: AO3 = 3**

Award **one** mark for each of the following points up to a maximum of three marks. Consequences of dehydration must be linked to the effects on performance in a marathon.

- More likely to suffer from dehydration, which has a negative effect on running performance (1)
- More likely to suffer from increases in heart rate so the heart has to work harder to supply oxygen to the muscles when running (1)
- Reduction in blood flow to working muscles / thicker (viscous blood) which means less oxygen to the muscles and it is harder to remove waste products – slows recovery so harder to continue in the marathon (1)
- Increase in body temperature so body could overheat during the race and become faint / pass out and cannot carry on (1)
- Muscle fatigue more likely which could cause cramps so cannot carry on (1)

Accept any other suitable evaluative points linking dehydration to performance in a marathon.

**Maximum 3 marks**



**17.2** Classify the skill of marathon running using each of the following classifications:

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

Justify your choices.

**[4 marks]**

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

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

- Basic – repeated action which requires little thought or cognitive ability / perception (1)
- Closed skill – repeated running action largely unaffected by the environment / other runners (1) / Accept Open skill if linked to changing environment of runners moving positions / changing position on the road to avoid others)
- Self-paced – the speed / pace / rate of the movement is controlled by you / when running a long distance race, you decide how fast to run (1) / Accept externally-paced if linked to responding to a pace maker / other runners dictating the pace
- Gross – involves big movements of the body / involves the use of large muscle groups / movements when running do not tend not to rely on accuracy and precision (1)

Accept any other suitable justification of how marathon running can be classified. Classifications must be justified.

**Maximum 4 marks**

**18** Using the stages of the information processing, analyse how a performer hits a ball or shuttlecock in a racket sport of your choice (for example squash, tennis, or badminton).

**[6 marks]**

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

Level	Marks	Description
3	5–6	Knowledge of the stages of information processing is accurate and generally well detailed. Application to a performer hitting a ball/shuttlecock is mostly clear and effective. Analysis is thorough, reaching valid and well-reasoned links to all stages. The answer is generally clear, coherent and focused, with appropriate use of terminology throughout.
2	3–4	Knowledge of the stages of information processing is evident but is more detailed for some stages than others. There is some appropriate and effective application to a performer hitting a ball/shuttlecock, although not always presented with clarity. Any analysis is clear but reaches valid and well-reasoned links to only some of the stages. The answer lacks coherence in places, although terminology is used appropriately on occasions.
1	1–2	Knowledge of the stages of information processing is limited. Application to a performer hitting a ball/shuttlecock is either absent or inappropriate. Analysis is poorly focused or absent, with few or no reasoned links to any stage. The answer as a whole lacks clarity and has inaccuracies. Terminology is either absent or inappropriately used.
	0	No relevant content.

**Possible content may include:**

**AO1 – Knowledge of the stages of information processing, eg**

- The stages are input, decision making, output, and feedback

**AO2 – Application to a performer hitting a ball/shuttlecock, eg tennis**

- Input – sight of the ball moving towards the player
- Decision making – which shot to play / movement to make
- Output – shot selected to play
- Feedback – did you play a good shot / hit the ball?

**AO3 – Analysis/evaluation of the stages of information processing being used by a performer hitting a ball/shuttlecock, eg tennis**

- (Input) Information from the display – how is the opponent holding the racket / swinging the racket / how is the ball flying (with spin) / where is the ball after it has landed
- (Input) Selective attention – blocking out everything, eg noise / other visual stimuli / other than key focus points above, ie the ball
- (Decision making) Selection of appropriate response from memory – have you dealt with this before / have you seen this a similar type of shot before
- (Decision making) – Recall of relevant tennis shot from the long term memory / executed by short term memory
- (Output) Information sent to muscles to carry out the response – choice of shot / movement of feet / movement of racket
- (Output) Credit use of appropriate muscles for a tennis shot, ie deltoid / pectorals
- (Feedback) Received via self (intrinsic / kinaesthetic) and / or others (extrinsic) – did you hit ball / how did it feel / where did it go / did you misread the ball

Credit other suitable responses relevant to the question. This can relate to any racket sport.

**19** Aisha is currently studying for her GCSEs. Her school report has been sent home to her parents and highlights that her PE teacher is worried about her lack of interest in taking part in physical activity inside and outside of school. Her parents are also disappointed as they have regularly encouraged her to join a sports club.

Identify potential factors that could have caused Aisha's lack of interest in sport, justifying your choices.

**[9 marks]**

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

Level	Marks	Description
3	7–9	Knowledge of factors affecting participation is accurate and generally well detailed. Application to Aisha is mostly appropriate, clear and effective. Justification is thorough, reaching valid and well-reasoned conclusions for the majority of factors. The answer is generally clear, coherent and focused, with appropriate use of terminology throughout.
2	4–6	Knowledge of factors affecting participation is evident but is more detailed for some factors more than others. There is some appropriate and effective application to Aisha, although not always presented with clarity. Any justification is clear but reaches valid and well-reasoned conclusions for some factors more than others. The answer lacks coherence in places, although terminology is used appropriately on occasions.
1	1–3	Knowledge of factors affecting participation is limited. Application to Aisha is either absent or inappropriate. Justification 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	No relevant content.

**AO1 – Knowledge of factors, eg**

- Negative attitudes
- Education
- Lack of role models
- Lack of media coverage
- Sexism / stereotyping

**AO2 – Application to Aisha (do not credit any response linked to a lack of family support), eg**

- She may have developed a negative attitude due to bad experiences in school
- She may not be inspired by role models in the sports she could take part in
- She may not be motivated due to a lack of media coverage of female performers
- She may be suffering from sexist comments from her peers/ worry about stereotyping

**AO3 – Justification of choices, eg**

- (Attitudes) Perhaps Aisha's friends also have a negative attitude and she is merely copying them
- (Attitudes) The attitude of the PE teacher towards Aisha may be negative within lessons which has caused her to feel negative about taking part
- (Education) The curriculum and choice of PE opportunities available at the school may not suit Aisha, eg she may prefer more aesthetic activities not offered at that school
- (Education) The facilities available may be poor and she does not feel inspired to take part

- (Role models) Aisha may be completely unaware of female role models that exist in the sports being covered and therefore does not feel inspired by them
- (Role models) There simply is a lack of female role models who receive appropriate coverage to inspire girls like Aisha
- (Media coverage) It is a fact that men's sport receives more coverage than women's so Aisha is not exposed to or inspired by women's elite sport
- (Sexism) Aisha may well have heard sexist viewpoints expressed by classmates about girls taking part / getting sweaty / muddy
- (Stereotyping) Aisha may well have been influenced by media stereotyping of 'what women should look like'
- (Familiarity) If a reasoned justification is included, eg perhaps Aisha's previous school did not offer her the same activities as she is now being offered and she is not familiar with them, therefore anxious
- (Socio-economic reasons) If a reasoned justification is included, eg perhaps Aisha is worried about burdening her family with financial costs for equipment / sports clothing

Credit other suitable responses relevant to the question.

**Component 2 – Socio-cultural influences and well-being in physical activity and sport**  
**Assessment objective grid**

<b>Question</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>Total</b>
01		1		1
02		1		1
03	1			1
04		1		1
05	1			1
06	1			1
07.1	1			1
07.2		2		2
08.1	1			1
08.2	1			1
08.3	2			2
08.4	2	2		4
09.1	2			2
09.2		2		2
09.3		2		2
09.4			3	3
10.1	1		1	2
10.2	3			3
10.3	2			2
11			4	4
12		2		2
13.1	2			2
13.2	2			2
13.3		2		2
14.1	1			1
14.2		2		2
15.1	3			3
15.2		2		2
16	3			3
17.1			3	3
17.2		4		4
18	1	2	3	6
19	2	2	5	9
<b>Total</b>	<b>32</b>	<b>27</b>	<b>19</b>	<b>78</b>