



# Mark Scheme

## AQA A-level PE - Paper 1

**Please read before distributing to students.**

### Purpose of this document

This document and the associated question paper are based on the data analysis performed by The EverLearner Ltd and published within the 2024 infographics. Please, note the following:

- We believe this mark scheme has a very strong association with previous AQA A-level PE Paper 1 exams in relation to command terms, skills, AO distribution, extended writing requirements and topics.
- However, this is categorically NOT a mark scheme for a predicted paper. No one can accurately predict an exam paper and we make no claim to this end.
- It is vital that you only use this document internally in your school/college. Publishing the document online or sharing it in any other way is strictly prohibited as this will undermine the potentially educational experiences of students in other schools/colleges.
- Finally, please check the publication dates of the model answers for this paper as well as the associated revision sessions in April/May.

### This mark scheme contains:

- Copy of each question for reference
- Marking guidance where appropriate
- Marking points containing alternative acceptable responses plus relevant assessment objective

### How should schools use this mark scheme?

The mark scheme has been constructed specifically for the exam paper used in The EverLearner's National Mock Exams from 2024. The model answers will be available in early April and many of these questions will be discussed in the live revision show provided by James Simms (Tuesday 30th of April, 15:00-16:30 on [youtube.com/TheEverLearner](https://www.youtube.com/TheEverLearner)).

All questions/mark schemes are available on ExamSimulator. Please note, there are hundreds of additional questions and mark schemes on ExamSimulator covering the IGCSE PE topics and skills. Within the platform, the teacher is assisted with the marking and full diagnostic feedback is also provided. ExamSimulator is a premium resource available via TheEverLearner.com.

I hope this helps both students and teachers in their exam preparations.

*James Simms*





<b>Subject</b>	Physical Education
<b>Course</b>	AQA Linear GCE PE Paper 1: Factors affecting participation in physical activity and sport
<b>Time allowed</b>	120 minutes

<b>Title</b>	AQA A-level PE Paper 1 - National Mock Exam 2024
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<b>Guidance</b>	<ul style="list-style-type: none"><li>• This paper is marked out of 105 marks.</li><li>• You have 120 minutes (plus additional time for those who have Exam Access Arrangements).</li><li>• Answer all questions.</li><li>• A calculator is permitted for this exam.</li><li>• This paper contains three 8-mark and three 15-mark questions.</li><li>• Good luck.</li></ul>
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<b>Total marks</b>	105
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## SECTION A: Applied Anatomy and Physiology

1. Which of the following is correct for the cardiac output of a **trained** individual?(HR = heart rate, SV = stroke volume)

Marking points (**maximum 1**)

(1) [AO 1] Option D/D/Increased SV and decreased resting HR

2. Only one of the following cardiovascular exercise responses relates to Starling's law of the heart. Which one?

Marking points (**maximum 1**)

(1) [AO 1] Option A/A/Increased venous return leads to an increased stroke volume

3. Describe the process of measuring respiratory exchange ratio (RER) of energy expenditure.

Marking points (**maximum 3**)

(1) [AO 1] RER is the ratio of CO<sub>2</sub> released compared to O<sub>2</sub> utilised/Ratio of CO<sub>2</sub> compared to O<sub>2</sub>

(2) [AO 1] Equation is  $RER = \frac{VCO_2}{VO_2}$ /Volume of carbon dioxide expired per minute divided by oxygen consumed per minute

(3) [AO 1] Estimates use of fats and carbohydrates used during exercise/Use of fats and carbohydrates/Energy sources used during exercise

(4) [AO 1] Works out aerobic or anaerobic respiration/Aerobic or anaerobic respiration used

(5) [AO 1] RER close to 1 is carbohydrates/close to 0.7 is fats/1 is carbohydrates

4. The image shows a high jump take-off.

Complete the table for the **ankle** joint as the athlete moves from position 1 to 2.

Marking points (**maximum 4**)

(1) [AO 1] A is a hinge joint/A hinge

(2) [AO 2] B is tibialis anterior

(3) [AO 2] C is sagittal plane/C sagittal

(4) [AO 2] D is transverse axis/D transverse axis

5. Analyse the functional characteristics of type IIx muscles fibres and their importance to a football player.

### Marking guidance

All points **must** be related to the **impact** on a game of football. For example, accept "Type IIx fibres produce high force so a player can complete a quick sprint to be able to defend the ball" but do not accept "Type IIb fibres produce high force" in isolation, as this is just A01 and there is no analysis.

The impact and football-related points in the mark scheme are **interchangeable** with the **functional** characteristics of type IIx muscle fibres.

### Marking points (maximum 3)

- (1) [AO 3] Type IIx muscle fibres provide high contraction speed to be able to jump high to head the ball away
- (2) [AO 3] Type IIx fibres provide high force for a quick sprint towards the ball
- (3) [AO 3] No delay for oxygen delivery so a tackle action can happen immediately/IIx fibres contain all the reactants for maximal contraction to tackle for the ball
- (4) [AO 3] IIx fibres recover from exhaustion relatively quickly to make multiple sprints for the ball/50% PCr recovery in 30 seconds to be able to repeatedly attack and defend
- (5) [AO 3] IIx have low fatigue resistance, so footballers need to complete high-intensity interval training/Training is selected specifically so fatigability is developed

6. Analyse the transportation of oxygen during a marathon race. Refer to the following in your answer:

Haemoglobin

Myoglobin

Oxyhaemoglobin dissociation curve

Bohr shift

Marking guidance

[8 Mark Level Descriptors](#)



Marking points (**maximum 8**)

- (1) [AO 1] Haemoglobin is found in red blood cells/Iron containing pigment
- (2) [AO 1] Haemoglobin combines with oxygen to form oxyhaemoglobin
- (3) [AO 2] Marathon is primarily an aerobic event
- (4) [AO 2] At the lungs, partial pressure of oxygen will be high leading to full saturation of oxyhaemoglobin/Haemoglobin will carry four oxygen molecules at high partial pressure/High  $PO_2$  leads to a high affinity between oxygen and haemoglobin
- (5) [AO 2] At the muscles, partial pressure of oxygen will be low/Oxygen is being used at the working muscles leading to a low saturation
- (6) [AO 3] Therefore, haemoglobin offloads the oxygen to be used to oxidised glycogen and fats/36 - 38 ATP resynthesised at the muscles
- (7) [AO 1] Myoglobin is often called muscle haemoglobin
- (8) [AO 1] Myoglobin is an iron containing muscle pigment/Muscle pigment
- (9) [AO 1] Myoglobin has a higher affinity to oxygen than haemoglobin/Higher affinity
- (10) [AO 2] Myoglobin acts as an additional oxygen store in the muscles
- (11) [AO 2] Through aerobic-based training a marathon runner will have adapted with an increased level of myoglobin in the slow-twitch muscle fibres/Higher myoglobin from aerobic-based training
- (12) [AO 3] Therefore, when the runner is low on oxygen in the muscles, the oxygen from the myoglobin can be released and used
- (13) [AO 3] Providing an extension of aerobic respiration
- (14) [AO 1] Oxyhaemoglobin dissociation curve shows the relationship between partial pressure and how the blood transports and releases oxygen

- (15) [AO 2] Accept an illustrated example of the S-shape curve
- (16) [AO 1] Bohr shift is when the oxygen dissociation curve shifts to the right
- (17) [AO 2] Accept an illustrated example of the curve shifting to the right
- (18) [AO 2] Bohr shift is caused by a lower muscle pH level due to the presence of increased carbon dioxide/Muscle is more acidic due to the presence/Muscle pH has fallen
- (19) [AO 2] Increased level of CO<sub>2</sub> as a product of aerobic respiration
- (20) [AO 2] Muscle temperature increases from the steady pace event/Muscle is warmer/Increased muscle pliability
- (21) [AO 3] The impact is an increased dissociation of oxygen to the working muscles/Quicker delivery of oxygen
- (22) [AO 3] Haemoglobin releases oxygen sooner than at rest
- (23) [AO 3] Therefore, more aerobic respiration takes place in the muscle, primarily the legs/Greater quantities of oxygen delivered to the mitochondria
- (24) [AO 3] Marathon runner is able to work at higher intensities aerobically/Runner produces less lactic acid
- (25) [AO 3] OBLA will be delayed and the runner can maintain an efficient running technique/Lactate threshold increased to prevent the runner having to stop/Runner will now slow down due to lactic acid
- (26) [AO 3] Oxygen will be delivered faster to the working muscles to offset the start of anaerobic respiration
- (27) [AO 3] Runner feels more motivated to continue with the race/Runner maintains a high level of self-efficacy/Arousal levels remain at an optimum

7. Analyse the contribution of anaerobic energy systems to the performance of a track cyclist.

Refer to the use of a warm-up **and** passive stretching to prevent injury.

Marking guidance

[15-Mark Level Descriptors](#)



Marking points (**maximum 15**)

- (1) [AO 1] ATP-PC/ATPPC/PC system
- (2) [AO 1] PC breakdown releases energy/Releases energy/High energy bond is broken
- (3) [AO 1] Energy is used to resynthesise ATP/Resynthesise ATP/Energy + ADP + P = ATP
- (4) [AO 1] Reaction takes place without oxygen/Reaction without oxygen
- (5) [AO 1] The enzyme is creatine kinase/Enzyme creatine kinase/Creatine kinase
- (6) [AO 1] Reactions take place in the sarcoplasm/Sarcoplasm
- (7) [AO 1] 1 ATP per PC/1 ATP 1 PC/1:1 energy yield
- (8) [AO 2] Quick and simple reactions for a fast start/PC breaks down easily/PC breaks down quickly
- (9) [AO 2] Provides energy for high-intensity activities up to 10 seconds/Provides energy for high intensity/Provides energy for power
- (10) [AO 3] Positive impact is that immediate and explosive energy is available at the start of a race as there is no delay for oxygen
- (11) [AO 3] No fatiguing by-products, so pedalling efficiency is not interrupted
- (12) [AO 3] Fast muscle phosphagen recovery so that the system can be used in a sprint to the finish line/30 seconds for 50% PC recovery
- (13) [AO 3] Limited stores of PC/PC stores used very quickly, so the contribution is very short
- (14) [AO 3] Only 1 ATP per PC, so anaerobic glycolysis system is required/Glycolytic system is more predominant/Lactic acid system is more prominent
- (15) [AO 1] Anaerobic glycolysis includes the breakdown of glycogen and glucose to pyruvic acid and pyruvate/Breakdown of glycogen and glucose/Breakdown of glycogen into pyruvic acid
- (16) [AO 1] Pyruvic acid converted to lactic acid/Pyruvate converted to lactate
- (17) [AO 1] Enzyme is lactate dehydrogenase/Enzyme is LDH/Lactate dehydrogenase



- (18) [AO 1] Net gain of two ATP/Two ATP produced/1:2 energy yield
- (19) [AO 1] Also takes place in the sarcoplasm/Takes place in the cytoplasm
- (20) [AO 2] Track cyclist competes in a number of different events/Different speeds/Different distances
- (21) [AO 2] Some events involve speed and power
- (22) [AO 2] Some events are about maintenance of speed and endurance
- (23) [AO 2] Events are individual and team-based
- (24) [AO 3] Glycolytic system produces more ATP than the ATP-PC system and, therefore, works better for the remainder of the event
- (25) [AO 3] Although less ATP produced than the aerobic system, it does work better at the higher intensities expected on the track
- (26) [AO 3] Lactic acid produced inhibits performance, unlike other energy systems/Lactic acid inhibits performance/Lactic acid is a harmful by-product
- (27) [AO 3] Lactic acid denatures the enzymes involved in respiration means the muscle cells become slower at resynthesising ATP
- (28) [AO 3] Highly trained track cyclists will develop a high tolerance to lactic acid through relevant training
- (29) [AO 3] Due to the explosive and repetitive nature of the events, a warm-up is crucial to prevent muscle sprains and strains
- (30) [AO 3] Warm-up will ensure oxygen delivery is at its optimum to prepare the muscles for the levels of lactic acid
- (31) [AO 1] Passive stretching is when a stretch occurs with the help of an external force/Use of a partner/Use of gravity
- (32) [AO 2] Passive stretching will increase the opportunity for team dynamics
- (33) [AO 2] Stretching provides an opportunity to mentally rehearse/Visualisation during stretching routine
- (34) [AO 1] Warm-ups increase the elasticity of the muscle/Soft tissue is more elastic/Muscle tissue is less likely to tear
- (35) [AO 1] Release of adrenaline to increase the heart rate/Vasodilation of blood vessels to increase oxygen delivery to working muscles/Redistribution of blood flow

(36) [AO 1] Increase in muscle temperature, which causes the Bohr shift/Muscles are more pliable and oxygen dissociates from haemoglobin quicker/Quicker oxygen dissociation

(37) [AO 1] Speed of nerve impulse conduction is increased/Increased alertness from nerve impulse conduction/Quicker reactions from neuromuscular connections

(38) [AO 1] Increase production of synovial fluid/Joints move more efficiently/Increased range of movement

## SECTION B: Skill Acquisition

8. According to Vygotsky, which of the following three parameters are correct to construct learning?

Marking points (maximum 1)

(1) [AO 1] Option C/C/What can I do alone? What can I do with help? What can I not do yet?

9. A badminton player takes up tennis but finds that their wrist action is problematic in the tennis serve because they are hitting it "like they do in badminton".

Which type of transfer is occurring?

Marking points (maximum 1)

(1) [AO 2] Option C/C/Negative transfer

10. Describe **three** characteristics of the **autonomous** stage of learning.

Marking points (maximum 3)

(1) [AO 1] Used by an expert/Often seen in an elite athlete/Expert

(2) [AO 1] Movement performed is detailed and specific/Detailed movement/Specific movement

(3) [AO 1] Actions are fluent and efficient/Fluency and efficiency

(4) [AO 1] Actions are precise and accurate/Precision and accuracy

(5) [AO 1] Skills are automatically undertaken/Fully developed motor programme/No thinking

(6) [AO 1] Can work on finer control

**11. Define choice reaction time. Give a sporting example.**

### Marking guidance

Please accept suitable examples of choice reaction in sport.

### Marking points (maximum 2)

- (1) [AO 1] Time is the time taken between a stimulus and an action which requires choice/Numerous possible alternative responses to a stimulus
- (2) [AO 2] Midfield player in hockey deciding on whether to pass or dribble/Triple threat position in basketball/Batsman facing a ball in cricket

**12. Explain how proprioception is used in the input stage of information processing.**

### Marking points (maximum 2)

- (1) [AO 2] Input stage involves information being picked from the display using senses collectively known as receptors
- (2) [AO 2] Proprioception occurs through the sense of kinaesthesia, which provides important information about the position and orientation of the body
- (3) [AO 2] Muscle receptors are an internal sense which relays information about muscle tension which can cause the body position to change/Detect change
- (4) [AO 2] Proprioception can go unnoticed but is vital for practice and development of skills
- (5) [AO 2] Works with other internal senses of touch and balance
- (6) [AO 2] Informs the perceptual mechanisms where the information is interpreted so decision making can occur

**13.** Look at the image of a basketball lay-up shot.

Evaluate the use of **chaining** as a strategy to improve information processing of the lay-up skill.

### Marking guidance

Sub max two marks for the **advantages** of chaining and sub max two marks for the **disadvantages**.

As the command is "Evaluate", the marks can only be awarded for AO3, so it is important each marking point includes judgement on the development of information processing for a lay-up skill in basketball.

### Marking points (maximum 3)

- (1) [AO 3] Chaining is positive for a lay-up, as it is a serial skill
- (2) [AO 3] First part of the skill such as the step sequence can be taught before adding the second part, which increases understanding
- (3) [AO 3] Each part of the lay-up will be linked together correctly so it can be stored as an accurate motor programme in the long-term memory
- (4) [AO 3] A basketball player will be able to focus on one aspect of skill to correct any specific weaknesses
- (5) [AO 3] Motivation is supported as the skill is gradually developed
- (6) [AO 3] However, chaining can be time-consuming, which can demotivate a player
- (7) [AO 3] If the first subroutine is incorrect, the motor programme for the entire skill could be hindered
- (8) [AO 3] A learning plateau could occur if the chaining process is too long

14. Analyse the use of knowledge of performance **and** knowledge of results for a swimmer training to develop their dive at the start of a race.

Marking guidance  
[8 Mark Level Descriptors](#)



Marking points (**maximum 8**)

- (1) [AO 1] Knowledge of performance (KP) and knowledge of results (KR) can be intrinsic and extrinsic feedback
- (2) [AO 1] Largely associated with extrinsic feedback from external sources
- (3) [AO 1] Intrinsic feedback is from within a performer
- (4) [AO 1] Stage of learning will determine whether the feedback is intrinsic or extrinsic
- (5) [AO 1] Knowledge of performance is feedback about the execution of the skill
- (6) [AO 2] A coach can inform a diver how they entered the water/Coach can comment on the arm and leg movements of the dive/Coach informs the swimmer of the body position on entry to the water
- (7) [AO 2] Coach could use video analysis for the swimmer to observe the dive execution/Use still images of each phase of the dive
- (8) [AO 2] A swimmer trying to develop their dive could be in either the cognitive or associative stage of learning
- (9) [AO 3] The impact of KP is the swimmer is provided with information regarding technique
- (10) [AO 3] Technique can, therefore, be developed by regular and relevant practice
- (11) [AO 3] The dive motor programme can be developed by regular KP to strengthen the S-R bond
- (12) [AO 3] KP can be positive, which provides the swimmer with motivation and confidence to continue
- (13) [AO 3] KP can be negative, which provides the swimmer with the opportunity to correct bad habits and eliminate errors
- (14) [AO 3] Well-executed dive will ensure the swimmer optimises the start of the race to swim in the quickest time
- (15) [AO 1] KR is the feedback about the outcome of the skill

- (16) [AO 2] A coach could comment on the depth of the dive/Length of the dive/Reaction time to enter the water
- (17) [AO 2] External technology can be used such as underwater cameras/Stopwatches
- (18) [AO 3] Results will provide information on the success of the dive for the entire race
- (19) [AO 3] Successful outcomes need to be maintained and unsuccessful ones eliminated so a slow dive start needs KR to form a basis for improvement
- (20) [AO 3] KR can be expanded for more detailed feedback using KP which provides lots of scope for development
- (21) [AO 3] Result driven feedback allows the swimmer to refine movements at the dive technique develops
- (22) [AO 3] Intrinsic feedback about results such as the depth of dive will thrive through the use of KR
- (23) [AO 3] KR will strengthen the stored motor programme in the long term memory

## 15. Review the image of a vault in gymnastics.

Evaluate the suitability of the different methods of presenting practice for this performance.

Marking guidance

[15-Mark Level Descriptors](#)



### Marking points (maximum 15)

- (1) [AO 1] Whole practice is practising a skill entirely
- (2) [AO 2] For example, a vault practised with all the sub-routines together/Run up, take off, contact with the vault, flight and landing all practised as one
- (3) [AO 3] This would be suitable for an autonomous gymnast as the movement will be well detailed and they can cope with the demands of the task
- (4) [AO 3] Understanding will be promoted and fluency practised
- (5) [AO 3] The mental image of the entire vault can be stored in the long term memory which supports mental rehearsal
- (6) [AO 3] A vault will be performed in this manner so whole practice is specific to the competitive situation/Positive transfer occurs from training to competition
- (7) [AO 3] The vault will remain consistent with good habits
- (8) [AO 3] However, a gymnast in the cognitive stage of learning will be unable to meet the demands of doing it all at once
- (9) [AO 3] Motivation and confidence will be hindered/May not want to participate/Feel frustrated
- (10) [AO 3] Whole practice may lead to fatigue and, in a movement like a vault, may result in injury
- (11) [AO 3] Lots of information needed to be processed, which can lead to information overload and a breakdown of information processing
- (12) [AO 1] Whole-part-whole practice is when the skill is completed initially as a whole to identify a specific weakness
- (13) [AO 1] Weakness is then practised in isolation before being put back into the whole movement
- (14) [AO 2] After the whole vault search part is practised separately



- (15) [AO 2] Gymnast may highlight from a video observation the part of the vault which has a weakness
- (16) [AO 2] For example, a slow run-up/Lack of force on take-off/Incorrect hand placement on the vault
- (17) [AO 3] Whole-part-whole is, therefore, suitable to hone in a specific part to correct any weaknesses
- (18) [AO 3] This will provide motivation to correct a particular part and then integrate back successfully to the overall vault
- (19) [AO 3] Correcting errors may lead to a higher score or tariff in competition
- (20) [AO 3] Method of practice allows for regular conversations with a coach to eliminate errors
- (21) [AO 3] Self-efficacy is heightened
- (22) [AO 3] However, negative transfer could occur if the whole movement is not completed in the same training session
- (23) [AO 3] The process is time-consuming, which could lead to tedium and regression
- (24) [AO 3] Practising a part continuously could lead to other parts being forgotten or underdeveloped
- (25) [AO 1] Progressive part practice is learning the first part of a skill before adding parts one at a time
- (26) [AO 2] A gymnast could practise a run-up
- (27) [AO 2] Step sequence for the springboard
- (28) [AO 2] Movement on the vault such as a handspring
- (29) [AO 2] Finally, add all the parts together
- (30) [AO 2] This is applicable to a vault, as it is a serial skill/Vault is made up of a number of parts
- (31) [AO 3] Therefore, each sub-routine can be isolated and be the focus of training
- (32) [AO 3] Leads to mastery of that sub-routine
- (33) [AO 3] Success is gradual which will help confidence
- (34) [AO 3] Gymnast and coach will be fully focussed on just one aspect
- (35) [AO 3] Beneficial in a dangerous skill with a high risk of injury

(36) [AO 3] However, this is also time-consuming and the gymnast may neglect the overall feel for the vault

(37) [AO 3] Key links to the vault may be missed, which hinders fluency

(38) [AO 3] Repetition of one part may lead to boredom if the gymnast does not understand the overall skill

## SECTION C: Sport and Society

16. Which of the following is a local partner with Sport England?

Marking points (maximum 1)

(1) [AO 1] Option A/A/County Sports Partnerships

17. Which of the following is a correct description of secondary socialisation?

Marking points (maximum 1)

(1) [AO 1] Option B/B/Socialisation through the influence of peer groups and school

18. State **three** characteristics of sport and society in pre-1780 Britain.

Marking points (maximum 3)

(1) [AO 1] No rules/Simple rules/Unwritten rules

(2) [AO 1] Unlimited playing area/Large playing area/Unlimited boundaries

(3) [AO 1] Everyday clothing worn/No specialist clothing/Simple clothing

(4) [AO 1] Violent and cruel/Harsh playing conditions/Violent playing conditions

(5) [AO 1] Occasional participation/Not very frequent/Events were spread out

(6) [AO 1] Unlimited team sizes/Large team sizes/Huge numbers in teams

(7) [AO 1] Simple and natural resources/No artificial resources/Minimal resources used

(8) [AO 1] No coaching present/No coaches involved/No coaching

(9) [AO 1] Was occupational/Linked to people's occupation/Based on occupations people had

(10) [AO 1] Events were local/No transport involved/No travelling to take part

**19.** Explain how public schools helped rationalise track-and-field athletics between 1870 and 1900.

Marking points (**maximum 3**)

- (1) [AO 2] Formed the national governing body AAA to codify the rules and regulations
- (2) [AO 2] Spread athletics through the British Empire, so more people were aware
- (3) [AO 2] Became masters at public schools, which allowed the spread of track-and-field events/Became clergymen, which allowed the spread of athletics in the church/Became soldiers to spread ideas abroad
- (4) [AO 2] Developed leagues to formalise competition against other schools and clubs
- (5) [AO 2] Inspired the Wenlock Olympian Society to set up the Wenlock Olympian Games in 1850 to promote physical and intellectual development

**20.** Define what is meant by the term the golden triangle in the study of PE.

Marking points (**maximum 1**)

- (1) [AO 1] Relationship between sport, media and business

## 21. Evaluate the impact of social media on elite track-and-field athletes.

### Marking guidance

Sub max two marks for the **advantages** of social media and sub max two marks for the **disadvantages**.

As the command is "Evaluate", the marks can only be awarded for AO3, so it is important each marking point includes linked **judgement** of the impact social media has, specifically for elite track-and-field athletes.

### Marking points (maximum 3)

- (1) [AO 3] Elite track-and-field athletes can use social media and attract sponsorship and provide financial security
- (2) [AO 3] Social media can be used positively to influence younger athletes, thus increasing the profile in athletics
- (3) [AO 3] Athletes are able to tell their own story via social media and, therefore, have control over media stories
- (4) [AO 3] Social media can develop athletes' position as a role model to positively influence younger athletes to train correctly
- (5) [AO 3] Athletes can use social media as an education platform to further develop understanding of the holistic athlete
- (6) [AO 3] However, social media can be a distraction for the athlete and lead to disrupted training
- (7) [AO 3] Social media comments may place the athlete under psychological pressure leading to deviance
- (8) [AO 3] Social media can be intrusive and trolls can lead to a deterioration in the athlete's mental health
- (9) [AO 3] Sponsorships through social media increase the demands on the athlete and take the focus away from training
- (10) [AO 3] Social media with high followers may be an unnecessary financial burden, as the athlete needs to pay social media managers

**22.** Evaluate the effects of social stratification on a young netball player aspiring to join an elite talent pathway.

Marking guidance

[8 Mark Level Descriptors](#)



Marking points (**maximum 8**)

- (1) [AO 1] Division of society associated to social characteristics of wealth or status
- (2) [AO 1] Social class is a term to define social inequalities
- (3) [AO 1] Factors which contribute to social class include employment, background, education and income
- (4) [AO 2] A young netball player will attend a state or private school
- (5) [AO 2] Location determines the accessibility of netball clubs
- (6) [AO 2] An elite talent pathway is determined by region and the location of superleague clubs
- (7) [AO 3] Wealthier families can access private schools with high-profile netball coaches
- (8) [AO 3] Private schools have better training facilities/Able to play on better netball courts
- (9) [AO 3] Private schools have access to a higher standard and regular competition, so players have a higher chance of being spotted
- (10) [AO 3] Private schools have suitable access to strength and conditioning coaches, providing an advantage in the selection process
- (11) [AO 3] State school players feel inferior to participate when competing against private school players/Feel unwelcome to participate/Feel embarrassed to participate
- (12) [AO 3] More disposable income means more access to netball camps and clinics/More income means that the player can access better clubs
- (13) [AO 3] Higher income leads to an ability to pay highly experienced coaches/Lower income leads to not being able to pay the talent pathway fee/Not able to purchase the level of equipment and clothing required
- (14) [AO 3] Lower-class families value working over playing sport/No time for lower classes to support the player/Lower class need to contribute to chores more than training
- (15) [AO 3] Self-fulfilling prophecy and the players accept that only players from the private sector can access the talent pathway/Motivation to train and play is reduced when state

school players start to understand the vast differences

(16) [AO 3] Social class may not have as big an impact and drive a female from a state school to challenge the different experiences between the two sectors

**23.** It was reported by the BBC in 2023 that four in 12 football coaches in the Women's Super League (WSL) are female.

Analyse the representation of female coaches in the WSL. Refer to strategies for breaking down barriers in elite female football in your answer.

Marking guidance

[15-mark level descriptors](#)



Marking points (**maximum 15**)

- (1) [AO 2] Data is low because female football coaches may have a negative self-image that they are unable to coach in a traditionally male-dominated sport
- (2) [AO 2] Lack of self-confidence to pursue coaching in a perceived male role
- (3) [AO 2] Lack of access to a coaching pathway
- (4) [AO 2] Low levels of media coverage of successful female coaches
- (5) [AO 2] Fewer role models in an elite coaching capacity
- (6) [AO 2] Stereotypes about capabilities/Stereotyping/Sexism
- (7) [AO 2] Lack of funding in women's football/Less commercialisation in the WSL
- (8) [AO 2] Fewer sponsorship opportunities/Lack of sponsorship/Sponsorship deals significantly different to male coaches
- (9) [AO 2] Negative impact of school PE programmes and not promoting the coaching route in football
- (10) [AO 2] Channelling female coaches into certain female sports
- (11) [AO 1] A strategy to break down these barriers is the Sex Discrimination Act, making discrimination unlawful
- (12) [AO 3] Elite football clubs are fully aware of this and see their responsibility to use football to tackle gender discrimination
- (13) [AO 1] Improved childcare provision, creating more time for females
- (14) [AO 3] Female coaches can then access coaching qualifications
- (15) [AO 1] Reject the stereotypical myth on female coaching responsibility/Rejected stereotypical myth/Female responsibilities have changed
- (16) [AO 3] Coaches such as Emma Hayes and Sarina Wiegman have proved successful at the higher level



- (17) [AO 1] Improved female leadership in PE provision/PE curriculum model aims to engage female leaders in sport/FA targeted programmes in primary and secondary with a leadership strand
- (18) [AO 3] Females have the opportunity from an early age to develop the basic leadership skills to build confidence to pursue sport-specific coaching/Life-skills focus for time beyond school
- (19) [AO 1] FA campaign to promote female coaches and officials/FA vision 2024 to equal participation of boys
- (20) [AO 3] Leads to a greater social acceptance of women pursuing careers in football
- (21) [AO 1] Specialist organisations such as Women in Sport/Organisations with a focus on increasing female sport/This Girl Can campaign
- (22) [AO 3] Breaking down all stereotypes to support female participation in all areas of sport
- (23) [AO 1] Influence of social media to link women together in coaching roles/Increased motivation through social media/Social media advertising
- (24) [AO 3] Interest in coaching is increased/Coaching route becomes attractive
- (25) [AO 1] Increased media coverage of the WSL/More role models being promoted in football/Lioness success in the Euros and World Cup
- (26) [AO 3] Proves the capacity of females on the world stage under a female coach
- (27) [AO 1] Specialist female coaches in other areas of sport/More training of coaches on the female physiology
- (28) [AO 3] Topical areas which are being written about frequently to share how to be a successful coach of a female athlete
- (29) [AO 1] Increase in the number of professional female footballers
- (30) [AO 3] Likelihood this will evolve in coaching roles at the end of their career
- (31) [AO 1] Coaching qualifications are now more flexible/Virtual coaching options
- (32) [AO 3] Females can access and balance the qualifications with existing commitments
- (33) [AO 1] Coaching course subsidised for females
- (34) [AO 3] More female coaches being trained to build momentum for other females to follow