



GCSE PHYSICAL EDUCATION 8582/2

Paper 2 Socio-cultural influences and wellbeing in physical
activity and sport

Mark scheme

June 2025

Version: 1.0 Final



Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

0 1

Which **one** of these is defined as ‘a physical and mental state of alertness’?

[1 mark]

Marks for this question: AO1 = 1

Answer B – Arousal. (1)

0 2

Which **one** of these would be **least** likely to be affected by obesity?

[1 mark]

Marks for this question: AO1 = 1

Answer D – Strength. (1)

0 3

Which **one** of these somatotypes is most suited to the shot put?

[1 mark]

Marks for this question: AO2 = 1

Answer B – Endomorph. (1)

0 4

A tennis player sees the ball land out after playing a shot.

Which **one** of these stages of the basic information processing model does this relate to?

[1 mark]

Marks for this question: AO2 = 1

Answer B – Feedback. (1)

0 5

Which **one** of these is an example of a self-paced skill?

[1 mark]

Marks for this question: AO2 = 1

Answer C – Performing a pole vault. (1)

0 6

Complete the inverted-U graph in **Figure 1**:

- Sketch the curve
- Label the axes.

[2 marks]

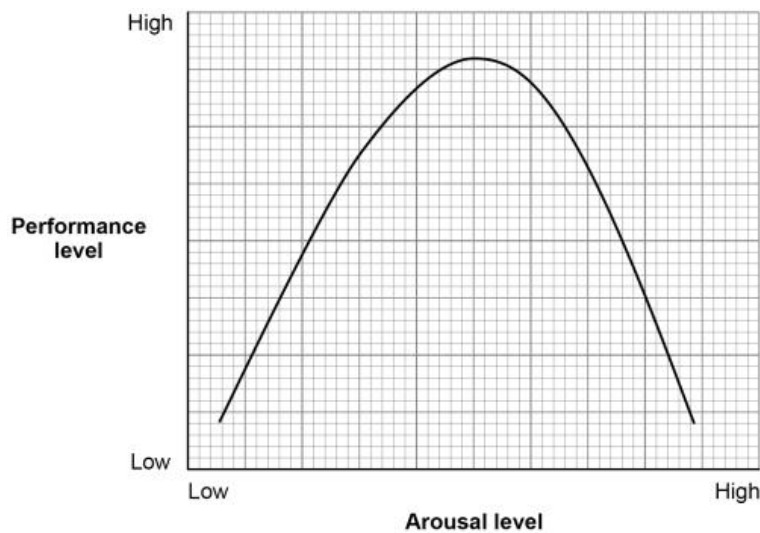
Marks for this question: AO1 = 1, AO2 = 1

Award **one** mark for correctly labelling the axes and **one** mark for correctly sketching the graph.

- Both axes correctly labelled (1)
- Correctly sketched graph (1)

NB allow Performance and Arousal as axes labels.

Maximum 2 marks



0 7

. 1

Define ability.

[1 mark]

Marks for this question: AO1 = 1

Award **one** mark for a correct definition.

- Inherited/stable traits (1)

Accept any other suitable response.

Maximum 1 mark

0 7 . 2 Give **one** sporting example of a complex skill.

Justify your choice.

[3 marks]

Marks for this question: AO2 = 1, AO3 = 2

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

AO2 (sub-max 1 mark)

- Performing a high jump (1)

AO3 (sub-max 2 marks)

- A number of decisions have to be made (1)
- Coordination of a number of movements (1)
- Requires practice / learned over a period of time to master the skill (1)

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

NB Do not accept sports as examples eg gymnastics as it must be a complex skill from within a sport. Do not award marks for the justification if the sporting example is incorrect.

Maximum 3 marks

0 7 . 3 Give **one** sporting example of a fine skill.

Justify your choice.

[3 marks]

Marks for this question: AO2 = 1, AO3 = 2

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

AO2 (sub-max 1)

- Golf putt (1)
- Archery shot (1)
- Dart throw (1)
- Snooker shot (1)

AO3 (sub-max 2)

- Involves the use of small bones / muscle groups (1)
- Involves small / precise / intricate / controlled movements (1)

Accept any other suitable response.

NB Do not accept sports as examples eg darts as it must be a fine skill from within a sport.
Do not award marks for the justification if the sporting example is incorrect.

Maximum 3 marks

0 8 . 1 Explain how blood doping could improve the performance of a long-distance swimmer. **[3 marks]**

Marks for this question: AO2 = 3

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

- Increased number of red blood cells (1)
- More oxygen is delivered to working muscles (1)
- Allows a long-distance swimmer to swim for longer (without tiring) (1)

Accept any other suitable response.

Maximum 3 marks

0 8 . 2 Increasing the chances of success is one advantage for the performer of taking performance enhancing drugs (PEDs).
State **three other** advantages for the performer. **[3 marks]**

Marks for this question: AO1 = 3

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

- Increased fame / media exposure (1)
- Increased wealth / sponsorship (1)
- To feel as if they are on a level playing field (1)

Accept any other suitable response.

NB Do not credit any response which links to increased chances of success eg increase in physical (strength etc) and mental (self-confidence etc) benefits.

Maximum 3 marks

0 8 . 3

State **three** negative effects on a performer if they are caught taking performance enhancing drugs (PEDs).

[3 marks]

Marks for this question: AO1 = 3

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

- They could be fined (1)
- They could be banned / disqualified from competing (1)
- Their reputation will be damaged (1)
- They could lose income / sponsorships (1)
- They could be made to give back prize money or medals (1)

Accept any other suitable response.

Maximum 3 marks

0 8 . 4

Identify **two** different types of prohibited substances that performers may use in sport.

Suggest how **each** prohibited substance may help improve performance in sporting activities of your choice.

[4 marks]

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

Award **one** mark for each prohibited substance and **one** mark of how each will help improve performance.

- Stimulants (1) – increase alertness so can reduce reaction time for example at the start of a 100m race OR increase aggressiveness which would help a rugby player make a stronger tackle OR reduce tiredness so that a performer can train for harder and longer to achieve improvements (1)
- Narcotic analgesics (1) – mask pain so allow a footballer to train when injured or tired which may help them increase fitness levels (1)
- Anabolic steroids (1) – increase the rate and amount of muscle growth which could allow a tennis player to hit a ball harder (1)
- Peptide hormones (EPO) (1) – increase production of red blood cells which allows an athlete to run for longer at a fast pace without fatigue (1)
- Diuretics (1) – dilute the presence of other illegal substances so that they can be hidden and a performer can benefit from their performance enhancing capabilities OR help a performer to lose weight quickly which may make a jockey lighter and therefore a horse can go faster (1)
- Beta blockers (1) - reduce heart rate, muscle tension, blood pressure and reduce the effects of adrenaline to improve fine control / precision when taking a snooker shot (1)

Accept any other suitable response.

NB Do not award marks for explanations where the prohibited substance is incorrect.

Maximum 4 marks

0 9 . 1 Give **three** positive effects of sponsorship on a performer.

[3 marks]

Marks for this question: AO1 = 3

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

- More money (1)
- Better clothing / footwear (1)
- Higher quality equipment available to use (1)
- Access to higher quality facilities (1)
- Access to higher standard of coaching (1)
- Increased visibility / advertisement in the media (1)
- Increased popularity / status / reputation (1)

Accept any other suitable response.

Maximum 3 marks

0 9 . 2 Identify **two** negative effects of the media on officials in 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.

- Increased pressure to make the right decision (1)
- Reduced enjoyment (1)
- Mistakes get analysed in the public domain (1)
- Criticism / online abuse due to errors (1)
- Reputation decreases with players / spectators due to errors (1)

Accept any other suitable response.

Maximum 2 marks

0 9 . 3 Identify **two** positive effects of the media on officials in 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.

- By being in the spotlight, it can make them famous or a role model (1)
- Can become a professional full time career / increase their income (1)
- Provided them with technology to help them make decisions (1)
- It can highlight good decisions (1)
- Officials' decisions are analysed so there is a clear understanding why they have been awarded (1)
- Improved reputation amongst players / spectators if decisions are seen to be correct (1)

Accept any other suitable response.

Maximum 2 marks

0 9 . 4 Describe the relationship between sport, sponsorship and the media.

[4 marks]

Marks for this question: AO1 = 4

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

- The business sponsors the sport giving them money (1)
- This gains the business advertising space to publicise its product (1)
- The media pays the sport to cover it (1)
- The sport is shown in the media, which promotes the product (1)
- The sport's spectators see the advertising and buy the business's product (1)
- Media shows sport which can increase viewing figures (1)
- Increased viewing figures means the media can charge more for advertising (1)
- The media relies on the sport to produce content (1)

Accept any other suitable description of the relationship between sport, sponsorship and the media.

NB Do not credit Golden Triangle

Maximum 4 marks

1 0

Explain **one** way technology helps a performer in a sporting activity 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.

- Footballers are able to look back at performances (1) and correct errors for future matches (1)
- Cricketers are able to review decisions (1) to check or overturn a decision that may have gone against them (1)
- Athletes can access lighter spikes (1) that help them to run faster (1)
- Rugby players wear heart rate monitors / trackers (1) which allows coaches to monitor their fitness / performance levels (1)

Accept any other suitable explanations.

Maximum 2 marks

1 1

Identify the personality type that would be most suited to basketball.

Justify your choice.

[3 marks]

Marks for this question: AO2 = 1, AO3 = 2

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

AO2 (sub-max 1 mark)

- Extrovert (1)

AO3 (sub-max 2 marks)

- It is a team sport and extroverts tend to like interacting with others (1)
- They are prone to boredom if by themselves so being part of a team avoids this (1)
- Requires gross movement skills where lower levels of concentration are required which tends to suit extroverts (1)
- It is a fast-paced activity and extroverts tend to prefer this rather than low arousal activities (1)
- Communication is important and extroverts tend to be talkative which will help them with this (1)

Accept any other suitable examples and justification of why basketball would be most suited to an extrovert.

NB Do not award marks for the justification if personality type is incorrect.

Maximum 3 marks

1	2	.	1	Explain how a coach could use the following types of guidance to improve a player's performance:	
				• Manual • Visual.	
					[4 marks]

Marks for this question: AO2 = 4

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

Manual (sub-max 2 marks)

- The coach physically guides the player through the correct action (1) so they start to understand the correct technique OR how the movement should feel (1)

Visual (sub-max 2 marks)

- Provides a picture of how the skill should be performed (1) so the player can try and copy this to correct any errors (1)
- A coach could give hand or body gestures for ways to improve (1) which the player could attempt to put into practice (1)

Accept any other suitable response.

Maximum 4 marks

1	2	.	2	Explain why verbal guidance may not be suitable for a beginner in sport.	
					[2 marks]

Marks for this question: AO3 = 2

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

- May be difficult to understand the instructions (1) if they do not have any visual guidance alongside (1)
- May be too complex or too many instructions (1) for a beginner to understand / which may cause them to become demotivated (1)

Accept any other suitable response.

Maximum 2 marks

1 3 . 1

Suggest **three** reasons why a 14-year-old may start to lead a sedentary lifestyle.

[3 marks]

Marks for this question: AO1 = 3

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

- Their friends may not take part in physical activity so they may choose to do the same (1)
- Their parents may not be able to pay for them to take part in physical activities (1)
- Their parents may not be able to transport them to take part in physical activities (1)
- Their parents may not be physically active so they copy them (1)
- They may have had negative experiences when being active previously which has put them off taking part in activities (1)
- They may spend all of their spare time gaming/watching TV/on social media (1)
- They have an increased workload at school so do not have the time (1)

Accept any other suitable response.

Maximum 3 marks

1 3 . 2

Heart disease is one possible consequence of a sedentary lifestyle.

State **three other** possible consequences.

[3 marks]

Marks for this question: AO1 = 3

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

- Diabetes (1)
- Stroke (1)
- Weight gain / obesity (1)
- Poor self-esteem / self-confidence (1)
- Hypertension (1)
- Lethargy / tiredness (1)
- Poor sleep / insomnia (1)
- Depression (1)

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

Maximum 3 marks

1 3 . 3

Explain **two** positive effects that staying fully hydrated may have on sporting performance.

[4 marks]

Marks for this question: AO2 = 4

Award up to **two** marks for each of the following explanations up to a maximum of **four** marks.

- Heart rate is more likely to stay low (1) which means it can cope more efficiently with supplying the muscles with oxygen (1)
- Blood does not become more viscous so the heart does not have to pump as hard to get oxygen to the working muscles (1) which means performance can be maintained for a long period of time (1)
- Body temperature does not rise so there is no chance the body can overheat (1) and become faint / pass out and cannot carry on (1)
- Muscle fatigue will be avoided that could have caused cramps (1) which enables the performer to carry on playing for longer periods of time (1)
- Concentration will remain high as the mind remains clear (1) which will lead to the correct decisions being made (1)
- Mental alertness will remain high as the performer remains clearly focused (1) so reaction times will be quicker (1)

Accept any other suitable explanations.

Maximum 4 marks

1	4
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The following strategies have been used to reduce hooliganism at football matches:

- Alcohol restrictions
- Banning orders

Discuss the effectiveness of each of these strategies in reducing hooliganism at football matches.

[4 marks]

Marks for this question: AO3 = 4

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

Alcohol restrictions (sub-max 2 marks)

- Alcohol is not allowed to be consumed whilst watching matches in stadiums to stop fans becoming drunk and making irrational decisions leading to hooliganism (1)
- Police can enforce early kick-offs to stop fans drinking before a match which reduces the chances of hooliganism occurring (1)
- Many spectators drink elsewhere (home) which means that excessive consumption occurs earlier in the day which can lead to disorder at the match or later in the day (1)

Banning orders (sub-max 2 marks)

- These ban known hooligans who have been convicted of football related violence in the past (1)
- This forces them to report to police stations / handing in their passports which has reduced the number of hooligans travelling / attending matches (1)
- Costs a lot of money and police time to create a list of known troublemakers, their location and their intentions (1)
- Banned troublemakers still risk attending matches as they have to be spotted for their banning order to be enforced (1)

Accept any other suitable response.

Maximum 4 marks

1 5

Discuss how aggression in a footballer can impact their own performance during a match.

[6 marks]

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

Level	Marks	Description
3	5–6	Knowledge of both direct and indirect aggression is accurate and generally well detailed. Application to a footballer's performance is mostly appropriate, clear, and effective. Discussion is thorough, reaching valid and well-reasoned conclusions for both sides of the argument. The answer is generally clear, coherent, and focused, with appropriate use of terminology throughout.
2	3–4	Knowledge is evident for both direct and indirect aggression but is more detailed for one than the other. There is some appropriate and effective application to a footballer's performance, although not always presented with clarity. Any discussion is clear but reaches valid and well-reasoned conclusions for one side of the argument more than the other. The answer lacks coherence in places, although terminology is used appropriately on occasions.
1	1–2	Knowledge of aggression is limited. Application to a footballer's performance is either absent or inappropriate. Discussion is poorly focused or absent, with few or no reasoned conclusions about the impact on performance. 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 aggression eg

- **Aggression:** A deliberate attempt to harm or injure another person, which can be physical or mental.
- **Direct aggression:** Aggressive act which involves physical contact with others.
- **Indirect aggression:** Aggression which does not involve physical contact. The aggression is taken out on an object to gain advantage.

AO2 – Application to football eg

Direct aggression:

- (Positive) Shoulder barging an opponent.
- (Negative) Punching an opposition player off the ball.

Indirect aggression:

- (Positive) Shooting with as much power as possible.
- (Negative) Kicking the ball away after a free kick is awarded to waste time.

AO3 – Discussion of the impact of high levels of aggression on a footballer's performance eg
Positive impact

- Direct aggression can be used inside the rules of the game to shoulder barge / tackle an opponent with force which would result in the player winning the ball for their team.
- Indirect aggression can be used to shoot with as much power as possible which may result in the shot being more difficult to save.

Negative impact

- Direct aggression used outside the rules of the game such as fouling / punching an opponent could result in the other team being awarded a free kick or even the player being sent off and subsequently banned.
- Indirect aggression could result in a lack of attention being paid to the accuracy of performance. In trying to shoot with as much power as possible the player fails to concentrate on hitting the target as thus fails to score.
- Indirect aggression could result in the player kicking the ball away after a free kick is awarded which would result in the player being shown a yellow card.

Accept any other appropriate discursive points on the impact of high levels of aggression on a footballer's performance.

Maximum 6 marks

1	6	John is a 100m sprinter. He is working with a sports psychologist to try and beat his personal best. Analyse how understanding the following could help to maximise John's performance in a 100m race. • optimal arousal level • stress management techniques • goal setting [9 marks]
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Marks for this question: AO1 = 2, AO2 = 2, AO3 = 5

Level	Mark	Descriptor
3	7–9	Knowledge of optimal arousal levels, stress management techniques and goal setting is accurate and generally well detailed. Application to a 100m sprinter is mostly clear and effective. Analysis is thorough, reaching valid and well-reasoned conclusions as to how John can maximise his performance. The answer is generally clear, coherent and focused, with appropriate use of terminology throughout.
2	4–6	Knowledge of optimal arousal levels, stress management techniques and goal setting is evident. There is some appropriate and effective application to a 100m sprinter, although not always balanced and presented with clarity. Any analysis is clear but reaches valid and well-reasoned conclusions as to how John can maximise his performance. The answer lacks coherence in places, although terminology is used appropriately on occasions.
1	1–3	Knowledge of optimal arousal, stress management techniques and goal setting is limited. Application to a 100m sprinter is either absent or inappropriate. Analysis is poorly focused or absent, with few or no reasoned links to how John can maximise his performance. 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 optimal arousal levels eg

- Arousal is a physical and mental (physiological and psychological) state of alertness / readiness, varying from deep sleep to intense excitement / alertness.
- Stress management techniques – breathing / self-talk / visualisation
- Goal setting – SMART targets, performance and outcome goals

AO2 – Application to 100m sprinting eg

- **Arousal:** 100m sprinting is a gross skill which means it requires higher levels of arousal for optimal performance.
- Over arousal may lead to him making a false start / tensing up so he cannot run as fast.
- Under arousal may lead to him making a slow start / not being motivated to run his fastest.
- **Stress management techniques:** John could use deep breathing / self-talk / visualisation before the start of a race.
- **Goal setting:** John has set himself a goal to beat his personal best.

AO3 – Analysis of how an understanding of optimal arousal levels, stress management techniques and goal setting can help to maximise John's performance in a 100m race eg

- (100m sprinting is a gross skill) as it requires large muscles in the legs eg quadricep group and gastrocnemius.
- As John knows he requires higher levels of arousal for optimal performance he may need to increase his arousal levels before competing.
- This could be done using mental rehearsal / visualisation/positive self-talk.
- If he became over aroused, he could use deep breathing before the start to reduce his arousal levels.
- As he wants to beat his personal best, this is a performance goal which is the best type as it avoids social comparisons with others.
- SMART targets need to be used in training to help him improve his performance whilst he is trying to beat his personal best.

Accept any other appropriate analysis of how an understanding of optimal arousal levels, stress management techniques and goal setting could help to maximise John's performance in a 100m.

Maximum 9 marks

Question	AO1	AO2	AO3
1	1		
2	1		
3		1	
4		1	
5		1	
6	1	1	
7.1	1		
7.2		1	2
7.3		1	2
8.1		3	
8.2	3		
8.3	3		
8.4	2	2	
9.1	3		
9.2	2		
9.3	2		
9.4	4		
10		2	
11		1	2
12.1		4	
12.2			2
13.1	3		
13.2	3		
13.3		4	
14			4
15	1	2	3
16	2	2	5
Total	32	26	20