



PE.SC1 Socio-cultural Influences: Participation Rates - Gender and Ethnicity

AQA 8582 · Calculator allowed · about 50 minutes

Total Marks

Name: _____ Date: ____ / ____ / ____

Answer ALL questions. Show all your working.

1 What is meant by a sport or activity's 'participation rate'?

- ☐ A) The number of medals a country wins at a major event
- ☐ B) The proportion of a population that regularly takes part in physical activity or sport
- ☐ C) The average fitness level of elite performers in a sport
- ☐ D) The number of professional clubs operating in a region

(Total for Question 1 is 1 mark)

2 Sport sociologists use four key terms when discussing barriers to participation. State what is meant by each term, giving a brief example.

(a) Access (1)

(b) Provision (1)

(c) Cost (1)

(d) Discrimination (1)

(Total for Question 2 is 4 marks)

3 For each scenario below, state whether it is best classed as an access, provision, cost or discrimination barrier to participation.

(a) A leisure centre is a 45-minute bus journey away with only two buses a day. (1)

(b) No club in the area offers a particular martial art. (1)

(c) A family cannot afford the annual membership fee for a swimming club. (1)

(d) A club refuses to let a person join a session because of their ethnicity. (1)

(Total for Question 3 is 4 marks)

4 Explain three ways in which a lack of representation of a group in coaching, officiating or governing-body roles (not just as performers) could act as a barrier to participation for members of that group.

(Total for Question 4 is 3 marks)

5 Explain how discrimination by a club, whether direct or based on unwelcoming assumptions, could discourage a person from an ethnic minority background from joining.

(Total for Question 5 is 2 marks)

6 State two ways a leisure facility could adapt its provision to remove a cultural or religious barrier to participation for a particular community.

(Total for Question 6 is 2 marks)

- 7 Table 1 shows results from a hypothetical survey of 2,400 adults (1,200 male and 1,200 female) in a fictional local authority, showing the percentage of each group taking part in at least one session of each activity per week.

Activity	Male participation rate (%)	Female participation rate (%)
Football	42	11
Swimming	18	24
Netball	3	27
Running/athletics	25	22

- (a) State which activity shows the largest percentage point gap between male and female participation rates. (1)
- (b) Calculate the percentage point difference between male and female participation rates for football. Show your method. (2)
-
- (c) Using Table 1, calculate the number of male adults in the sample who took part in football. (2)
-
- (d) State one activity, other than football, in which female participation was higher than male participation. (1)

(Total for Question 7 is 6 marks)

- 8 Suggest one reason, related to access or provision rather than personal preference, that could help explain the gap in football participation rates shown in Table 1.

(Total for Question 8 is 2 marks)

- 9** State two examples of positive action a national governing body could take to increase representation of an underrepresented ethnic group among coaches and officials.

(Total for Question 9 is 2 marks)

- 10** Which of the following is an example of DIRECT discrimination affecting participation?

- ☐ A) A club refusing membership to someone because of their ethnicity
- ☐ B) A club charging a high annual membership fee
- ☐ C) A club having limited on-site car parking
- ☐ D) A club only offering sessions on weekday mornings

(Total for Question 10 is 1 mark)

- 11** Explain how offering single-sex-only sessions at a local leisure centre could help increase participation among women who currently do not attend mixed sessions.

(Total for Question 11 is 2 marks)

- 12** Explain how greater television coverage of women's sport could positively affect female participation rates.

(Total for Question 12 is 2 marks)

- 13** State two reasons why a lack of same-ethnicity role models in a sport's coaching staff or governing body might act as a barrier to participation for members of that community.

(Total for Question 13 is 2 marks)

- 14** A local rugby club wants to increase participation among a specific ethnic minority community in its area. Explain three strategies, covering access, provision or representation, the club could use.

(Total for Question 14 is 3 marks)

- 15** Which of these is the best example of a governing body addressing a PROVISION barrier?

- ☐ A) Reducing membership fees
- ☐ B) Opening a new facility in an area with no existing courts for that sport
- ☐ C) Running an anti-discrimination advertising campaign
- ☐ D) Providing free transport to sessions

(Total for Question 15 is 1 mark)

- 16** Explain why data on participation rates broken down by gender and ethnicity, like Table 1, is useful to sport governing bodies.

(Total for Question 16 is 2 marks)

- 17** State two examples of initiatives that specifically aim to increase women's participation in sport, other than single-sex sessions.

(Total for Question 17 is 2 marks)

- 18** Explain how having sports facilities located within walking distance of a community can increase participation rates for that community.

(Total for Question 18 is 2 marks)

19 Which term describes the extent to which a group is visibly present in performing, coaching, officiating and media roles within a sport?

- ☐ A) Provision
- ☐ B) Representation
- ☐ C) Discrimination
- ☐ D) Commercialisation

(Total for Question 19 is 1 mark)

20 State two examples of how a local sports club could use its own official communications (e.g. website, newsletter or social media) to promote a more welcoming image to underrepresented gender or ethnic groups.

(Total for Question 20 is 2 marks)

21 Mereton Community Leisure Trust runs several facilities in a town where participation rates among women and among a local ethnic minority community are both below the local average, similar to the gaps shown in Table 1.

Evaluate the strategies Mereton Community Leisure Trust could use to increase participation among these two groups.

(Total for Question 21 is 6 marks)

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Question 1

- **B1** B (the proportion of a population that regularly takes part)
- **Answer: B (the proportion of a population that regularly takes part in physical activity or sport)**

Question 2

- (a) **B1** the ease with which a person can physically reach or get in to a facility or opportunity, e.g. limited public transport to a leisure centre, oe
- **(a) Answer: How easily a person can physically reach or get in to a facility or opportunity, for example poor public transport links to a leisure centre.**
- (b) **B1** the range and availability of facilities, clubs, coaching or equipment on offer, e.g. no local club offering a particular sport, oe
- **(b) Answer: The range and availability of facilities, clubs, coaching or equipment on offer, for example there being no local club that offers a particular sport.**
- (c) **B1** the financial expense of taking part, e.g. membership fees, equipment or travel costs, oe
- **(c) Answer: The financial expense of taking part, for example membership fees, equipment costs or travel costs.**
- (d) **B1** being treated less favourably, or excluded from an opportunity, because of a personal characteristic such as gender or ethnicity, oe
- **(d) Answer: Being treated less favourably, or excluded from an opportunity, because of a personal characteristic such as gender or ethnicity.**

Question 3

- (a) **B1** access
- **(a) Answer: Access.**
- (b) **B1** provision
- **(b) Answer: Provision.**
- (c) **B1** cost
- **(c) Answer: Cost.**
- (d) **B1** discrimination
- **(d) Answer: Discrimination.**

Question 4

- **B1** fewer visible role models from that group can make people feel the sport is not somewhere they belong or are welcome, oe
- **B1** policies and sessions may be less likely to reflect the specific needs of that group if nobody from it is involved in deciding them, oe
- **B1** a third, distinct point, e.g. fewer relatable people to encourage/signpost members of that group into the sport in the first place, oe
- **Answer: Fewer visible role models from a group in coaching, officiating or governing-body roles can make people from that group feel the sport is not somewhere they belong; policies and sessions may be less likely to reflect that group's specific needs if nobody from it is involved in deciding them; and there are fewer relatable people to encourage or signpost members of that group into the sport in the first place.**

Question 5

- **B1** being treated less favourably, or fearing they will be, discourages a person from attending or trying a session in the first place, oe
- **B1** even a single negative experience can put someone off returning, and can also discourage other members of the same community who hear about it, oe
- **Answer: Being treated less favourably, or fearing they will be, discourages a person from attending or trying a session in the first place; and even a single negative experience can put someone off returning, and can also discourage other members of the same community who hear about it.**

Question 6

- **B1** one way, e.g. offering single-sex-only sessions, oe
- **B1** a second, distinct way, e.g. allowing modest/appropriate kit options, or providing a private space for prayer or changing, oe
- **Answer: For example, offering single-sex-only sessions, and allowing modest or appropriate kit options (or providing a private space for prayer or changing).**

Question 7

- (a) **B1** football
- **(a) Answer: Football.**
- (b) **M1** 42 - 11 seen, or equivalent correct method
- (b) **A1** 31 (percentage points), cao
- **(b) Answer: 31 percentage points.**
- (c) **M1** 1200 x 0.42 seen, or equivalent correct method
- (c) **A1** 504, cao
- **(c) Answer: 504 male adults.**
- (d) **B1** swimming or netball, oe
- **(d) Answer: Swimming (or netball).**

Question 8

- **B1** reason, e.g. historically fewer girls'/women's football teams or leagues have been available locally than men's teams, oe
- **B1** development of the reason, e.g. this means fewer organised opportunities exist for women to take part regularly, even where they would like to, oe
- **Answer: Historically, fewer girls' or women's football teams and leagues have been available locally than men's teams, meaning fewer organised opportunities exist for women to take part regularly.**

Question 9

- **B1** one example, e.g. targeted coaching bursaries or mentoring schemes for people from that community, oe
- **B1** a second, distinct example, e.g. outreach programmes run in partnership with community organisations to recruit new coaches/officials, oe
- **Answer: For example, targeted coaching bursaries or mentoring schemes, and outreach programmes run in partnership with community organisations to recruit new coaches and officials.**

Question 10

- **B1** A
- **Answer: A (a club refusing membership because of ethnicity)**

Question 11

- **B1** removes a specific concern some women have about being watched or judged in a mixed setting, oe
- **B1** can also make it easier to meet cultural or religious clothing requirements for the session, oe
- **Answer: It removes a specific concern some women have about being watched or judged in a mixed setting, and it can also make it easier to meet cultural or religious clothing requirements for the session.**

Question 12

- **B1** greater visibility of relatable role models can make the sport feel accessible and something people like the viewer already do or could do, oe
- **B1** increased exposure can also attract more funding/sponsorship into the women's game, which can fund more grassroots opportunities to try the sport, oe
- **Answer: Greater visibility of relatable role models can make the sport feel accessible, and increased exposure can attract more funding and sponsorship into the women's game, which can fund more grassroots opportunities to try the sport.**

Question 13

- **B1** one reason, e.g. can create a feeling of not belonging or not being welcome in that environment, oe
- **B1** a second, distinct reason, e.g. fewer people involved in decision-making who specifically understand or advocate for that community's needs, oe
- **Answer: For example, it can create a feeling of not belonging or not being welcome, and there are fewer people involved in decision-making who specifically understand or advocate for that community's needs.**

Question 14

- **B1** appointing a community liaison/outreach officer to build relationships with the community, oe
- **B1** running free taster sessions promoted specifically within that community, oe
- **B1** ensuring kit and facility policies accommodate cultural or religious requirements, or recruiting coaches from within the community as visible role models, oe
- **Answer: Appointing a community liaison or outreach officer to build relationships with the community; running free taster sessions promoted specifically within that community; and ensuring kit and facility policies accommodate cultural or religious requirements, including recruiting coaches from within the community as visible role models.**

Question 15

- **B1** B
- **Answer: B (opening a new facility in an area with no existing courts)**

Question 16

- **B1** it identifies specifically which groups have lower participation, rather than only knowing an overall figure, oe
- **B1** this allows targeted strategies and funding to be planned for those specific groups, rather than generic strategies that may not address the actual barrier, oe
- **Answer: It identifies specifically which groups have lower participation, rather than only knowing an overall figure, which allows targeted strategies and funding to be planned for those specific groups rather than generic strategies that may not address the actual barrier.**

Question 17

- **B1** one initiative, e.g. dedicated funding programmes for women's clubs or leagues, oe
- **B1** a second, distinct initiative, e.g. free or discounted taster-session campaigns aimed at women, oe
- **Answer: For example, dedicated funding programmes for women's clubs or leagues, and free or discounted taster-session campaigns aimed at women.**

Question 18

- **B1** removes the transport time and cost barrier of travelling further afield, oe
- **B1** particularly benefits people without access to a car or who rely on public transport, oe
- **Answer: It removes the transport time and cost barrier of travelling further afield, and it particularly benefits people without access to a car or who rely on public transport.**

Question 19

- **B1** B (representation)
- **Answer: B (representation)**

Question 20

- **B1** one example, e.g. featuring photos and stories of a diverse range of current members, oe
- **B1** a second, distinct example, e.g. publishing the club's welcoming/anti-discrimination policy clearly for new members to see, oe
- **Answer: For example, featuring photos and stories of a diverse range of current members, and publishing the club's welcoming or anti-discrimination policy clearly for new members to see.**

Question 21

- **Level 3** (5-6): A detailed and coherent evaluation that identifies a range of relevant strategies (access, provision, cost, discrimination and representation), applies them specifically to Mereton Community Leisure Trust and to both named groups, and reaches a balanced overall judgement about combining strategies. Sustained, accurate use of terminology.
- **Level 2** (3-4): Some accurate identification of relevant strategies, with some application to Mereton Community Leisure Trust and/or the named groups, but coverage may be incomplete, one-sided, or underdeveloped.
- **Level 1** (1-2): Basic or generic statements about increasing participation with little or no application to Mereton Community Leisure Trust or the named groups.
- **Level 0** (0): No relevant content.
- **Indicative content:**
 - Provision: offering single-sex-only sessions and sessions specifically promoted to the ethnic minority community, alongside standard mixed sessions.
 - Cost: subsidised or introductory-rate membership for new members from underrepresented groups, or equipment-loan schemes.
 - Access: reviewing session timings and locations, and considering transport links, so sessions are realistically reachable.
 - Representation: recruiting and training coaches and staff from the underrepresented gender and ethnic groups so members see visible role models.
 - Discrimination: publishing and enforcing a clear welcoming/anti-discrimination policy, and staff training to ensure a genuinely welcoming environment.
 - Marketing: using the Trust's own communications (website, social media) to feature a diverse range of members and staff, addressing the perception that facilities are not 'for' these groups.
 - A balanced evaluation should note that no single strategy is likely to close both gaps on its own; combining provision, cost, access, representation and discrimination-focused strategies is likely to be more effective, and the Trust should monitor participation data over time to see which strategies are working.