



PE.SC2 Socio-cultural Influences: Participation Rates - Age, Disability and Socio-Economic Group

AQA 8582 · Calculator allowed · about 50 minutes

Total Marks

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Name: _____ Date: ____ / ____ / ____

Answer ALL questions. Show all your working.

1 Which of these is the best example of a SOCIO-ECONOMIC barrier to participation?

- ☐ A) A person cannot afford the cost of club membership and equipment
- ☐ B) A leisure centre has no wheelchair-accessible changing rooms
- ☐ C) A person works evening shifts that clash with the only sessions on offer
- ☐ D) A club has no coaches trained to work with older adults

(Total for Question 1 is 1 mark)

2 State one example of a barrier to participation linked to each of the following groups.

(a) Age (1)

(b) Disability (1)

(c) Socio-economic group (1)

(Total for Question 2 is 3 marks)

3 For each scenario below, state whether the main barrier is best linked to age, disability, socio-economic group, or general cost.

(a) A 70-year-old finds there are no gentle exercise classes available near them, only fast-paced sessions aimed at younger adults. **(1)**

(b) A wheelchair user cannot enter the changing rooms at their local swimming pool. **(1)**

(c) A family cannot afford the specialist boots and skis needed for a skiing club. **(1)**

(d) A general leisure centre membership fee is too high for many local residents. **(1)**

(Total for Question 3 is 4 marks)

4 Explain two reasons, other than personal choice, why participation in organised sport often falls after a person leaves full-time education.

(Total for Question 4 is 2 marks)

5 Explain how a lack of wheelchair-accessible changing facilities at a sports centre could reduce participation among people with physical disabilities.

(Total for Question 5 is 2 marks)

6 State two examples of adapted equipment or classification systems that can help disabled performers take part in sport.

(Total for Question 6 is 2 marks)

- 7 Table 1 shows results from a hypothetical survey of adults in a fictional district, showing the percentage of each age band taking part in at least one sport session per week.

Age band	Participation rate (%)
16-24	58
25-44	45
45-64	30
65+	19

- (a) State which age band has the highest participation rate. (1)
- (b) Calculate the percentage point difference between the 16-24 age band and the 65+ age band. Show your method. (2)
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- (c) 500 of the adults surveyed were aged 65 and over. Using Table 1, calculate how many of these adults took part in at least one sport session per week. (2)
-
- (d) State one age band, other than 65+, that also has a participation rate below 35%. (1)

(Total for Question 7 is 6 marks)

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- 8 Suggest one access or provision reason, rather than personal choice, that could help explain why the participation rate in Table 1 falls as age increases.

(Total for Question 8 is 2 marks)

- 9** State two ways a local authority could adapt its facilities or timetable to increase participation among older adults.

(Total for Question 9 is 2 marks)

- 10** Which of the following is an example of adapting PROVISION, rather than cost, to increase disabled participation?

- ☐ A) Reducing the membership fee for disabled members
- ☐ B) Introducing a specialist inclusive coaching session led by a trained coach
- ☐ C) Offering free transport to and from sessions
- ☐ D) Subsidising the cost of adapted sports equipment

(Total for Question 10 is 1 mark)

- 11** Explain how the cost of specialist equipment (e.g. a bike for cycling, or skis for skiing) can act as a barrier to participation for people from lower-income households.

(Total for Question 11 is 2 marks)

- 12** State two strategies a sports club could use to reduce the cost barrier to participation for people from lower-income households.

(Total for Question 12 is 2 marks)

- 13** Explain why classification systems, which group disabled performers by functional ability, can make competitive sport more accessible and appealing to disabled performers.

(Total for Question 13 is 2 marks)

- 14** A local disability sports hub wants to increase participation. Explain three strategies it could use, referring to access, provision and cost.

(Total for Question 14 is 3 marks)

- 15** State two reasons why free or low-cost transport to sessions can increase participation among people from lower-income households.

(Total for Question 15 is 2 marks)

- 16** Explain why a decline in participation as people move from school-age sport into adulthood is a particular concern for sport governing bodies.

(Total for Question 16 is 2 marks)

- 17** State two initiatives a workplace could introduce to help maintain adult participation in physical activity.

(Total for Question 17 is 2 marks)

- 18** Explain how offering flexible or shorter activity sessions (e.g. 30-minute classes) could help increase participation among adults with limited free time due to work or family commitments.

(Total for Question 18 is 2 marks)

- 19** State two factors, other than distance, that might make a sports facility feel physically inaccessible to a person with a mobility-related disability.

(Total for Question 19 is 2 marks)

- 20** Explain one benefit to a local community of increasing participation among underrepresented age, disability and socio-economic groups, beyond individual health.

(Total for Question 20 is 2 marks)

- 21** Oakfield Leisure Trust runs several facilities in an area where participation among older adults, disabled residents and residents from lower-income households are all below the regional average.

Evaluate the strategies Oakfield Leisure Trust could use to increase participation among these three groups.

(Total for Question 21 is 6 marks)

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Question 1

- **B1 A**
- **Answer: A (cannot afford membership and equipment)**

Question 2

- (a) **B1** e.g. fewer organised sessions aimed at older adults, or competing time demands from work/family in mid-adulthood, oe
- (a) **Answer: Fewer organised sessions specifically aimed at older adults.**
- (b) **B1** e.g. a lack of adapted equipment, or facilities not being wheelchair-accessible, oe
- (b) **Answer: A lack of adapted equipment, or facilities that are not wheelchair-accessible.**
- (c) **B1** e.g. cannot afford membership fees or specialist equipment, oe
- (c) **Answer: Cannot afford membership fees or specialist equipment.**

Question 3

- (a) **B1** age
- (a) **Answer: Age.**
- (b) **B1** disability
- (b) **Answer: Disability.**
- (c) **B1** socio-economic group
- (c) **Answer: Socio-economic group.**
- (d) **B1** socio-economic group
- (d) **Answer: Socio-economic group.**

Question 4

- **B1** reduced access to the free or subsidised school/university facilities and teams that were previously available, oe
- **B1** increased competing demands on time from work and family responsibilities limiting the opportunity to take part, oe
- **Answer: Reduced access to the free or subsidised school and university facilities and teams that were previously available, and increased competing demands on time from work and family responsibilities limiting the opportunity to take part.**

Question 5

- **B1** a wheelchair user may be physically unable to get changed or shower at the venue, oe
- **B1** even if the activity itself is accessible, an inaccessible changing room can be enough to stop someone attending at all, oe
- **Answer: A wheelchair user may be physically unable to get changed or shower at the venue, and even if the activity itself is accessible, an inaccessible changing room can be enough to stop someone attending at all.**

Question 6

- **B1** one example, e.g. a wheelchair racing chair or a sport-specific sports wheelchair, oe
- **B1** a second, distinct example, e.g. a classification system that groups performers of similar functional ability so competition is fair, oe
- **Answer: For example, a sport-specific racing or sports wheelchair, and a classification system that groups performers of similar functional ability so competition is fair.**

Question 7

- (a) **B1** 16-24
- (a) **Answer: 16 to 24.**
- (b) **M1** 58 - 19 seen, or equivalent correct method
- (b) **A1** 39 (percentage points), cao
- (b) **Answer: 39 percentage points.**
- (c) **M1** 500×0.19 seen, or equivalent correct method
- (c) **A1** 95, cao
- (c) **Answer: 95 adults.**
- (d) **B1** 45-64
- (d) **Answer: 45 to 64.**

Question 8

- **B1** reason, e.g. there may be fewer clubs or sessions specifically designed for older adults' needs, such as walking football or gentle exercise classes, oe
- **B1** development, e.g. this reduces the range of provision realistically available to older adults as they age, even where they would like to take part, oe
- **Answer: There may be fewer clubs or sessions specifically designed for older adults' needs, such as walking football or gentle exercise classes, which reduces the range of provision realistically available to them as they age.**

Question 9

- **B1** one way, e.g. offering daytime sessions when older adults are more likely to be free of work commitments, oe
- **B1** a second, distinct way, e.g. running low-impact or gentle activity classes, or social/buddy schemes that reduce isolation as a barrier to attending alone, oe
- **Answer: For example, offering daytime sessions when older adults are more likely to be free of work commitments, and running low-impact or gentle activity classes with a social element to reduce the barrier of attending alone.**

Question 10

- **B1** B
- **Answer: B (a specialist inclusive coaching session)**

Question 11

- **B1** specialist equipment can be expensive to buy outright, which may be unaffordable for a lower-income household, oe
- **B1** unlike a low-cost activity requiring little equipment, this can rule the sport out entirely rather than just being a minor extra expense, oe
- **Answer: Specialist equipment can be expensive to buy outright, which may be unaffordable for a lower-income household, and unlike a low-cost activity requiring little equipment, this can rule the sport out entirely rather than just being a minor extra expense.**

Question 12

- **B1** one strategy, e.g. an equipment-loan or hire scheme, oe
- **B1** a second, distinct strategy, e.g. subsidised or pay-what-you-can membership rates, oe
- **Answer: For example, an equipment-loan or hire scheme, and subsidised or pay-what-you-can membership rates.**

Question 13

- **B1** it groups performers with a broadly similar level of functional ability together, so competition is fair, oe
- **B1** this gives performers a realistic chance of success and a meaningful challenge, rather than competing against people with very different levels of ability, oe
- **Answer: It groups performers with a broadly similar level of functional ability together, so competition is fair, giving performers a realistic chance of success and a meaningful challenge rather than competing against people with very different levels of ability.**

Question 14

- **B1** provision: recruiting additional trained specialist/inclusive coaches so more sessions can run, oe
- **B1** cost: subsidising the cost of adapted equipment so it is not a barrier for members, oe
- **B1** access: arranging accessible transport to and from sessions, oe
- **Answer: Provision: recruiting additional trained specialist coaches so more sessions can run. Cost: subsidising the cost of adapted equipment. Access: arranging accessible transport to and from sessions.**

Question 15

- **B1** removes a direct cost barrier, since travel (fuel, fares) is itself an ongoing expense, oe
- **B1** removes a practical access barrier where public transport to the venue is limited, infrequent or expensive, oe
- **Answer: It removes a direct cost barrier, since travel is itself an ongoing expense, and it removes a practical access barrier where public transport to the venue is limited, infrequent or expensive.**

Question 16

- **B1** once someone stops taking part, it can be harder for them to restart later, reducing lifelong participation, oe
- **B1** governing bodies often design specific transition strategies (e.g. university or workplace sport schemes) because this drop-off point is where the most participants are typically lost, oe
- **Answer: Once someone stops taking part, it can be harder for them to restart later, reducing their lifelong participation, so governing bodies often design specific transition strategies, such as university or workplace sport schemes, because this drop-off point is typically where the most participants are lost.**

Question 17

- **B1** one initiative, e.g. subsidised gym membership for employees, oe
- **B1** a second, distinct initiative, e.g. organised lunchtime or after-work activity sessions on site, oe
- **Answer: For example, subsidised gym membership for employees, and organised lunchtime or after-work activity sessions on site.**

Question 18

- **B1** a shorter session is easier to fit around a busy schedule than a longer commitment, oe
- **B1** a wider range of session times can also make it more likely a slot exists that does not clash with work or family commitments, oe
- **Answer: A shorter session is easier to fit around a busy schedule than a longer commitment, and offering a wider range of session times also makes it more likely a slot exists that does not clash with work or family commitments.**

Question 19

- **B1** one factor, e.g. steps or a lack of a ramp/lift at the entrance, oe
- **B1** a second, distinct factor, e.g. narrow doorways or corridors, or a lack of accessible parking close to the entrance, oe
- **Answer: For example, steps or a lack of a ramp or lift at the entrance, and narrow doorways or corridors, or a lack of accessible parking close to the entrance.**

Question 20

- **B1** a stronger sense of community and social inclusion, as more people from different groups mix and take part together, oe
- **B1** a wider pool of participants can strengthen local clubs (e.g. more volunteers, more members, a wider talent pathway), oe
- **Answer: A stronger sense of community and social inclusion, as more people from different groups mix and take part together, and a wider pool of participants can strengthen local clubs, for example through more volunteers, more members and a wider talent pathway.**

Question 21

- **Level 3** (5-6): A detailed and coherent evaluation that identifies a range of relevant strategies (access, provision, cost) applied specifically to Oakfield Leisure Trust and to older adults, disabled residents and lower-income residents, 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 Oakfield 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 Oakfield Leisure Trust or the named groups.
- **Level 0** (0): No relevant content.
- **Indicative content:**
 - For older adults: daytime sessions and low-impact/gentle activity classes with a social element, reducing the time-clash and isolation barriers.
 - For disabled residents: wheelchair-accessible changing rooms and entrances, adapted equipment, and specialist/inclusive coaching sessions.
 - For lower-income residents: subsidised or pay-what-you-can membership, equipment-loan schemes, and free or low-cost transport to sessions.
 - Access improvements that help more than one group at once, e.g. accessible transport also helping older adults with mobility needs, could be prioritised for efficiency.
 - Marketing and outreach specifically aimed at each group is needed, since improved provision only increases participation if the target groups know it exists.
 - A balanced evaluation should note that no single strategy is likely to close all three gaps at once; combining access, provision and cost-focused strategies tailored to each group is likely to be more effective than a generic approach, and monitoring participation data over time would show which strategies are actually working.