AS
PHYSICAL EDUCATION
7581/W

FACTORS AFFECTING PARTICIPATION IN PHYSICAL ACTIVITY AND SPORT

Additional specimen mark scheme

Specimen Assessment Material

V1.0

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

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

Further copies of this mark scheme are available from aqa.org.uk

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 in 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. For example, 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.

Section A

Applied physiology

01	Which **one** of these describes a mesocycle? **[1 mark]**

Marks for this question: AO1 = 1

Answer: A

02	Which athlete is most likely to supplement their diet with sodium bicarbonate? **[1 mark]**

Marks for this question: AO2 = 1

Answer: B

03	The Bohr Shift is the movement of the oxyhaemoglobin disassociation curve to the right during exercise. Identify the **two** factors that cause the Bohr Shift. **[1 mark]**

Marks for this question: AO1 = 1

Answer: D

04.1	**Figure 1** shows a football player kicking a ball. Complete **Table 1** to identify the articulating bones, the joint action and the main agonist at the shaded knee as the football player in **Figure 1** kicks the ball from **A** to **B**. **[3 marks]**

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

Award **one** mark for each of the following points.

Articulating bones	Joint action	Main agonist
Femur and tibia (1)	Extension (1)	Main agonist (1)

-

Both articulating bones must be named. Accept first answers only.

Maximum 3 marks

04.2	Name, sketch and label the lever system operating at the knee of the football player in **Figure 1**. **[2 marks]**

Marks for this question: AO1 = 1 AO2 = 1

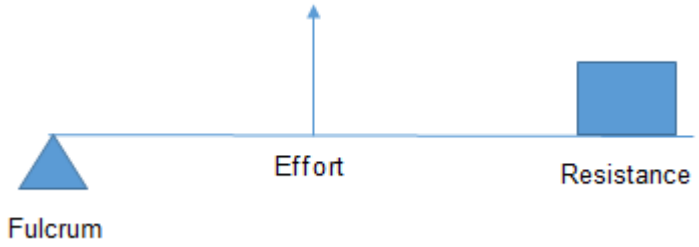
Award **one** mark for each of the following points.

AO2:

- Third class lever (system) (1)

AO1:

- Effort / force positioned in the middle (positioning of resistance / load and fulcrum / pivot can be either side) with correct labeling of lever system. For example fulcrum / pivot, effort / force and resistance / load (1)



Accept the lever system being drawn the other way round. Effort / force must be in the middle.

Maximum 2 marks

05.1	**Figure 2** shows the cardiac output, pulse rate and stroke volume of an athlete exercising in a warm environment for 45 minutes. Using **Figure 2**, consider the effect of prolonged exercise in a warm environment on cardiac output **and** its components. **[4 marks]**

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

Award **one** mark for each of the following points.

AO2 (sub max 2 marks

- Cardiac output increases during prolonged exercise (1)
- This is because heart rate gradually increases to compensate for a reduction / decrease in stroke volume (1)
- This is known as cardiovascular drift (1)

AO3

- Stroke volume decreases during prolonged exercise in a warm environment because of the fluid lost from plasma (1)
- Cardiac output needs to increase during prolonged exercise in a warm environment to cool the body and to create energy (1)

Accept other appropriate explanations of the effect of prolonged exercise in a warm environment on cardiac output and its components.

Maximum 4 marks

05.2	Paul and Mark are both 20 years old. Paul does no exercise. Mark is a cross country runner who trains three times a week. How would maximal cardiac output differ between Paul and Mark? Justify your answer. **[3 marks]**

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

Award **one** mark for each of the following points.

How (AO2)

- Mark's maximal cardiac output would be higher (1)

Why (AO3) (sub max 2 marks)

- Mark's cardiac output would be higher due to greater maximum stroke volume (1)
- This is due to Paul and Mark having the same maximum heart rate (1)
- Mark has a greater stroke volume due to cardiac hypertrophy/increased blood volume / any other adaptation to the heart (1)

Accept reverse answers in relation to Paul.

Accept other appropriate descriptions of why maximal cardiac output between Paul and Mark.

Maximum 3 marks

05.3	Paul also has a high level of cholesterol. Identify **one** possible effect of high cholesterol levels on health. **[1 mark]**

Marks for this question: AO1 = 1

Award **one** mark for each of the following points.

- Increases risk of cardiovascular disease / heart attack / stroke (1)

Accept any other appropriate identification of a possible effect of high cholesterol levels on health.

Maximum 1 mark

06	**Figure 3** shows the partial pressure of oxygen (pO_2) and carbon dioxide (pCO_2) in the alveoli and blood capillary. Consider how oxygen **and** carbon dioxide move between the alveoli and the blood capillary. Refer to **Figure 3** in your answer. **[4 marks]**

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

Award **one** mark for each of the following points.

AO1

- By a process called diffusion which is the movement of gases from a high concentration / partial pressure to a low concentration / partial pressure (1)

AO2

Oxygen

- The partial pressure of oxygen is higher in the alveoli pO_2 = 104 mmHg and lower in the blood pO_2 = 40mmHg (1) and so moves / from the alveoli to the blood (1)

Carbon Dioxide

- The partial pressure of carbon dioxide is higher in the blood pCO_2 = 46mmHg and lower in the alveoli pCO_2 = 40mmHg (1) and so moves / diffuses from the blood into the alveoli (1) Accept any other suitable consideration of how oxygen and carbon dioxide move between the alveoli and blood capillary (1)

Maximum 4 marks

07	Evaluate the effectiveness of continuous training for a 1500m runner. Consider the effects of this type of training on the cardiovascular system in your answer. **[8 marks]**

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

Students are expected to answer in continuous prose, use good English, organise information clearly and use specialist vocabulary where appropriate.

Level	Marks	Description
4	7-8	Knowledge is consistently accurate and well detailed. Application of breadth or depth of knowledge is clearly evident. Analysis and/or evaluation is coherently and consistently made between different relevant factors and their impact. Relevant terminology is consistently used. The answer almost always demonstrates substantiated reasoning, clarity, structure and focus.
3	5-6	Knowledge is usually accurate and detailed. Application of breadth or depth of knowledge is often evident. Analysis and/or evaluation is often made between different relevant factors and their impact, and is usually coherent. Relevant terminology is often used. The answer usually demonstrates substantiated reasoning, clarity, structure and focus.
2	3-4	Knowledge is sometimes accurate with some detail. Application of breadth or depth of knowledge is sometimes evident. Analysis and/or evaluation is sometimes made between different relevant factors and their impact, but may lack coherence. Relevant terminology is sometimes used. The answer occasionally demonstrates substantiated reasoning, but may lack clarity, structure and focus.
1	1-2	Knowledge may be limited. Application of breadth or depth of knowledge may be limited or not evident. There may be little or no analysis and/or evaluation between different relevant factors and their impact. Relevant terminology is occasionally used. The answer may lack substantiated reasoning, clarity, structure and focus.
	0	No relevant content.

Possible content may include:

AO1 – Knowledge of continuous training and long term effects of continuous training on the cardiovascular system

Continuous training involves working for a prolonged period of time without any breaks, usually 30 minutes or longer to develop aerobic endurance. Usually the athlete will work between 60-80% of their maximum heart rate. It can involve running, cycling, rowing or swimming.

The long term effects of continuous training on the cardiovascular system include an increase in size of the heart which is called hypertrophy. This means that maximum cardiac output will increase.

AO2 – Application to the 1500m runner

Continuous training involves working for a prolonged period of time without any breaks, usually 30 minutes or longer to develop aerobic endurance. This is an important component of fitness for a 1500m runner as during the race they will predominantly use this component of fitness to complete the distance as quickly as they can. As a result of doing continuous training there will be some long term effects on the cardiovascular system that will benefit the 1500m runner, which include an increase in size of the heart which is called hypertrophy. Hypertrophy of the heart means that during exercise the 1500m runner has a greater cardiac output, allowing the athlete to more easily continue working at a higher intensity to complete the race as quickly as possible.

AO3 – Analysis of the long term effects of continuous training for the 1500m runner

Continuous training is beneficial to the 1500m runner due to the aerobic nature of the race but it is important the runner also includes other types of training, for example, interval training, due to the anaerobic components of their event, including at the start and when overtaking.

Section B

Skill acquisition and sports psychology

08	There are a number of theories of arousal and performance. Which **one** theory states that, as arousal increases, so does performance? This theory can also be written as P = f (D × H). **[1 mark]**

Marks for this question: AO1 = 1 mark

Answer B

09	'Changing the practice type and the practice drills.' Identify this type of practice. **[1 mark]**

Marks for this question: AO1 = 1 mark

Answer D

10	The triple jump is an athletic event where the aim is to jump as far as possible. The athlete does this by performing a hop, a step and a jump from a running start. **Figure 4** shows an athlete performing the triple jump. Classify the triple jump using the following continua: • open – closed • self-paced – externally-paced • discrete – serial – continuous • gross – fine. Justify your choices. **[4 marks]**

Marks for this question: AO3 = 4

Award **one** mark for each of the following points.

- **Open-closed:** closed / towards closed end of continuum because no other athlete can directly interfere with the triple jumper (1)
- **Self-paced – externally-paced:** self-paced / towards self-paced end of continuum because the athlete decides when they start their run up towards the take-off board (1)
- **Discrete – serial – continuous:** Serial because the triple jump is made up of discrete skills of the run up, hop, step and jump (1)
- **Gross – fine:** Gross because the triple jump uses large muscle groups to complete the skills (1)

Accept identification of classification of skill if appropriately circled / underlined on answer book.
Accept other appropriate justifications for alternative classification of the triple jump on the open – closed, self-paced – externally-paced, Discrete – serial – continuous and gross – fine continua.

Maximum 4 marks

11	There are three components which make up our attitude formation according to the triadic model. Describe the **three** named components of the triadic model. **[3 marks]**

Marks for this question: AO1 = 3

Award **one** mark for each of the following points.

- Cognitive – What you believe to be true (1)
- Affective – Your feelings or emotional response (1)
- Behavioural – Your intended behaviour dependent on your attitude (1)

Accept any other relevant descriptions of the three components of the triadic model.

Maximum 3 marks

12.1	What is a learning plateau? **[1 mark]**

Marks for this question: AO1 = 1

A learning plateau occurs when a learner stops progressing and no improvement in skill / performance is evident (1)

Accept any other relevant description of a learning plateau.

Maximum 1 mark

12.2	Identify **three** causes of a learning plateau. Suggest strategies that a coach could use to overcome these causes. **[6 marks]**

Marks for this question: AO1 = 3, AO3 = 3

Award **one** mark for each of the following points.

- Performer not physically ready / task too difficult at this stage (1) and so the coach could use the whole-part-whole / part method and break the skill down (1)
- Fatigue (1) and so the coach could use distributed sessions / include rest and recovery periods (1)
- Lack of fitness (1) and so the coach could improve fitness by training more often / more intensely (1)
- Still developing mental model of more complex skill (1) and so the coach could use mental rehearsal / imagery / visualisation (1)
- Boredom/tedium/lack of motivation (1) and so the coach could reset goals / make tasks more challenging/varied/fun/interesting to maintain interest and promote enjoyment (1). Or the coach could offer extrinsic rewards/encouragement/praise/positive reinforcement to increase motivation (1)
- Poor/low quality coaching/teaching/earlier faulty learning (1) and so the coach could use a different teaching style or they could use another coach (1)
- Goals too high/not challenging enough (1) and so the coach could reset goals to make them more challenging (1)

Accept other relevant causes and linked strategies that a coach could use to improve.

Maximum 6 marks

13.1	What are outcome goals? Use a sporting example in your answer. **[2 marks]**

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

Award **one** mark for each of the following points.

AO1

- Outcome goals are set against the performance of others and are based on a result (1)

AO2

- For example, finishing in the top 3 in a race (1)

Accept other suitable descriptions of outcome goals and other appropriate sporting examples.

Maximum 2 marks

13.2	What are task orientated goals? Use a sporting example in your answer. **[2 marks]**

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

Award **one** mark for each of the following points.

AO1

- Task orientated goals are concerned with improvements in technique or performance (1)
- There are two types of task orientated goals; process and performance goals (1)

AO2

- For example, to improve turning technique in swimming (1)

Accept other suitable descriptions of task orientated goals and other appropriate sporting examples.

Maximum 2 marks

14	A rugby coach would like to measure anxiety levels of his team during a game using observations and physiological measures. The coach has known the players for at least a year. The coach will conduct the observations himself and will use technology to take physiological measures. Evaluate the validity of using observations and physiological measures to measure the anxiety of players during the game. **[8 marks]**

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

Students are expected to answer in continuous prose, use good English, organise information clearly and use specialist vocabulary where appropriate.

Level	Marks	Description
4	7-8	Knowledge is consistently accurate and well detailed. Application of breadth or depth of knowledge is clearly evident. Analysis and/or evaluation is coherently and consistently made between different relevant factors and their impact. Relevant terminology is consistently used. The answer almost always demonstrates substantiated reasoning, clarity, structure and focus.
3	5-6	Knowledge is usually accurate and detailed. Application of breadth or depth of knowledge is often evident. Analysis and/or evaluation is often made between different relevant factors and their impact, and is usually coherent. Relevant terminology is often used. The answer usually demonstrates substantiated reasoning, clarity, structure and focus.
2	3-4	Knowledge is sometimes accurate with some detail. Application of breadth or depth of knowledge is sometimes evident. Analysis and/or evaluation is sometimes made between different relevant factors and their impact, but may lack coherence. Relevant terminology is sometimes used. The answer occasionally demonstrates substantiated reasoning, but may lack clarity, structure and focus.
1	1-2	Knowledge may be limited. Application of breadth or depth of knowledge may be limited or not evident. There may be little or no analysis and/or evaluation between different relevant factors and their impact. Relevant terminology is occasionally used. The answer may lack substantiated reasoning, clarity, structure and focus.
	0	No relevant content.

Possible content may include:

AO1 – Knowledge of observations and physiological measures to measure anxiety and validity

Anxiety can be measured by observing athletes which involves the coach just watching. Anxiety can also be measured by using physiological measures including heart rate, levels of sweating, respiration rate and hormone secretion.

Validity refers to whether the data collected actually measures what it claims to measure.

AO2 – Application of the anxiety measures to the rugby team (observations and physiological measures) and validity

Observations are a realistic approach for the coach and an advantage is that they are true to life; the coach will be able to watch the players during the game and record what he sees. Due to the fact that the coach has worked with the team for at least a year it is likely that the coach knows how the players behave normally and in training so changes he observes from the norm during the game can be noted. Observations are a subjective measure which means they are based upon the coach's opinions and interpretations of what he observes.

The coach can measure anxiety by using physiological measures including heart rate, levels of sweating, respiration rate and hormone secretion. These aren't subjective and are instead objective which means they are factual so that comparisons can be easily made from previous data collected. With advancements in technology, the heart rates of the rugby players can be measured relatively easily using a heart rate monitor during the game and the data can be relayed immediately to the coach, who could judge anxiety while the game is in motion. This means that in relation to validity, the physiological measures to measure anxiety could be valid as increased heart rate is a symptom of increased anxiety.

AO3 – Evaluation of observations and physiological measures to measure anxiety for the rugby team in relation to validity

In relation to validity, the use of observations can be effective as it is likely that the coach knows the players so can observe changes in behaviour during the game and so measure anxiety but it may be difficult for him to watch all players. The process can be time consuming and may need more than one observer to complete. There are also other disadvantages with observations as a measure of anxiety in that results will be based on the opinion of the coach. Also, if the people being observed in sport realise they are being watched, then their behaviour might change or they might feel more uneasy and suffer some anxiety, thus making the results invalid. This could be the same with the physiological measures as if the rugby team are aware that they are being measured it may cause additional stress and give a false reading which will affect validity.

Section C

Sport and society and technology in sport

15	Which **one** of these describes stereotyping? **[1 mark]**

Marks for this question: AO1 = 1

Answer: A

16	Which **one** of these describes social control? **[1 mark]**

Marks for this question: AO1 = 1 mark

Answer: A

17	Explain **two** characteristics of nineteenth century lawn tennis. **[4 marks]**

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

Award **one** mark for each of the following points.

- Played regularly (1) because the players had more time to play (1)
- Middle class development (1) due to involvement in creation of clubs/NGB (1)
- Highly structured/skills/tactics (1) due to the rationalisation of tennis (1)
- Equipment and facilities available to play (1) for example played in suburban gardens/manufacturing of equipment for purchase (1)
- Social game (1) meant that both sexes could play together as it was considered a suitable activity for females (1)

Accept other relevant explanations of the characteristics of nineteenth century lawn tennis.

Maximum 4 marks

18.1	Outline **one** positive benefit for factories developing football teams in the post-industrial society. **[1 mark]**

Marks for this question: AO2 = 1

Award **one** mark for each of the following points.

- Increased health and fitness of workers
- Better workers due to increased moral
- More disciplined workforce

Accept other suitable descriptions of the positive benefits of factories developing football teams in the post-industrial society.

Maximum 1 mark

18.2	Explain the impact of improved transport and communication on sport in the post-industrial society. **[4 marks]**

Marks for this question: AO3 = 4

- Both improved transport and communication meant that some sports became more popular and participation increased (1)

Transport (sub max 2 marks)

- Improved transport meant that players could travel and so leagues could be established (1)
- This then impacted the sport as it resulted in National Governing Bodies being developed to organise and regulate (1)
- Sport also then attracted spectators as they could also travel to fixtures (1)

Communication (sub max 2 marks)

- Improved communication meant that fixtures could be arranged with other teams (1)
- Results could also be published in newspapers which increased popularity with spectators (1)

Accept other suitable explanations of the impact of improved transport and communication on sport in the post-industrial society.

Maximum 4 marks

19	Explain how the modern-day amateur differs from an amateur of the 19th century. **[3 marks]**

Marks for this question: AO2 = 3

Award **one** mark for each of the following points

- (Status) – 19th century amateurs had high status whereas modern-day amateurs tend to have a low status compared to professionals (1)
- (Level/Quality of play) – 19th century amateurs were the best players, whereas where professional sports exist in modern day sports, amateurs often unable to compete at the same level/usually not as good (1)
- (Money/Pay) –19th century amateurs had sufficient income and so were not paid however some modern day amateurs receive sponsorship or appearance money (1)
- (Class) – 19th century amateurs were members of middle/upper classes/gentleman amateur whereas in modern day, amateurs can come from any socio-economic group (1)
- (Mixing) – 19th century amateur avoided playing against working classes, whereas modern day there is no divide/working classes were excluded from amateur sports (1)
- (Roles) – 19th century amateur were controllers of sport/selected teams/formed NGBs (1)

Accept other relevant differences between the modern day amateur and 19th century amateur.

Maximum 3 marks

20	Explain the positive effects the media has had on the modern form of association football. **[6 marks]**

Marks for this question: AO2 = 3, AO3 = 3

Level	Marks	Description
3	**5–6**	Knowledge of the positive effects the media has had on sport are generally well detailed and applied to association football. The positive impacts of the media on sport are analysed to give appropriate and detailed links to association football. Relevant terminology is normally used. The answer sometimes demonstrates substantiated reasoning, is clear, coherent and focused.
2	**3–4**	Knowledge of the positive effects the media has had on sport is evident with some application to association football. Some of the positive effects the media has had on sport are analysed to give some appropriate links to association football. Relevant terminology is occasionally used. The answer occasionally demonstrates substantiated reasoning, but may lack clarity, coherence and focus.
1	**1–2**	Knowledge of the positive effects the media has had on sport is limited with limited application to association football. Limited or no evidence of analysis of the positive effects the media has had on the modern form of association football. Relevant terminology is rarely used. The answer lacks substantiated reasoning, clarity, coherence and focus.
	0	No relevant content.

Possible content may include:

AO2: Describe the positive effects the media has had on the modern form of association football

Due to increased media coverage of association football there has been an increase in positive role models for the public to identify with, for example Cristiano Ronaldo, Lionel Messi. This has also meant that there is a huge amount of funding and sponsorship opportunities/advertising income to football due to the TV rights from Sky and BT. Due to increase in media coverage of women playing, football myths and stereotypes can be broken associated with the ability of women to play sports such as football to a high level. The positive impact of the introduction of technology via advances in media, for example, referees being miked up has been positive due to the audience being able to hear decisions/discussions.

AO3: Explain the positive effects the media has had on the modern form of association football

Due to increased media coverage of association football there has been an increase in positive role models for the public to identify with which has increased participation and popularity of association football as a sport as many people around the world play the sport. Due to the huge amount of funding and sponsorship opportunities/advertising income to football due to the TV rights this has meant that the clubs and players have large amounts of money to invest in facilities for football and in coaches as well as providing high salaries for players.

Accept other relevant explanations of the positive effects the media has had on the modern form of association.

Maximum 6 marks

21	**Table 2** shows the number of adults with a disability or illness who participated in sport once a week in 2005/2006 and in 2015/2016. Analyse the participation rates for people with a disability in sport from 2005 to 2016. Use the information in **Table 2** to support your answer. **[8 marks]**

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

Students are expected to answer in continuous prose, use good English, organise information clearly and use specialist vocabulary where appropriate.

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4	7-8	Knowledge is consistently accurate and well detailed. Application of breadth or depth of knowledge is clearly evident. Analysis and/or evaluation is coherently and consistently made between different relevant factors and their impact. Relevant terminology is consistently used. The answer almost always demonstrates substantiated reasoning, clarity, structure and focus.
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	0	No relevant content.

Possible content may include:

AO1 – Knowledge of disabled participation rates using simple statement

Participation rates for adults with a disability or illness and usually low due to a number of different barriers. Barriers to participation include lack of role models, specialised coaching, equipment, lack of self-confidence from the adults, availability of clubs, lack of adapted sports.

AO2 – Application of disabled participation rates linked to improvements from 2005 – 2016

Table 2 shows the participation rates for people with a disability in sport from 2005 to 2016 has increased from 2005/2006 – 2015/2016. Possible reasons for this may be due to the fact that there has been a Paralympics in 2012 which got some media coverage and therefore created role models in different sports.

AO3 – Evaluation of disabled participation rates

Although there has been an increase in participation rates due to the success of the 2012 Paralympics in London, participation rates for those with a disability are still low due to there still being very few role models in disability sport for adults to aspire to. Although there was some media coverage of the Olympics, disability sport still very rarely features on TV and so the impact isn't as great in participation.

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