



Examiner's Report

Principal Examiner Feedback

Summer 2018

Pearson Edexcel GCE

In Physical Education (8PE0/02)

Component 2: Psychological and Social
Principles of Physical Education

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Introduction

Candidates found this paper accessible and they were well rewarded for sound knowledge and good exam technique. The shorter AO1 questions generated a range of responses and allowed candidates to demonstrate knowledge of a range of topics. In general, mob activities was answered well as was positive and bilateral transfer. However, candidates showed a comparative lack of knowledge of Hollander's personality theory and proactive transfer. The AO2 questions elicited a range of responses across the entire spectrum of available marks. Goal setting was a popular and often well answered question whereas many candidates struggled with the question on 19th century NGBs. The performance of candidates on the extended writing answers was generally strong and there was clear evidence of a good standard of structure and construction. This allowed a number of candidates to show work of a top band standard where they demonstrated detailed knowledge, sophisticated writing and an appreciation of the demands of the command word.

8PE0_02_Q01

Generally a well answered set of questions where candidates were able to show understanding of the types of transfer common in sports skills. Positive transfer was defined accurately with candidates producing responses that focused on the positive impact one skill may have on another. Many candidates used alternative terms to positive as this was stated in the question and scored good marks for helps, assists, benefits and improves. It is important to emphasise that there had to be reference to the effect of one skill or sport on another in order for candidates to fulfil the requirements of the question. Lateral transfer was defined well by most candidates with reference being made to one side of the body to the other or limb to limb. Often examples showed clear understanding and added meaning to responses.

It was important in this question that candidates made reference to the transfer being lateral in that a skill learned on one side of the body had an effect on a skill learned on the other side. Popular and accurate examples included a footballer learning to kick with his/her weaker foot or a rugby player learning to pass off the weaker hand. Candidates found the definition of proactive transfer a little more challenging. Candidates were required to refer to the effect of a previously learned skill on a skill being learned or about to be learned. The effect could be positive or negative. There was some confusion here with retroactive transfer where a skill being learned interferes with a previously learned skill. Although there was no stipulated requirement to include examples for these three questions, the examples included by most candidates did show understanding and enhanced the quality of the response.

1 Define the following types of transfer of learning:

(a) positive

(1)

When the learning of one skill is enhanced by the learning of another skill

(b) bilateral

(1)

When you learn a skill that you already know on the @ non-dominant limb

(c) proactive.

(1)

When the learning of ~~skill~~ a new skill is positively affected by a previously learnt ~~skill~~ skill.

(Total for Question 1 = 3 marks)

This candidate has scored a maximum of three marks on this question. The use of the word "enhanced" in part (a) satisfies the requirement to define positive. Part (b) is also worthy of one mark because of the reference to the "non-dominant limb" and part (c) mentions a "previously learnt skill". All three parts define transfer as skill learning being affected by another skill.

SPE0_02_Q02

Candidates were able to gain good marks for this question which allowed them to demonstrate knowledge of guidance methods. The question had been interpreted correctly in that the requirement was to provide supporting evidence linked to the teaching of new skills. Summaries of methods varied in detail but candidates were able to access marks for identifying key points related to each method. The better responses provided reference to phases of learning and complexity of skills being learned. Many examples provided by candidates enabled marks to be awarded for both parts as they included detail satisfying the need for a summary. Limiting factors to responses included merely stating the guidance method and not providing a summary; providing an example that was either too simplistic or relating to learned skills or tactics and not indicating correct terminology for names of the methods. There was some confusion with coaching styles and practice methods and structures and candidates needed to correctly name the guidance methods as indicated in the specification to gain marks. Verbal and visual guidance were covered accurately in most cases with good candidates referring to the use of video, complex and detailed information and effectiveness for novice learners. Manual and mechanical guidance were

occasionally confused and examples given were not always appropriate. Though manual guidance is physical guidance, candidates had to use the term manual to be awarded marks. It is important to note the question structure where there is a necessity to include an example from sport for each method.

Manual, verbal, visual

- 2 Using a sporting example for each, summarise the use of **three** different guidance methods in the teaching of a new skill.

(6)

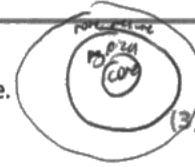
Manual guidance is when the coach helps the performer physically. The coach can adjust the angle of limbs and put them into right position. For example in boxing a coach could help the performer improve his or her stance by moving their right hand closer to the chin which would be the right position. Visual guidance is when the performer

In this part of an answer, the candidate provides an appropriate example from sport and details how the guidance method is specifically used. This enhances the quality of the answer as it demonstrates deeper understanding. The summary is adequate in that it explains the use of manual guidance. There is evidence of a summary in that the candidate has not merely stated what manual guidance is and a clear example has been provided. This part of the answer would score full marks.

SPE0_02_Q03

This question required an identification of three of the four layers of Hollander's concentric circle theory for personality. This is a clearly indicated topic of study in the specification and candidates who had revised this carefully were able to attain three marks. The most commonly credited responses were psychological core and environmental factors though core or personality core were not credited as candidates had to use correct terminology. Responses seem to be mixed up with personality dimensions and a number of other factors. Credit was given for typical behaviour and role related responses as candidates who used these terms had demonstrated understanding and knowledge. As the question asked for an identification only there was no requirement to include an explanation of each layer and it is good examination technique to devote the requisite amount of time to such questions.

3 Identify **three** of the layers of Hollander's theory of personality structure.



• Psychological core - traits of a person

• Typical behaviour - behaviours based on personality traits.

• Role-related behaviour - behaviours based on social environment

• ~~Social environment~~

As the questions ask for an identification, this answer would score three marks out of three despite the reference to typical behaviour as opposed to typical responses. The candidate has shown correct knowledge of the three layers as required in the question.

SPE0_02_Q04

The familiar topic of goal setting combined with the helpful stem enabled candidates to access the required content with accuracy. The direction of the question was to explain how the targets would be used and this required a consideration of the uses of each aspect of goal setting. Candidates struggled to access marks where they failed to link the target to how a coach may use it. Specificity was a commonly chosen target but often candidates were unable to identify its use in establishing a clear aim, removing uncertainty or developing specific focus. Explanations for realistic and achievable were similar with motivation a frequent offering for explanation and many candidates also identifying the perceived yet challenging nature of the realistic target. Time bound, evaluated and recorded were used less frequently and less successfully with evaluated being the most effective in that candidates were able to identify the need to address issues before continuing with training.

4 SMART(ER) targets form the basis of the goal-setting process.

Explain how a coach would use **three** of these targets when goal setting with a performer.

(6)

Time bound is used to cap a time on the training period. This ensures that the performer has to train relatively hard to achieve the goal in the set time, increasing motivation and arousal. In addition this allow it to be measured further increasing motivation.

(Total for Question 4 = 6 marks)

This question asks for an explanation as to how a coach would use targets. The target of time bound has correctly been identified accompanied by a statement regarding use, stating that the training period would have a capped time. The candidate then explains how this would be beneficial in that it increases motivation. Although this is repeated, there is enough content to award full marks for this part of the question.

SPE0_02_Q05

The first of the extended writing tasks allowed candidates to demonstrate their knowledge of performance preparation, cognitive and somatic anxiety and stress reduction strategies. As with all extended writing tasks, the command word is vital. In this case the analysis required an understanding of the factors surrounding performance preparation, anxiety and stress reduction strategies. Factors were then required to be analysed with a view to making a substantiated and supported judgement. The question asks for strategies which, in effect, means more than one. Therefore, it was entirely possible for candidates to identify one cognitive and one somatic strategy and

score in the top band if they were thoroughly analysed and a judgement made. More commonly, candidates chose a range of strategies and linked to both cognitive and somatic and prior and during competition. The extended writing questions provide candidates with an opportunity to excel and show their knowledge and understanding. The questions will always necessitate some initial consideration and a structured response which allows knowledgeable candidates to write high scoring answers. As a judgement must be made, it is always good practise to include a thorough and well-constructed conclusion where evidence from the main body of the text is used to support the judgements made. An array of strategies was identified and correctly explained with mental rehearsal, imagery and self-talk all proving popular choices. Candidates who described the strategies and omitted an examination of their effectiveness could still gain credit but were limited by a failure to address the requirements of the question.

5 Analyse the use of stress reduction strategies to reduce anxiety prior to and during a sporting performance.

(12)

- centring
- progressive muscle relaxation
- thought stopping
- Imagery relaxation
- Picturing/Imagery visualising

The first strategy is visualisation. This is a cognitive technique involving ^{the performer} picturing themselves completing a skill successfully, and can include small muscle contractions alongside it. This builds self-confidence in the performer as they are picturing success, and is also meant to keep the performer focused on the task, rather than thought on the outcome.

Another cognitive strategy is imagery relaxation. This involves imagining a place of calm and warmth, away from the event. This helps to calm the performer as they feel in a place of comfort. However, it distracts attention away from competition, so is not useful for preparing for event as it does not focus on the skill and ~~is not used~~

This starting extract is taken from an answer that was marked in the top band. There is no requirement to provide an introduction to extended answers but, even though it is missing in this piece, it is good practice to start with an introduction that gives a flavour of the direction of the writing. However, as evidenced above, high marks can be scored with no introduction. The candidate provides a description of two cognitive techniques demonstrating knowledge of the two different aspects of anxiety. The analysis then focuses on the impact on performance and, in this case, mentions self-confidence and focus. The second paragraph is a good example of strong structure in that it begins with a description, then provides a positive impact (calms the performer) but then provides an alternative viewpoint. In this case, this is a negative impact of imagery relaxation. This is good evidence of balancing an argument within the same paragraph and demonstrates high order writing skills typical of a top band response.

SPE0_02_Q06

As the command word was list, this was an opportunity to access marks quickly, allowing for more detailed consideration of some of the lengthier questions in the paper. Many candidates took advantage of this by providing a short list of acceptable characteristics. Candidates understood the requirements of the question and interpreted the word characteristics correctly. The use of mob activities in the question extended the range of possible responses and many candidates produced answers that were not overt in the mark scheme but still worthy of credit. A common mistake was to be too vague in the response or to use incorrect terminology. Candidates who used the term peasants were credited whereas those who referred to the lower classes were not.

6 List **four** characteristics of mob activities.

(4)

They were violent, occasional, uncodified and rural.

Good exam technique is demonstrated in the above answer as the command word asks for a list which requires no description and allows candidates to answer economically thus saving time for the more quantity driven questions. This candidate scores full marks as they have correctly listed four characteristics of mob activities.

8PE0_02_Q07

The aim of the question is to explain the reasons for the establishment of the early National Governing Bodies. There was a tendency to describe the process of how sport was codified and to describe events of the latter half of the 19th century. An explanation necessitates a linking of factors and in this case, it was the changing aspects in 19th century society to the formation of Governing Bodies. Knowledge was fairly sound in that candidates knew about the "melting pot", urbanisation, transport, factory teams and the development of a moral conscience but many failed to link this directly to the Governing Bodies. There was some confusion with role of Governing Bodies in the 21st century which have altered significantly since their early formation.

- 7 Explain **three** different reasons that led to the establishment of National Governing Bodies for sports in the latter half of the 19th century.

(6)

Secondly, most sports derived from multiple mob games. This meant rules varied, so when boys went to Oxbridge, they all had different versions. This created the need to codify the rules of each game, so games could be played fairly and equally.

The above extract from an answer shows how an explanation for the formation of NGBs can be provided in an exam answer. The candidate refers to the fact that mob games existed in multiple forms across the country. They then link this to the coming together of students at Oxford and Cambridge to play games with uniform rules. This is then linked to need for codification and what this allowed in terms of playing games. As the question referred specifically to NGBs, the answer could have been improved by included a statement explaining that it was the meeting of these early NGBs that saw the codification of common games such as football, rugby and tennis.

8PE0_02_Q08

The topic of the Olympic Games is fascinating and diverse and questions regarding context and ideals allow candidates to show deep understanding. It was gratifying to see the inclusion of examples from 1936 to the present day used to support statements. The assessment requires a consideration of all sides and candidates were helped by the reference in the question to both positive and negative impact. The indicated content was covered well by candidates who assessed financial implications, sporting infrastructure and place on the global stage. Other correctly identified factors were the advantages of performing in front of your home crowd and effect on the environment. Where candidates were able to articulate a viewpoint and balance ideas against each other they were reward with good marks. The most common factor that allowed candidates to successfully do this is financial implications where the idea of establishing a legacy and boosting the economy was balanced against the spiralling costs of bidding for and preparing for a home Olympics. Candidates showed good knowledge of the most recent Games in Rio, London and Beijing and were able to discuss the

- shop window effect - debt - increase participation - legacy - write here
8 Assess the positive and negative impact of staging The Olympic Games for a host nation.

(8)

Firstly, the olympic games can be positive and provide a shop window effect for the host. The olympic games give countries an opportunity to show off their country to the world, and promote itself. For example, the London 2012 games had world class facilities, huge attendances, and ~~was~~ a great atmosphere. This showed the world that England is a great country, possibly encouraging tourism or migration.

However, the shop window effect can also be a negative. ~~The Games~~ It can put a spotlight on a country's shortcomings, for example, the Rio olympics put a spotlight on the extreme poverty in places like Favelas, and some facilities were poor like the green diving pool. This creates a negative picture of the country.

contrasting merits of each of these events. A thorough and focused evaluation is required for an assessment question and this is best achieved through the inclusion of a skilfully constructed conclusion.

This extract is taken from a high level 2 answer which shows a good level of accurate knowledge. In terms of structure, this is a strong example as the candidate clearly balances an idea against itself by selecting the “shop window” effect. The line of reasoning is presented accurately and examples from Rio and London are used as evidence to support statements. The evaluative statement at the end of each paragraph is relevant and justified. In the course of the entire answer, candidates are expected to provide a wealth of examples to aid the articulation of viewpoints and finish with a well constructed conclusion where thorough and focused evaluative statements are made.

SPE0_02_Q09

The most significant effect of an increase in participation is the health benefits and this was covered well by the majority of candidates who were able to articulate the positive impact for heart disease, type II diabetes and obesity among other contemporary concerns. The inclusion of benefits for mental health enhanced the quality of responses and added diversity in candidates’ answers. The data provided was linked well with the discussion of effects and the health benefits for adults and young people was correctly identified from the data. Positive effects surrounding the removal of stereotypes for women and those with impairments were discussed well using the data as a solid starting point. A discussion requires the consideration of differing viewpoints and in this case, this includes negative impacts of increased participation. Very few candidates mentioned negative effects such as increase in road accidents, dangerous cycling or high costs of participation. As with the other extended questions, it is necessary to make a judgement and this must be supported by an analysis of the factors. It was interesting to note that, while the majority of candidates did refer to the data, none questioned what it showed. For example, there was no information in the first two statements regarding adult cycling about whether this was an increase or not and there was no categorisation of young people in terms of age range.

*9 'Over the last 12 months, British Cycling's work to increase participation in the sport has delivered the following results:

- 2,069,200 adults in England now cycling at least once every week
- 3,628,400 adults in England now cycling at least monthly
- Over half a million regular cyclists are women, an increase of 2% in the last 12 months
- 385,600 young people now ride bikes frequently
- Frequent cycling among people with an impairment is now at 184,000.'

(Source: britishcycling.org.uk, January 2015)

Discuss the effects of an increasing number of participants in physical activities across the UK. Use the information provided to support your answer.

Use your knowledge and understanding from across the course of study to answer this question.

(12)

Firstly, the more people participating in physical exercise, this means a generally healthier population. Exercise reduces the risk of obesity and therefore type 2 diabetes, and also the risk of coronary heart disease is reduced. This means the NHS is under less pressure as cases of obesity related issues is reduced, with furthermore, a healthier population means people require fewer absences from work due to their health, and productivity across the country increases.

This is an example of an extended piece of writing that merited band 4 at the lower end. It is a starting paragraph to an essay that covered a variety of points from the mark scheme, included accurate examples and finished with a clear judgement. The paragraph covers the benefits of a healthier population. The candidate shows awareness of other areas of the specification through reference to obesity, CHD and type 2 diabetes. The impact on the NHS is included as a clear benefit and the candidate goes on to

discuss the impact on the national work force. This level of analysis of the point is deemed to be comprehensive and subsequent paragraphs demonstrated the same high level of structure and understanding. As the essay progressed, the candidate brought in detail about the benefits for mental health, impact for women and those with a disability and used the data provided to open a discussion on the benefits of youths cycling rather than engaging in less productive activities. A limiting factor was the brevity of the consideration of possible negative factors such as the increase in cycling related injuries or the increase in overuse injuries related to exercise.

Paper Summary

Based on the quality of this exam paper candidates should note the following advice:

- Extended writing was successful when candidates supported statements with relevant evidence; balanced arguments against each other and substantiated informed judgements
- Data in questions should be used to stimulate analysis and discussion
- The response to the command word is vital and candidates were successful in AO2 questions where they linked statements, made judgements or picked out key features
- The knowledge of the specification was limited in some cases for clearly identified topics such as Hollander's personality theory and guidance methods. Candidates should ensure their revision covers the entire specification.
- The space provided in which to answer the question should be used as a guide to recommended quantity. The space provided also reflects the requirements of the command word and is short in some cases, such as for "list" and longer in others, for example "explain". This should influence the quantity of candidates' writing.