



Examiners' Report

June 2022

GCE Physical Education 9PE0 02

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Introduction

This was an accessible paper that had scope to provide differentiation and distinguish between varying levels of competency. The questions assessed a spread of well-established PE topics, along with some that are new to this specification. They presented a variety of demands in terms of the command words used.

In general, candidates found the different requirements of the command words challenging. Similarly, they found access to the higher mark bands for the levels-based questions a challenge – given ability, time frame and exam pressure.

The responses seen to the points questions were good to excellent and many candidates gained full marks on several questions. However, gaps in candidate knowledge was seen in particular for Question (Q) 3, when examining Hick's Law.

The extended questions ranged in difficulty from basic knowledge of the barriers to participation, to the intricacies of ethics and learning theories, deviancy, to attribution theory. Three of the four 15-mark questions focussed on a narrow topic area, for example Q9 Weiner's Attribution Theory. These were supported by the advanced notice/information sent to centres.

The quality of the extended levels questions dominated the final mark outcomes of the paper. These questions require the higher-order thinking skills of analysis and evaluation, and are proving a more difficult test for candidates. Some candidates wrote interesting and detailed responses: the assessment criteria allocate 10 marks to AO3 and this area was seen as particularly demanding.

AO2 applied knowledge was seen as being very good in the Level 3 and a few Level 4 responses but in many, the range of applied examples in all four extended questions was very generic. Answers often only offered the basics of knowledge, and centred on a few core specification topics.

The quality of spelling, punctuation and grammar (writing skills) was limited for some, and very good for many, candidates.

Note: Questions marked with an * required candidates to incorporate a wider knowledge and understanding, from across the specification component.

Q4 and Q16 were marked with an * and very little extension beyond the wider curriculum was seen. Common mistakes on all four extended responses were:

- overly long introductions
- not writing in a chronological order
- limited and dated sporting examples, which were over-explained
- brief conclusions that did not, in the case of evaluations, make a judgement.

Some scripts were difficult to interpret because the particular writing style was confusing.

Question 1

The command word 'describe' required candidates to write an account of Fitts and Posner's three 'stages of learning', thereby providing detail of the features of each stage, to demonstrate both knowledge and understanding of the topic.

The assessment criterion being examined was AO2, which required a demonstration of applied knowledge.

This was a straightforward introductory question on a familiar topic. Candidates were able to describe cognitive and autonomous stages with ease, yet many had difficulty with the associative stage.

The vagaries of the comments for the associative stage made marking complex and many examiners did not award a mark for this part of the question.

Though marks were high for this question, very few candidates provided a fully-convincing description of all three stages. Many provided brief and simplistic statements such as for the associative stage, the 'middle stage'.

It is expected that candidates are able to spell key terms correctly.

Separating each of the three stages with a short heading and a line space between each, would help examiners' ease of reading.

1 Describe Fitts and Posner's **three** 'stages of learning'.

(3)

Firstly, cognitive is a beginner learning a new skill. A coach would use visual guidance to help and the use of reward for a correct skill in feedback. Associative is the intermediate learner becoming more fluent in a skill. The use of visual and verbal guidance to help and for feedback the feel of the activity via kinesthetics compared to the result. Lastly, autonomous which is when the skill is automatic and requires little conscious effort, guidance would be little but some verbal. And feedback via the learners assumption of how it went.



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Examiner Comments

The first example denotes a good and reasonably full description, which was awarded full marks.

The level of detail is such that the candidate clearly:

- demonstrates knowledge and understanding of the topic area
- describes the three stages
- provides descriptive content showing significant knowledge in isolation

Total: 3 Marks



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Examiner Tip

Set out your response clearly.

Question 2

The command word 'outline' required candidates to provide a brief account of non-linked points.

For this question, candidates were required to know the four forms of guidance and then to support this with the correct account of each.

The question was assessed on AO1, for knowledge in isolation.

This proved to be a very accessible question. Many candidates identified the four forms of guidance and provided supportive outlines.

The question referenced an uncomplicated topic and candidates obtained high marks.

Most candidates responded to the demands of the command word. A few chose to list the four types, with no outline, and were therefore awarded no marks.

Those candidates that were not awarded marks were either unable to note all the four types of guidance, or referred incorrectly to teaching or coaching styles.

Leaving a space between each of the four forms of guidance:

- makes the answer look clear
- helps with re-reading the answer

2 Outline the **four** main types of guidance used when coaching a skill.

(4)

Verbal guidance is where the coach talks to the learner and gives instructions.

Visual guidance is often given as a demonstration by a coach or a video can be used.

Manual guidance is where a coach will physically move the learner into the correct position.

Mechanical guidance is the use of machines or objects to support learning and e.g. using a harness during a somersault.



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Examiner Comments

In this example, the four forms of guidance were identified and outlined correctly.

The candidate was awarded full marks.

The outline for mechanical guidance was accepted because the example:

- supported the outline
- demonstrated the correct understanding

Total: 4 Marks

2 Outline the **four** main types of guidance used when coaching a skill.

(4)

- mechanical
- Visual
- Verbal
- Physical



The candidate gives only three correct forms of guidance and does not outline the features of each, therefore no marks are awarded.

Total: 0 Marks

Question 3

The command word 'explain' required candidates to show a knowledge and understanding of a simple law relating to an aspect of information processing. They were to show how, or why, Hick's law and its components can be applied through the use of an example(s).

The question was assessed on AO1 for knowledge in isolation and the applied AO2 through the example given.

The number of blank scripts seen in the exam was exceptionally high for what could be considered a straightforward topic from the specification. This seems to be a topic that had not been covered extensively by teachers.

Many candidates did not attempt this question and of those that did, very few achieved more than one mark out of three.

Where candidates were able to express knowledge of Hick's Law, most neglected to mention the terms 'choice reaction time' and 'simple reaction time'.

Some confusion existed between the selection of outcomes related to time, and the number of stimuli presented to the performer. It is a combination of both terms, and the mark scheme identifies these.

Some candidates spoke about a decrease in reaction times, which would imply they are therefore reduced, or reaction times speed up. The law relates to reaction time taking longer, or reaction times become slower, as a result of increased decision-making time, due to the presence of multi-stimuli or choices open to a performer from which to select.

3 Using sporting examples, explain Hick's Law and its components.

(3)

Hick's law is ~~as~~ ~~the~~ reaction time increases as the number of stimulus response choices increase. There is simple reaction time, where a simple specific stimulus causing a simple response for example in 100 meters there is only stimulus of gun shooting causing a quick reaction time. ~~There~~ There is also choice reaction time in which there is numerous possible situations, a variety of stimulus and responses in which athlete has a choice aiming to select correct stimulus and response. This causes a increased reaction time, for example in football 3 v 2 there is multiple stimulus of teammates, opposition and crowd causing lots of responses such as shoot, pass, dribble.

(Total for Question 3 = 3 marks)



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Examiner Comments

This example response was awarded full marks.

One mark for the initial description of Hick's Law and two further marks – one each for identifying both simple and choice reaction times.

Total: 3 Marks



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Examiner Tip

Use sub-headings to ensure the response is as easy to read as is possible.

3 Using sporting examples, explain Hick's Law and its components.

(3)

Hick's Law says that a performer's reaction time will depend on the amount of stimulus they receive and the options they could take. The more stimulus the slower the reaction time. For example a netballer passing a ball to a team mate, if there is only one option they will have a quick reaction time and pass the ball, however if there are multiple options it will slow their decision making as they make a choice.

(Total for Question 3 = 3 marks)



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Examiner Comments

This response contained an acceptable explanation of Hick's Law. However, there were no explanations of both single and choice reaction times.

Total: 1 Mark

Diagrams are not normally expected unless specifically required. However, a candidate may choose to draw a diagram if it helps them to formulate their answer.

No additional marks would be awarded for a diagram.

reaction

3 Using sporting examples, explain Hick's Law and its components.

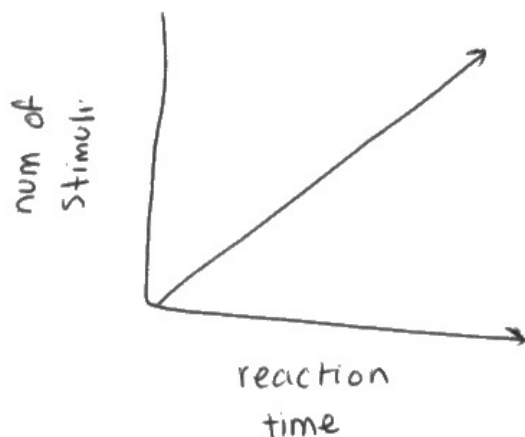
(3)

Hick's Law states that as the number of stimuli increase, reaction time also increases.

For example in 100m sprint the only stimulus is the start gun which causes athlete to start. This is simple reaction time as 1 stimulus leads to 1 response.

Choice reaction time is when athlete is presented with multiple stimuli and must decide how to respond. E.g. in rugby player must decide whether to go in for tackle, pass or dive to score so reaction time will be slower.

(Total for Question 3 = 3 marks)





This is another well-written response that answers the question fully.

It is set out clearly and receives full marks.

Total: 3 Marks

Question 4

The command word 'analyse' required candidates to examine methodically, in detail, how learning theories can be used by a coach and to explain and interpret how these could contribute to aiding the coaching of skills.

Sporting examples were required and this was an identified * question. The assessment objectives were AO2 – 5 marks and AO3 – 10 marks.

This was a simply-phrased question, that was demanding in terms of breadth of knowledge required on a single subject area.

In essence, an examination of two theories fulfils the demands of the question, but many candidates chose only to analyse a single theory – either conditioning, Fitts and Posner, or Thorndike. This led to a limited response on account of coverage of relevant content from the specification.

Where candidates achieved high marks, they showed strong knowledge of theories and linked these to the styles and methods of coaching.

The more-able candidates showed some evidence of analysis AO3 (10 marks), whilst many did not explore specifically how the theory influenced coaching.

Many candidates were able to identify at least two theories and apply these effectively. However, development was required in order to answer the question in depth and thereby access the higher mark levels.

Principally, more analysis of various theories was needed: Classical, Operant, Insight/Cognitive, Social learning, Fitts and Posner's, Thorndike's laws, coupled with the stages of learning, coaching methods, types of guidance for instance.

The use of social learning theory was not used as widely as expected.

Whilst it was essential to have a broad knowledge of learning theories, many candidates demonstrated this to some extent but did not apply this to the specific question.

This question was marked with an asterisk *, which required candidates to incorporate a wider knowledge and understanding from across the specification component. This was not seen to full effect and very few candidates were able to do this by using topics such as personality, anxiety, or achievement motivation.

Candidates who did not respond to this demand could not achieve beyond Level 3.

It is worth noting that for this question, along with Q9, Q16 and Q17, a structured response with a logical plan offers increased access to the higher level marks. An introduction, dedicated paragraphs each exploring a single topic (or a 'point') allied to a firm and informative conclusion, is beneficial to gaining higher level marks.

Candidates are advised to spend a few minutes formulating a plan, on paper, to aid writing a fuller answer. Whilst responses are based on the overall ability of candidates to answer the question, without a structure, responses can drift from answering the specific question to writing generically as in 'all I know about a topic'.

Fitts Posner
Thorndike

Assocel
Cognitive

- 4* Analyse how a knowledge of learning theories would aid the coaching of skills.
Use sporting examples to support your answer.

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

(15)

Learning can be defined as the more or less permanent change in ~~behav~~ performance in response to experiences.

Associationalist theories suggest that there is a link between the stimulus and response or the S-R bond. This can be strengthened or weakened. Pavlov came up with the theory of classical conditioning. This suggests that when an unconditioned and conditioned stimulus are ~~condit~~ combined, a conditioned response is created. For example, a coach can teach a fielder in cricket to respond to a ball coming towards them by sticking their hands out. This can then be applied to different situations such as netball and is called ~~stim~~ stimulus generalisation. This can cause positive transfer between sports which are similar e.g. netball and rugby as long as the coach highlights transferrable elements. Skinner theorised that operant conditioning can be used. ~~This~~ For example, if a rugby player passes when they should kick the ball, the coach can withhold praise and rewards. But if they kick the ball, the coach can give praise, strengthening the S-R bond.

This links to Fitts and Posner's learning stages as in the Cognitive stage, trial and error is used to discover new ways of completing a task. The coach can praise the performer to strengthen the correct S-R bond, speeding up learner. It also suggests that visual guidance and manual/mechanical guidance should be used as performers cannot process lots of information at once.

The associative stage is when manual/mechanical guidance can be withdrawn to prevent over-reliance as the performer ~~can~~ has a sense of kinaesthesia to detect some of their own errors.

In the autonomous stage movements are almost automatic so spare attentional capacity can be ~~too~~ redirected. Therefore coaches can introduce tactics to try and further improve performance.

Thorndike's laws of learning include the laws of effect, readiness and exercise.

The law of effect ~~says~~ suggests that reinforcement can strengthen the SR bond. Success in beginners can act as positive reinforcement and motivates them to achieve. Therefore coaches may use varied practice to encourage success in different situations.

The law of readiness suggests that an athlete

must be physical and mentally prepared for an activity. For example a coach would not play 9 year olds in a 90 minute, 11-a-side football game. Therefore the coach needs to be knowledgeable and may adopt a democratic style of leadership to gain a better understanding of ability.

The law of exercise suggests that repetition strengthens the S-R bond. Therefore fixed practice and massed practices should be used by coaches in order to groove skills and make them into habits. This is especially important when arousal levels begin to rise as this causes the repeat of the dominant habit. If this habit is correct, performance quality will improve.

Cognitive theories include those of Gestaltists who believe a problem must be perceived in its entirety to be solved. Therefore a coach should use whole practice methods to effectively teach a skill.



This example is a very good attempt to apply learning theories to the coaching of skills. It:

- includes learning stages
- has acceptable examples (AO2)
- offers analysis (AO3)

The learning theories covered Thorndike, Gestalt, associative, and applies this writing fluently.

Inclusion of a brief mention of the types of practices and leadership would qualify for the demand of an * question.

A more informative conclusion, perhaps citing social learning theory, would have helped to enhance the response and round off the level of analysis.

The response was awarded a mark at Level 3.

Total: 12 Marks



- Ensure paragraphs are between 6-9 lines
- Each paragraph should cover a dedicated point
- If a time line exists, then place paragraphs in chronological order
- Start with the furthest date, working back to the present

Question 5

The command word 'state' required candidates to recall a fact or an example.

In this question, candidates were asked to simply state the two performance types named in achievement motivation. This question was assessed through AO1 – knowledge in isolation.

The question proved to be a very high-scoring item, which presented few difficulties for many candidates. They were able to identify both types correctly, and therefore achieve full marks.

5 State the **two** performer types in Achievement Motivation Theory.

(2)

• Need to avoid failure $\#$ (NAF)

• Need to achieve success (NACH)



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Examiner Comments

This example is awarded full marks and satisfies the command word of 'state'.

Total: 2 Marks



ResultsPlus
Examiner Tip

Bracketing abbreviations is a good way of presenting information.

Question 6

The command word 'outline' requires candidates to provide a brief account of non-linked points. For this question, candidates were required to identify correctly two personality theories and then to support this with the correct account of each.

The question was assessed against AO1, for knowledge in isolation.

This was a high-scoring question, with many candidates outlining at least one theory correctly. Some inaccuracies were seen in the use of the correct terminology. This was demonstrated in some minor confusions surrounding the correct naming of a theory, which is a necessity for an 'outline' question, to avoid confusions.

Some candidates did not achieve marks: they named an accepted theory but then did not offer any outline.

- A frequent mistake was to refer to Eysenck's theory, which is technically incorrect although knowledge of other theories was good. It was pleasing to see some candidates use information from other subjects and include a correct outline of Type A and Type B personalities.
- In addition, those candidates that lost marks either outlined one theory, or explained the questionnaires related to Cattell/Eysenck, rather than the principle behind the theory.

6 Outline **two** different theories of personality.

(4)

One theory of personality is trait theory. This is the idea that behaviour is a function of personality and you behaviour is innate, enduring and inherited by genes. Eysenck created a two dimensional view of this linking neurotic and stable factors with introvert and extrovert personalities.

Another theory of personality is social learning theory by Bandura, this is the idea that behaviour is a function of the environment and learning is copied, modelled and observed from significant others, a mainly role models or teachers.



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Examiner Comments

This example qualifies for full marks.

Two different theories are outlined, with suitable detail, to demonstrate knowledge and understanding.

Total: 4 Marks



ResultsPlus
Examiner Tip

Leave a line as 'space' between the two different theories – this helps the examiner to recognise the distinction between each theory.

Question 7

The command word 'outline' required candidates to outline two factors that affect arousal when seeking optimum performance. The question was assessed for AO1 through knowledge in isolation.

This question was open to a huge variety of responses, most of which, if outlined correctly, received marks. Therefore, most candidates achieved highly, and provided a plethora of different factors.

Inaccuracies were seen as candidates showed confusion in understanding. There are so many factors that can affect arousal in a competitive situation, that it was thought to be difficult not to gain marks on this question.

A few candidates identified two factors correctly, rather than **outlining**, and therefore received no marks.

7 Outline **two** factors that affect arousal when seeking optimal performance.

(2)

One factor may be the crowd. If the crowd is loud and shouting, this will increase arousal.

Another factor is the importance of the game. Your Arousal will increase quicker and more optimal for a cup final compared to a mid-table game.

(Total for Question 7 = 2 marks)



This response was detailed enough for an outline question to obtain both marks.

Total: 2 Marks

Question 8

The command word 'identify' required candidates to indicate, or establish, two of the four factors Bandura gave in his self-efficacy theory.

The question was assessed for AO1, through knowledge in isolation.

This question received a mixed response, where those who knew the theory did well. Those who did, not found it difficult even to provide an approximate response.

No extended content was required. However, the number of candidates receiving the full 2 marks was significantly lower than expected.

Where candidates did achieve marks, it was for identifying past experiences, vicarious experiences and verbal persuasion, in particular.

8 Identify **two** factors in Bandura's Self-Efficacy Theory.

(2)

Vicarious Experiences and Emotional Arousal.



The example response includes the additional fourth component of emotional arousal.

This response was awarded full marks.

Total: 2 Marks



Where a number of examples is required, these could be identified with a number eg in this case 1 and 2.

Question 9

The command word 'analyse' required candidates to examine methodically, in detail, then explain and interpret, the application of Weiner's Attribution theory for success and failure in sport.

The assessment objectives were AO2 – 5 marks and AO3 – 10 marks.

Weiner's Attribution Theory is a well-established and popular GCE topic. Descriptions of the theory were generally good and many candidates clearly knew the topic.

However, very few considered how a coach could use the theory and, more importantly, provided any analysis surrounding this. This was disappointing. There is an opportunity, here, to discuss the use of attributional factors and to debate the datedness of the theory, in comparison with more recent research.

Many candidates were able to explain Weiner's Attribution theory: the two loci and the four attributions including internal, external, stable, and unstable details, whilst placing ability, task difficulty, effort, and luck correctly.

Many candidates then identified the difference between high achievers and low achievers (novice and expert) correctly, in relation to the attributions.

Candidates identified the need for attribution retraining for those suffering from learned helplessness and a self-serving bias. However, to access the higher marks/levels, further analysis was required of the 3rd locus (controllability), Naf/Nach, stages of learners, mastery orientation, and the construction of a self-serving bias, to serve different purposes.

Sporting examples were key, to demonstrate application throughout the response. Sporting examples of the four attributions, and examples of how coaches would apply attribution retraining, was a useful additional element of topic content.

Most candidates accessed Level 2 and some achieved Level 3.

9 Analyse the application of Weiner's Attribution Theory for success and failure in sport.

(15)

Plan:

- Define
- Performance
- Attribution
- Theory
- Learned helplessness
- Retraining

Attribution theory ~~is~~ is the process of giving reasons for behaviour and ascribing causes for events.

Weiner's attribution theory suggests ~~two~~ ~~two~~ ~~two~~ ~~two~~ 2 dimensions: locus of causality and locus of stability. Locus of causality explains internal factors - within control of the performer and external factors - outside of performer's control. Locus of stability divides into stable factors - fixed, ~~controlled~~ ^{unchangeable} factors or unstable - factors can be changed. There are 4 causal attributions that fall under these dimensions:

- 1 Ability - internal + stable
- 2 Task difficulty - external + stable
- 3 Effort - internal + unstable
- 4 Luck - external + unstable.

Performers attribute these factors to the outcome of their performance, depending on success and failure. Explanations of performance may affect task persistence, motivation levels, willingness to continue etc.

If ^{successful} performances are ~~repeated~~ attributed to internal, stable factors, this will increase pride + satisfaction and ~~also~~ increase motivation - high achievers do this.

If success is attributed to external, unstable factors e.g. luck, performer will lower their confidence levels as they're not confident in their ability to perform.

Unsuccessful performances should be attributed to external + unstable factors e.g. down to bad luck, to preserve confidence and increase motivation to improve.

~~is~~ Learned helplessness occurs when a person repeatedly attributes ~~to~~ unsuccessful performance to internal + stable factors. They acquire beliefs that they are helpless and they expect failure - failure is inevitable. Majorly decreases confidence and may stop performance all together. ~~The~~ Global LH is when failure affects all areas of sport and specific LH is when failure is affecting one sport in particular.

To reverse the effects of learned helplessness, coaches should use attribution retraining to show performer's failure is ok. ~~If unsuccessful~~ ^{unstable / external} The aim is to attribute performance to ~~external~~ factors rather than internal/stable to shift their focus. E.g. I will try harder next time, the team we played today ~~was~~ were good - we can learn from them or referee was biased.

in conclusion, success or failure is inevitable in sport and Weiner's attribution theory aims to provide causes for outcomes of performance. Furthermore, elite athletes should take on a self-serving bias to maintain esteem and preserve confidence to carry on performing at a high level. ~~Someone who possess a NAF personality,~~ ~~may~~ Weiner's theory could take into account different personality types such as introvert, extrovert and whether ~~person~~ NACH or NAF, to further the theory, as personality ^{motivation} affects expected success or failure.



ResultsPlus
Examiner Comments

This is an encouraging response from a candidate who understands the core content of knowledge found in this topic and applies this to the question.

A plan helps the logical order of writing, as well as 'laying out' the specific content areas to be covered in an extended level response.

This response has logical paragraphs and the conclusion provides a summary of the topic.

The response is such that it includes content for assessment of some AO2 and AO3 material.

Perhaps the inclusion of the concept of mastery orientation, and the distinction between using the specific terminology of 'novices' and 'elite' performers, would have lifted the response further.

The response qualifies as a low Level 3.

Total: 9 Marks



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Examiner Tip

Write a plan first.

Question 10

The command word 'identify' required candidates to indicate or establish two factors that led to the emergence and development of modern-day sport.

The question was assessed for AO1 through knowledge in isolation.

This question proved to give high marks, however many candidates became confused between emergence and development, and the concepts of commercialisation and globalisation.

Some confusion also existed between this era and that of rational recreation and, as such, many of the answers given were from the incorrect era and did not gain marks.

Examples such as the formation of national governing bodies or the Half-day Act also did not gain marks.

Some confusion also existed with the era of contemporary/modern-day sport and responses such as the effect of 'Sky Sports', or the golden triangle, were invalid.

10 Identify **two** factors that led to the emergence and development of modern-day sport.

(2)

- transport
- technological improvements (media coverage)
- urbanisation
-



ResultsPlus
Examiner Comments

This response obtained both marks.

The response contains three acceptable areas of the mark scheme and, as such, shows knowledge and understanding of the topic.

Total: 3 Marks

Question 11

The command word 'give' required candidates to recall a fact or an example.

In this question, candidates were required to look at the aspect of competing for a corporation, as opposed to a geographically-based team.

The question was examined against AO1, through knowledge in isolation.

Many confusions were seen from candidates, thus some only achieved one or zero marks.

This topic is proving to be a difficult one in terms of conceptual understanding. Many candidates did not fully understand what is meant by a corporation. The easiest examples would be to compete for a Formula 1 motor racing team or a Tour de France cycling team.

Responses were often both inaccurate and, more importantly, poorly recalled. The question asked for disadvantages of competing for a corporation.

Candidates who were unsure of the distinctions between geographically-based and corporation teams tended to make comments that referred to both performance mediums.

There was still evidence that some candidates confused corporations with, in particular, the ownership of football clubs and the general concept of commercialisation.

Additionally, those that dropped marks focussed on the disadvantages for the corporation, rather than the performer – as in the question – 'performing for....'.

11 Give **two** disadvantages of competing for a corporation rather than a geographically based team.

(2)

The corporation may have a bad image that could tarnish the sport such as Red Bull.

As well as this there is not national esteem or national pride involved with competing for a corporation.

The loss of a job base is another disadvantage.



A lack of national pride or patriotism was a very popular response, as in this example

The negative image of a corporation was another response also well-used by candidates.

Total: 2 Marks

Question 12

The command word 'describe' required candidates to write an account of any three functions of an international governing body (IGB), thereby showing specific knowledge and understanding of the generic term.

The assessment criteria being examined was AO2, which required a demonstration of applied knowledge – in this case, functions of an IGB.

Many confusions were seen where candidates did not draw distinctions between the functions of a national governing body (NGB) as opposed to an IGB.

The more-able candidates gave specific examples of where an IGB performed a particular role. Credit was given where candidates referred to a continental governing body, such as UEFA, given such a body may have numerous members and perform functions across many nation functions.

Numbering each function or starting a new line for each would be a great help for the examiners when marking a response.

12 Describe **three** functions of an international governing body.

(3)

IGB's work alongside with NGB's to organise and fix rules and regulations. IGB's provide the rules and ensure that NGB's follow them. They also provide international tournaments and work with NGB's to provide a suitable host city for the tournament to take place. IGB's also provide funding for drug doping tests to be held regularly and provide medical research for drug doping organisations to have the ability to catch cheaters.



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Examiner Comments

The example here shows clear understanding of the question and is helped by referring to an IGB for each function.

This response was awarded full marks.

Total: 3 Marks



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Examiner Tip

Number each point you make.

Use separate lines.

Question 13

The command word required candidates to 'define' the concept of the 'golden triangle', thereby making a statement of translation.

Definitions were assessed against AO1, for knowledge in isolation.

This question examined a well-established topic. The demand to be accurate for a definition is paramount.

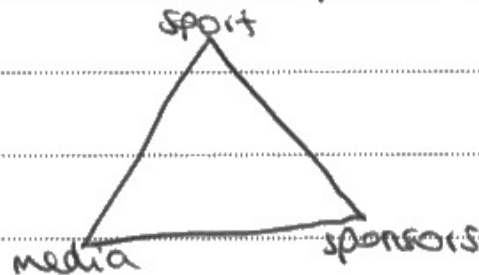
The answer must contain the three specific components of sport, media, and sponsor. Where marks were dropped, this was because of reference to the much wider and generalised concepts of commercialisation or business, instead of sponsors.

This was a simple question on a well-known topic but confusions existed and more detailed explanations were not required.

13 Define the concept of the 'Golden Triangle':

(1)

The relationship between sport, sponsors and the media



(Total for Question 13 = 1 mark)



ResultsPlus
Examiner Comments

This response gained the mark for the three correct components of the Golden Triangle.

The inclusion of a diagram gained no additional marks but did contextualise the candidate's knowledge and understanding.

Total: 1 Mark



ResultsPlus
Examiner Tip

Definitions need to be exact.

Key terms must be spelled correctly.

Question 14

The command word 'examine' is a levels-based assessment demand, requiring:

- justification or
- exemplification or
- a point using analysis and evaluation

while examining the blueprint model for Olympic financial success created by Peter Ueberroth, in 1984.

The assessment objectives are

- AO1: knowledge in isolation, carrying 4 marks
- AO3: requiring candidates to demonstrate analysis and evaluation, carrying 4 further marks.

From scrutiny, the responses seen were variable and not:

- completed with a depth of understanding
- applied to the blueprint model

Many candidates confused dates of previous Olympics, which helped place the topic in context. They also included lengthy and detailed information about Mexico 1968, Munich 1972, and Montreal 1976, which detracted from the main intention of the question.

Some historical background was valid and necessary, but candidates tended to write overly-long accounts. This occupied both writing space and time spent away from the required response.

The range of measures undertaken by Ueberroth was extensive, and many candidates produced only one or two simple examples, such as sponsorship.

Confusion also existed over who appointed him and there were incorrect references to the US government.

The mark scheme will provide a useful teaching tool on this topic.

Some candidates included the rationale of why Ueberroth set up the blueprint but did not evaluate this.

Factual inaccuracies and limited knowledge in isolation reduced the final marks awarded when candidates, in many cases, showed some depth of knowledge and had the ability to produce a full answer.

Although some candidates wrote eloquent and informative accounts, many limited their responses to historical facts before 1984 and made broad, generic, statements about commercialisation.

Candidates are advised not to guess factual information.

14 Examine the blueprint for commercialisation of future games created by Peter Ueberroth at the 1984 Los Angeles Olympic Games.

26%
34% \$900m

(8)
AS the LOS Angeles government refused to fund the games after the financial disaster of the 1976 montreal games, placing city close to bankruptcy and with debts that took 30 years to pay off the 1984 games had to find alternative methods of funding. Peter Ueberroth had to fund the games privately via the seeking of sponsors. There were 10 selected sponsors that became the official commercial sponsors of the games, such as Kodak, coca cola and mcdonalds. All paid between \$30-40 million to take part. However all the companies did so not due to the huge exposure and audience the games had. being viewed by over 1.5 billion.

This led to the establishment of the commercialisation of the modern olympic game as I believe people saw the potential of the games to be used as an extremely lucrative financial tool. Previous to the 1984 games there were only two bids. Afterward there was for higher demand.

Peter Ueberroth also sold the TV rights for the games, introduced the production of mass merchandising and raised more funds via running advertisements at the games and during TV breaks. The 1984 games ended up profitting hugely, left with of \$22.5 billion post games that could then be reinvested into grassroots sport. *Ueberroth also ensured not to
* This is hugely positive.

repeat the pitfalls of previous games using pre-existing facilities such as the Staples Centre.

I believe when the new commercialised modern games was created was via the development of the Olympic partner programme established by the International Olympic Committee in 1985. It was a group of sponsors given the opportunity to be official commercial partners of the games with access to the Olympic logo. In London 2012 the cost to be a partner was £50 million. The Atlanta 1996 games highlighted the commercialisation with only 34% of funding coming from the \$900 million cost for TV rights.

However many argue the negatives of commercialisation of the games stating it violates the Olympic oath and is a loss of culture. (Total for Question 14 = 8 marks)



This example is a well-written response that contains enough factual information and contextualisation to be awarded a Level 2 mark.

Some detail is not 100% accurate but the principles of what Ueberroth did, are included.

The blueprint is included for future games.

Including the specific unique words found in the question is helpful. In this example, the candidate did not use the wording of 'blue print'.

There is the additional critique citing the thought that this commercialisation runs counter to Olympic ideals.

The Olympic Charter was actually changed to include the ability for hosting cities to commercialise their processes, in order to fulfil the staging of a successful games.

Total: 5 Marks



Include the specific unique words found in the question.

Question 15

The command word 'summarise' has an all-embracing demand, requiring candidates to express the most important facts and ideas about, in this case, the characteristics of mob activities.

Assessment was made against AO1, 2 and 3.

This is a well-trodden topic and generally, candidates achieved high marks, losing them only where they did not summarise.

Popular responses included that mob activities:

- were violent
- had no rules
- featured gambling as common-place
- were local, due to a lack of transport
- comprised only males
- were rural
- had many participants
- played on Holy Days or Church days

Where candidates did not gain marks, this was due to a lack of summary, as in extended content, with candidates simply producing a 'list' of characteristics. Additionally, a common error was that an element of the mark scheme was missing.

For four marks, at least four characteristics were expected, each receiving a single mark.

15 Before 1800 many people in the UK would have participated in mob activities.
Summarise the characteristics of these activities.

(4)

MOB activities were uncodified, as the people were highly uneducated so there were no rules to the game.
Activities were also highly violent, which ~~mean~~ ^{was because they} took
1800 there was no law and order in place.
MOB activities were occasional as the people would have a strict full working week in the agricultural calendar and on the church calendar, leaving no free time.
Activities were also local, as there was no transport for villages to play against others, so they had to play in a close area.



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Examiner Comments

This response gains full marks.

The points made are acceptable and summarise correctly.

Any reader would have a firm understanding of the topic area as a result of this response.

Total: 4 Marks

Question 16

The command word 'analyse' required candidates to examine the factors that affect sport and activity participation in the 21st century.

In doing so, the responses required detail, with explanation and interpretation, also using the information given in Figure 1.

As an * question candidates were required to use any relevant knowledge and understanding from across the component.

Assessment was made against AO2 for 5 marks and AO3 for 10 marks.

This question was the most accessible of the four extended responses. This was reflected in candidates' marks, where many achieved Level 3 or above.

The data provided a starting point from which to launch into an analysis of the range of barriers to participation. Less-able candidates restricted comments to the overt, derived from the data. They described the barriers of age, economics, and location, with little inclusion of strategies or solutions.

Many barriers were given in the introduction but were then not developed fully in a dedicated paragraph for each. Introductions invariably set the scene well, whilst conclusions tended to be brief and not informative.

Those candidates who achieved high marks for this question analysed a range of barriers, through a consideration of reasons and potential solutions.

Those candidates who did not incorporate relevant information from the wider component could not reach beyond Level 3. This was a major weakness seen in numerous responses.

Many candidates identified a decline in participation with age but the figures were relatively small. Many people in the older age bands simply change their activities but this was rarely mentioned

Some candidates did not use the information/data effectively, even though their arguments were good. Likewise, some candidates were effective in data usage but did not give any further justification as to the areas discussed.

Candidates should include the potential content from the wider component in a plan.

They should look to incorporate this wider content as they write their response.

Alternatively, candidates could extend their conclusion and demonstrate the wider understanding needed to access a Level 4 mark.

16* Analyse the factors that affect sport and physical activity participation in the 21st century.

Use the information in **Figure 1** to support your answer.

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

(15)

Reasons for non-participation in live sports events in 2015 (% of non-participation)				
	Financial reasons	None in the neighbourhood	No interest	Other
UK	13.1%	4.9%	58.3%	23.7%

Practising sport, fitness or recreational physical activities at least once a week, by age, in 2014 (% of population aged 15 and over)							
	Total	15-24	25-34	35-44	45-54	55-64	65+
UK	57%	66%	65%	65%	60%	54%	43%

(Adapted from: <https://ec.europa.eu/eurostat/statistics-explained>)

Figure 1

A few factors affect the participation levels in sport in the 21st Century. These factors include ethnicity, disability, gender and socio-economic factors.

In 2015 you can see that 58.3% of people have no interest for participation in live sports events in 2015.

A few factors maybe due to over 50% of not wanting to participate. Still in the 21st Century the media is still dominated by male sport. Sports such as Rugby, Football and the F1 are dominated by male performers.

This can therefore uninspire females. This can also be support by just over 50% of the population are practicing sport at least once a week from the ages of 15 to over 65 years. The participation rates for females have

increased with around a 35% participation rate in 2019 however males still participate more in sport. The introduction of Campaigns such as 'This Girl Can' has aimed at increasing female participation rates as well as the introduction of female only sport classes.

As you can also see from the tables, socio-economic factors play a part in people attending as well as playing sport. In 2015, 13.1% did not participate in live sports events.

This is because people financially suffer to pay access to have sports to watch and ~~for~~ play. The table below is also affected by socio-economic factors. Only 66% of 15-24 year olds take part in sport at least once a week.

This may be due to problems of access where parents cannot afford for their children to participate in sport.

To help fix this problem infrastructure needs to be built in communities where people financially struggle. By building an area for people to complete physical activity allows

for an increase in participation levels. In addition, the setup of volunteer work where playing sport can be for free. This would aid increasing the statistics in 2014.

Ethnicity is another factor affecting participation levels. 23.7% do not participate in live sporting events, in 2015.

People of colour may feel fear towards participating in live sporting events due to racism. People of colour may feel that they are being discriminated and stereotyped.

This ~~is a reason~~ may be another reason for the statistics.

in 2014 to be below 67%. They This community may want to avoid racism. There needs to be an increase in coverage of coloured presents this would therefore inspire more to get into sport. In addition, in football they have adopted the 'Kick It Out' campaign addressing the problems of discrimination of sport and the need of equality.

Disability is another reason why participation levels may not be as high. There is a 4.9% percentage for non participation in sporting events due to being non in the neighbourhood. For disabled performers it is more difficulty to access sport for example, a disabled person needs access into the facility e.g. a ramp for a wheelchair user. Therefore some disabled athletes may shy away from sport as they believe they do not receive as much support. To increase participation levels there needs to be an increase in sporting events for disabled performers locally as well as nationally. In addition, the creation of clubs for disabled athletes. This will aid in increasing participation levels.

To conclude, I believe participation levels in sport are increasing. In the 21st Century there is a range of sports being publicised aiding inspiration for all types of performers. In addition, the increase of role models, able bodied, coloured, and disabled are also talking

about sport to help the nation participate in sport and stay fit and healthy. This also helps take pressure off of the NHS by getting more people active.



This response is a well-written attempt to explore the various topic areas and answer the question as set.

The candidate attempts to cover the main areas that would present barriers to participation.

The inclusion of relevant data offers opportunities for analysis and the AO3 requirement.

Some of the language used was 'rudimentary' but the candidate does demonstrate knowledge and understanding of the topic area.

The structure of the response reflects some logical development.

Mention of the NHS, sports campaigns and role models, would qualify for inclusion of content from across the wider component.

The conclusion was a little short and could have been extended, particularly by way of a summary. The response was marked at a low Level 4.

Total: 10 Marks



Remember to include other areas of the Specification in your answer.

Many factors affect participation in the 21st century. It can be due to opportunity, provision, and esteem. In addition, certain target groups such as women, ethnic groups and disabilities also affect how many people take part in sport which has seen the rise in campaigns such as this girl can and projectability.

Referring to figure 1, 13.1% of people say financial reasons are why participation is lower. This can be seen as true with the increase prices of gym memberships and gym clothes. However, growing are high ranking gyms like

pure gym which give cheaper offers to make gyms more accessible to all. In addition, 58.3% of non participants are seen to say they have no interest. Its unknown what groups took part in this however some target groups may have been part of this. Target groups may lack the self confidence to join sport due to negative stereotypes such as women can't do weight lifting or contact sports. This also comes hand in hand with the lack of wheelchair accessibility some places may have which can be detrimental to whether someone can take part in sport or not.

In addition, from figure 1 you can note that age affects participation rate with 55-64 yr olds being at 34% and 65+ being 43% compared to 13-24 year olds category being at 66%. This may be due to feeling like they cannot take part due to their age as they need to be careful to not injure themselves. However, something else can be spotted with 13-24 year olds not being significantly higher which you may expect due to being younger and possibly being in friendship

groups with people who play sport. This may be seen as an issue of the 21st century and can contribute to 58.3% of people saying not interested through the increase in modern day technological advancements. Technology increasing may mean younger people are now more interested in phones, TV as that is the generation they have grown up in.

However, as shown by the age percentages, there is a consistency of mass participation of over half in each category except 65+. This may show participation in sport is at a good rate due to increase in mental health issues and due to campaigns. For example, project ability focuses on helping individuals who have learning disabilities to participate in more sport. These campaigns have created a sense of belonging and helped increase participation at all ages.

In conclusion, factors that affect sport participation in the 21st century can be seen as excuses as there is now an increase in

unhealthy lifestyles with takeaway apps being more accessible. For example, not in neighbourhood at a 4.9% reason should not be reasoned as there is an increase in workout videos online and on DVDs. Factors are being tackled through campaigns and use of increasing accessibility to sporting facilities to create a healthier nation.



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This is an interesting response, which attempts to cover several areas and to use the data from Figure 1.

Total: 12 Marks

Question 17

The command word 'evaluate' required candidates to use analysis to make a judgement as to the role of ethics and the perceived rise in deviancy. Assessment was made against A02, applied knowledge, for 5 marks and AO3, for the use of analysis to form a judgement, for 10 marks.

It appeared as though most candidates did not have a clear understanding of the terminology of the meaning of ethics, which significantly affected their ability to answer the question. It prevented candidates from giving a good overview by way of an introduction.

Sportsmanship versus gamesmanship was frequent content for most, and deviance was defined well by many.

Not only was ethics not explained well, at times, and deviancy defined ambiguously, but some of these concepts were also not applied; it was often confusing to the reader. There was essentially a slight philosophical element to this question.

Many candidates focussed on the question being primarily about deviance, and deviance being seen as 'drugs abuse' rather than the array of other topical deviancy categories – such as abuse, racism, match-fixing, sexism, and corrupt officials etc that are prevalent in sport today (AO2 – 5 marks).

Very few candidates showed an awareness of ethics as a moral question and central to the 'contract to compete', thus restricting any efforts to evaluate the role of ethics (AO3 – 10 marks).

The main mode of attack was to write an extended response on the reasons and prevalence of deviance in sport and predominantly about the use of drugs (PEDs), with dated examples, thus ignoring the direction of the question.

As a result, marks were generally placed in the lower level bands. Although seen rarely, some candidates did stray from a Level 1 or 2. However, many responses were characterised by content associated with Levels 1 or 2 because the content was either defined by being of 'limited' or 'few'.

Those few who answered the question attempted correctly to display an appreciation of the role of ethics, thus linking this both to a perceived rise in deviancy, and discussing the possibility that the rise of deviance as being only perceived, or either a genuine, occurrence.

The 'Lombardian win ethic' was mentioned correctly in many responses, and applied to the perceived rise in deviancy of sport. Few made comments to ethics now being compromised in the pursuit of winning.

Many candidates missed the opportunity to discuss the wider moral integrity of performers who ignore principles, essentially to 'cheat' and ignore the 'contract to compete'. This has filtered down to become common-place in amateur sport. Bracketed morality is a key concept.

In addition, many candidates who did not discuss the perceived rise of deviance assumed that deviance had increased, however this was not the question. To balance this, some candidates did highlight the case that perception may not be reality and cited the advances in technology, for instance, as a reason for increased detection.

Candidates should consider the introduction as an opportunity to establish key terms and concepts.

This will often involve definitions and contextualisation.

Fred Lorz (1904)

herbal

letter at

category

Technological
advancements

medicinal advancements

unwritten

17 Evaluate the role of ethics and the perceived rise of deviance in sport.

Use sporting examples to support your answer.

(15)

Ethics are the unwritten rules of sport, like sportsmanship and showing the spirit of fair play. Deviance in sport can be things like drug taking, gamelandsmanship or even cut right cheating. However the big question is whether deviance has gotten worse or has it always been around?

The role of ethics is to create an environment that is peaceful where sport can happen respectfully. This is to keep harmony amongst players and to prevent and steer away from negative behaviour on the pitch.

Deviance has seen a sharp increase in modern-day sport. This may be because of the huge medicinal advancements that have been made over the last few years. This means that drugs are now more readily available for athletes to take. This can explain why or how one element of deviance has been perceived to increase.

However, to counter argue this, it is known that even in the ancient Greek times, home-made herbal remedies were made and taken to deaden the pain for boxers. This suggests that behavior has not risen and has always been around.

The role of ethics could also be argued to be seen as 'less important' in modern day sports. Sportsmanship is not seen as much now as it used to. On the other hand, gamesmanship is seen on the rise. This could be down to the involvement of commercialisation and the increase in prize money. This drives more athletes to abandon ethics in order to win at all costs (Lombardian ethic). This ties into the idea that deviance is on the rise.

However, the role of ethics can be argued as still relevant and important as we see on the media many elite role models who serve as a perfect example. Furthermore, the media can call for speculation and 'paint the wrong picture' of what really is going on.

This can support the idea that deviance hasn't been on the rise, it has always been around. Media

has allowed us to be exposed to more and more denance - we are just catching it out more

An example that denance has always been around is Fred Lorz in 1904 who completed and came first in a marathon but he drove 11 miles in his car. This shows denance has always been present.

To conclude, I believe the role of ethics is gradually being ~~disregarded~~ ^{disregarded} and that gamesmanship and denance is on the rise. However I do believe it is on the rise but I also believe it has always been around. As there is evidence of denance today as well as 100 years ago.



This response is a valid attempt to answer the question, rather than an over-exploration of the use of drugs in sport.

Whilst many other responses would have had more relevant examples in their content, the writer applies their own thoughts to the role of ethics, if slightly over-simplified, and the perception that it has increased.

A balance of arguments is present, whilst it is evident these are not, as such, explored fully.

Inclusion of other areas of deviancy linked to the role of ethics would have lifted the response – such as bribery, corruption and abuse.

The content and debate does have evaluation. This exemplar achieves a low Level 4.

Total: 10 Marks

Paper Summary

The overall challenge of this paper was supplemented with the advanced information given to centres.

Based on their performance on this paper candidates should:

- Review the command words and their meanings, in order to be confident on each question's demands. They should develop an understanding of the marks available for each Assessment Objective
- Continue to prepare for the extended levels-based questions through practice in developing a plan and a writing structure. In particular, aim to produce shorter, more discrete, or dedicated, paragraphs covering a single point. It is essential to include both an introduction and a final conclusion, or summary, which fulfil the assessment objectives
- Avoid guessing dates or events: this signifies a lack of knowledge
- Time-manage the completion of the paper – one strategy would be to complete the extended writing questions first. These can always be revisited if additional content comes to mind
- Use the mark scheme to help build the depth of knowledge expected from future candidates. The mark scheme contains indicative content for the levels-based questions and is therefore a way of establishing the depth of knowledge required for future examinations, and a direct way of reviewing these topics
- Do not ignore the need for correct spelling of key terminology

Grade boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

