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# Examiners' Report

## June 2017

GCE Physical Education 8PE0 02  
Psychological and Social Principles of Physical Education

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## Introduction

The first year of the new AS Level GCE saw a range of candidate responses that reflected a balanced paper. This examination suited candidates who had a good, rather than an extensive, knowledge-depth across ten topic areas. There were many common mistakes as typically seen in previous series', where candidates knew something about a topic area but lacked the depth of knowledge and understanding to gain full marks. This was evident in questions on commonly-taught GCE PE topics such as *group cohesion* and *rational recreation*.

As expected in any series, some candidates misinterpreted questions. Many wrote about the different *types* of feedback for Question 3, rather than on the *purposes* of feedback. This highlighted the need for candidates to understand fully the command words of the course.

For the levels-based extended questions, candidates found it difficult to write coherently when combining topic areas to answer the question set. A plan will always help candidates to construct a logical answer. A good introduction, short succinct paragraphs and a conclusion should be used. The conclusion can be twice as long as the introduction and allow candidates to make their own subjective comments. Where a table or data is included and candidates were asked to include some of this in their answers, the higher levels, 3 and 4, cannot be accessed without it.

The quality of written communication was varied and candidates are encouraged to ensure that they learn subject-specific terminology accurately. Many did not spell the three stages of learning correctly, in Question 1. Where a question asks candidates to name something, the word(s) must be spelled correctly to gain the mark.

Examiners will always try to read answers where the quality of presentation is lacking – an issue that was evident from this series, and candidates are encouraged to practise writing under time constraints.

## Question 1

This question was completed successfully by the vast majority of candidates. No order was required when naming the three stages. There is a requirement for *name* questions that the key words are spelled correctly, to be awarded marks. Many candidates achieved three marks.

1 cognitive

2 associative

3 autonomous



### ResultsPlus Examiner Comments

This example is typical of a response achieving full marks.

3 marks



### ResultsPlus Examiner Tip

Make sure you can spell key words correctly – use the glossary

This answer did not achieve any marks.

1 Bessner

2 amteur

3 professional



### ResultsPlus Examiner Comments

The candidate is not able to name the three stages.

0 marks



### ResultsPlus Examiner Tip

Learn the core key words and concepts associated with the specification thoroughly

## Question 2

This question proved more difficult for candidates to access the full six marks.

Most candidates were able to include a reference to the effect of the 'environment' but made sweeping generalisations. A few candidates noted that open/closed classifications lie on a continuum with variables. In order to access the highest marks, candidates should have qualified the environmental effects on open and closed skills, made reference to the *pacing* element – self-paced and externally-paced – and used appropriate sporting examples.

Some confusion existed with reference to skills being performed indoors or outdoors and this had no relevance to the question. Two marks were awarded for the explanation and one mark for the example. This area of the specification could be a future target for extra revision.

An open skill is a skill that is played in an unpredictable environment, and therefore the players and the equipment used is constantly changing. It is externally paced, therefore the performer has to react to a changing stimulus, for example in football players continually change direction and move into space, therefore it cannot be said what will occur. Another example is in rugby, when a player gets tackled and then the opposition turns over the ball. A closed skill is a skill that occurs in a predictable environment such as a tennis serve, the performer will play the same serve in the same environment, however they may change the angle of the speed and serve and the speed depending on if it is a first serve or a second serve. Therefore it is internally paced and only when the performer is ready, they will play the serve.

(Total for Question 2 = 6 marks)



### ResultsPlus Examiner Comments

This answer includes enough content to be awarded full marks. The explanations are clear and the examples are valid. The inclusions of a description of the *pacing* element, and environmental influences, are accurate.

6 marks



### ResultsPlus Examiner Tip

Ensure candidates always qualify broad statements

### Question 3

This question presented more issues when candidates were writing beyond outlining the purpose of feedback. Confusion existed between feedback and guidance.

Candidates were not required to identify and explain the different types of feedback, but only the generic purposes and this was often the case. Over half of the candidature achieved one mark but very few achieved the maximum of three marks.

Feedback allows the detection of strengths and weaknesses which allows the performer to correct or improve their performance for the future. It provides motivation to improve and means the performer can focus on a particular skill:  
• Different types of feedback are useful in different situations. For example, continuous positive feedback will motivate the player to keep up their high level of performance.

(Total for Question 3 = 3 marks)



**ResultsPlus**  
Examiner Comments

This answer gained full marks for outlining three purposes. Identifying strengths and weaknesses, motivation and the giving focus to training/performing which was just acceptable.

3 marks

There are different types of feedback, including: intrinsic, extrinsic, positive, negative, terminal, continuous, knowledge of results/performance. These allow for both self-evaluation and also for others' opinions. Feedback can help a performer set achievable goals for the future to help them improve. Feedback also helps to keep the performer motivated



### ResultsPlus

#### Examiner Comments

This answer gained three marks for outlining motivation, setting goals and for self-evaluation. The candidate has included unnecessary content on the types of feedback – for no awardable mark.

3 marks

~~Feedback~~ Feedback is essential for learners, especially those in the cognitive stage of learning as it allows them to identify their mistakes when performing a skill and hence allowing them to make the right changes to ~~adjust~~ such as adjusting the leg when performing a pass in football.



### ResultsPlus

#### Examiner Comments

This answer only provides one purpose: that of identifying mistakes/errors.

Changes through instruction is guidance and not feedback.

1 mark

Feedback is needed for performers so that they can recognise whether they're making progress or not. Whether it's intrinsic or extrinsic, it gives the performer an idea of ~~ab~~ their ability and ~~use~~ the areas which require improvement. It can help performer's see if they have gained any bad habits that they need to stop.



**ResultsPlus**  
Examiner Comments

This answer gained one mark. The candidate has outlined one purpose of feedback in identifying progress, and further qualifies this with ideas for improvement. It did not give three different purposes of feedback.

1 mark



**ResultsPlus**  
Examiner Tip

Examples can help in this type of question but are not always necessary



## Question 4

This question presented more issues for candidates because they were required to explain the factors that affect the formation of a cohesive team.

Having identified a factor, a suitable explanation is required. There are established models that could have been referenced, and were by some, but too many answers were very generic in nature and simply spoke about bonding, trips out together or liking each other, which is social cohesion.

Carron's model would have been a good framework to access the full six marks. Candidates were required to include a minimum of three acceptable factors, with supportive explanations. The majority of candidates gained only one or two marks.

The main factors are social, leadership and team.

Social factors ~~is~~ is whether the group of people get along away from the sport. If they are friends they are more likely to respect and listen to ~~per~~ each others opinions during ~~the sport~~ a game.

Leadership factors revolve around the captain and the coach. They need to make sure that all of the team ~~members~~ members are motivated to perform and that they all feel that they are <sup>an</sup> important aspect of the team.

Team factors refer to whether the group all share the same goals and ambitions. If this is the case, they ~~will~~ will all have motivation to achieve the goal, but, (Total for Question 4 = 6 marks)  
if they don't, some players will have less motivation and may not work as hard for the team.



### ResultsPlus Examiner Comments

This is a well-written answer and has identified three acceptable factors that affect the formation of a cohesive team. The explanations are full. For each, one mark was awarded for an identified factor and one mark for a suitable explanation.

6 marks



### ResultsPlus Examiner Tip

Use separate paragraphs for each given point. This gives the answer a structure and helps give clarity to the content

Feedback should be brief for learners to allow them to focus <sup>on small things</sup>.

4 Explain the factors that affect the formation of a cohesive team.

The environment such as the club in which you play for may be very traditional or ~~modern~~ modern so could be laid back or strict. Personal factors such as the age and gender and personalities of the people on the team could cause clash of personality or everyone could get on. Everyone needs to get along for a cohesive team. Leadership is important that the coach and captain are reinforcing and positive with motivation. Team factors such as the same goals and everyone is motivated ensures everyone is working together and getting along. These factors were suggested by Carron.

Everybody must have the same goals (Total for Question 4 = 6 marks) and motivation in order to be a ~~strong~~ cohesive team and communication is crucial. Winning ~~may also~~ also increases the cohesion of the team and the team moral.



### ResultsPlus Examiner Comments

This was a full and well-written answer which included the named author, Carron. The candidate has demonstrated a clear understanding of the topic and was awarded full marks.

6 marks



### ResultsPlus Examiner Tip

Smaller paragraphs are always advised and underlining key words or writing them in capital letters gives clarity to an answer

Cohesion can include task cohesion (working together with the goal to 'win') or social cohesion (working together for social reasons). So factors such as motives could affect cohesion; if members have different motives they're less likely to work towards one goal. But if they have joint motives they're likely to work together creating task cohesion. Also desire to achieve would have an affect as if there was no desire there would be more socialising creating social cohesion.



**ResultsPlus**

**Examiner Comments**

The candidate has identified task and social cohesion as two factors in the formation of a cohesive team in a well-written answer. There are only two factors, however, and therefore the answer only achieves four marks.

4 marks

## Question 5

This levels-based question proved testing, with few candidates accessing the top Level 4 marks. The extended answer demanded the linking together of concepts and core understanding and many candidates found it difficult to achieve beyond Level 2.

Most candidates were able to draw a distinction between the *Inverted U theory* and *Drive theory*, with core understanding evident. If the explanations were valid, this would have achieved Level 2.

Candidates were then required to apply the two theories to achieve optimum sporting performance and therefore including content on arousal and the effects of over arousal. Many candidates wrote well but some included sweeping generalisations. To achieve a top Level 2 mark, the inclusion of choking/catastrophe theory was required.

A Level 3 mark required explanations on the production of a dominant response from a novice or expert and reference to arousal levels for introvert and extrovert performers (personality types), as applied to each theory. If candidates correctly included application to the stages of learning, this would gain credit. Candidates could also include the reasons for over arousal, eg social facilitation. Sports examples can help but at times were inaccurate.

To access the top Level 4 marks, candidates needed to write a coherent and well-structured answer, offer criticisms or limitations of both theories and draw a suitable conclusion. Many candidates achieved Level 2 but there were far fewer at Level 3, suggesting that candidates may need more guidance in constructing the extended answers to levels-based questions.

The drive theory states that the higher the arousal levels of a performer, the better the performance. When arousal levels increase for a performer this said performer is likely to ~~to~~ resort to his dominant response, which is ~~likely to be~~ correct for an autonomous performer but most likely incorrect for a novice / cognitive learner. <sup>This</sup> The dominant response favours the gross skills however doesn't favour fine skills. The Inverted-U hypothesis ~~is the~~ takes the drive theory one step further and states that at some point, the performer will reach his/her optimum arousal level, which is where they wish to stay for the best possible performance. If the performer gets further aroused over arousal kicks in, which is anxiety and starts to lower the performance. Only suffering cognitive anxiety, such as the thought of losing doesn't necessarily



lower performance but if it is paired with somatic anxiety, such as sweating and trembling, performance will drop. According to all the of these points I would say that a high level performer seeks high arousal levels as their dominant response is definitely the correct response, while lower lower level performers will seek low arousal levels due to their dominant response is likely being incorrect. Because of this high level performers should take care not to ~~not~~ get over-aroused and remain within the optimum level. The catastrophe theory, which is the sudden drop of performance, and the ~~can~~ peak flow theory, which refers to being in the zone (best possible level of performance) are also linked to these two theories.



## ResultsPlus

### Examiner Comments

This response is a good attempt to answer the question and the candidate showed a coherent understanding of the two theories.

There was application to a novice and an expert performer and the production of a dominant response. Content on arousal and the potential effects of over-arousal were appropriate and applied, but lacked detailed development.

No limitations were offered for each theory or application to personality types. The candidate attained Level 3.

7 marks



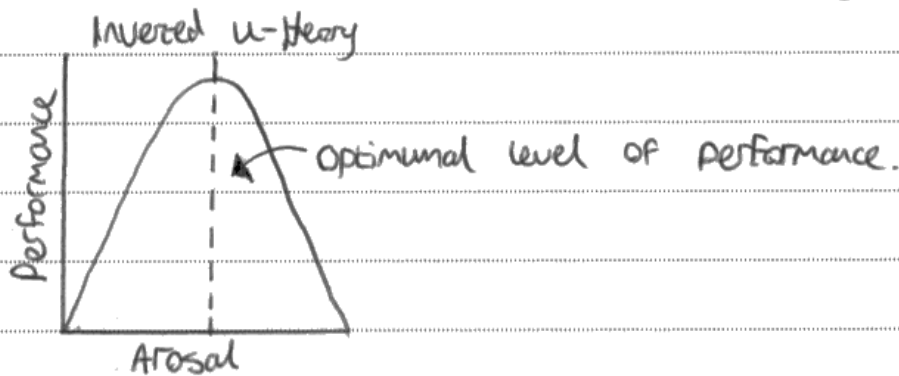
## ResultsPlus

### Examiner Tip

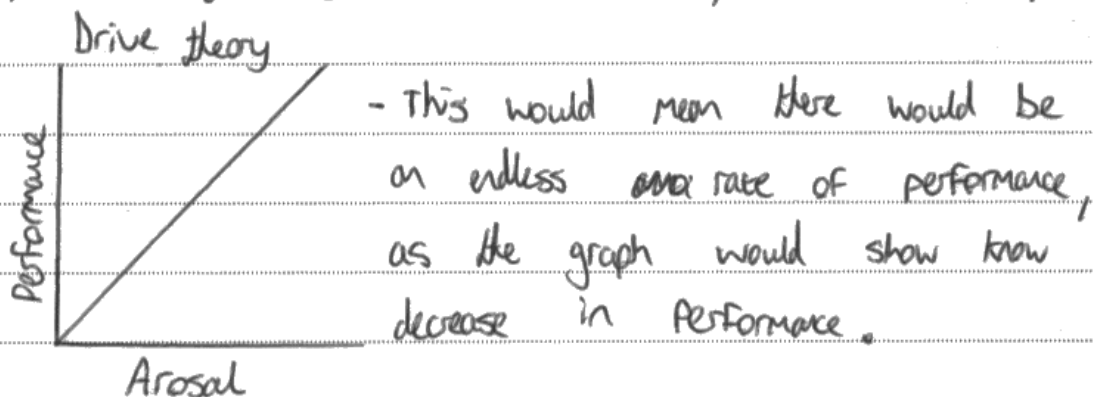
Break extended answers down into shorter, more succinct, paragraphs and always include a conclusion

The inverted-u Hypothesis is as performance increases with Arousal level to a optimal level, before decreasing and causing performers to make mistakes or poor judgements.

For example A rugby player may pass that optimal level and will ~~also~~ cause mistakes such as making poor tackles.



Drive theory applies to, as ~~the~~ Arousal levels increase, so does performance. This occurs in a positive correlation,



This would only be effected by the Arousal level, if the performer isn't aroused enough then his performance will be the best.



### ResultsPlus Examiner Comments

This answer shows some very limited understanding. The inclusion of diagrams of each theory helps, but is not a requirement.

The candidate has included some errors in their level of understanding in explaining the two theories. There is no further development through any explanations of the dominant response, novice or expert performers, or the effect of personality.

There is some confusion seen in the answer and the effect of arousal. This answer was marked at Level 1.

4 marks

The inverted - U hypothesis and Drive theory are based on arousal and how arousal levels affect sporting performance. These two theories have different characteristics which I will discuss below.

Firstly, the Drive theory was created by Hull as states that as arousal levels increase, so does performance levels, and this ~~isn't~~ <sup>doesn't</sup> have an end. Therefore, if a performer is highly aroused by the crowd for example, then they are more likely to perform better, and produce their dominant response. This is great for autonomous learners as they will produce the correct dominant response with the correct technique as it is well-learned. However, with a cognitive learner, the dominant response is incorrect as it is not well-learned. This means that as arousal increases, they may try too hard and therefore produce an incorrect dominant response, hence a decrease in performance, which goes against the Drive theory. Therefore optimum sporting performance ~~either~~ <sup>occurs</sup> at different levels of arousal for different people.

This brings me on to the inverted - U theory.

The inverted-U theory states that as arousal increases, so does performance, until a certain point where it then reaches a maximum and then over-arousal causes performance to decline. The <sup>area of the</sup> peak of the inverted-U is the zone of optimal functioning.

This zone is different for different people. For example fine movements like snooker players require a low level of arousal for ~~low~~ optimal performance, whereas a gross ~~skill~~ <sup>movement</sup> like weight lifting require high arousal for optimum performance. This theory therefore shows that performance doesn't always increase when high arousal is present. If high arousal

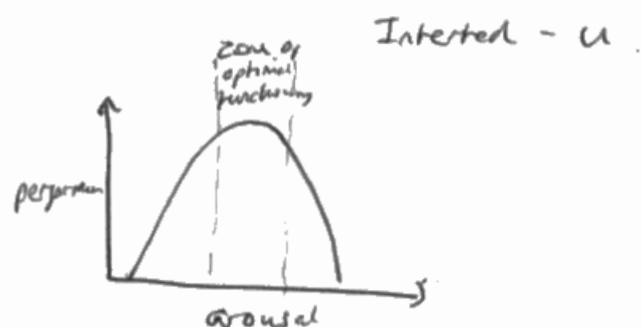
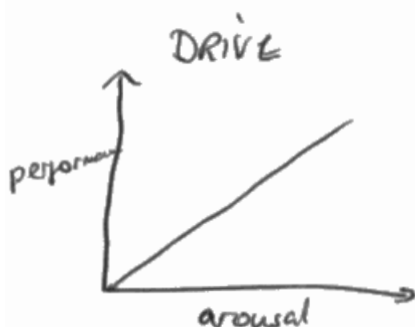
(Total for Question 5 = 12 marks)

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was present in a snooker match, TOTAL FOR SECTION A = 30 MARKS

then the players would start to miss the ~~ball~~ ball and begin to choke, known as choking. This was seen in a ~~the~~ world final between Davis and his opponent.

Overall, I think that the Inverted-U theory is a better explanation to achieve optimum sporting performance as it clearly shows that this zone of optimal functioning is different for everyone.







**ResultsPlus**

**Examiner Comments**

This is a good attempt to apply theoretical knowledge in answering a question and in linking concepts together.

The candidate has demonstrated a solid understanding of the topics and been able to write reasonably coherently.

Applications to sport and the dominant responses are made and some reference to those skills requiring lower levels of arousal.

Qualification to the theories are made and there is some attempt to form a conclusion. This answer achieved Level 3.

9 marks



**ResultsPlus**

**Examiner Tip**

The answer space should be sufficient but if, for example, you make a mistake, rather than write on free space ask for additional pages because these will be lined and help with your presentation.

## Question 6

This question was well answered by the vast majority of candidates, who were able to identify four factors.

There was no requirement to write extensive explanations but a short contextualisation of each potential barrier was a welcomed inclusion. Some candidates mentioned factors that were not acceptable as answers, such as physical education lessons. Most candidates gained either three or four marks and this showed a well-learned area of the specification.

1 Cultural barriers such as religion and race.

2 Health related problems such as a disability.

3 Environmental factors such as where you live or the facilities provided in your local area.

4 Socio-cultural factors such as the money needed (costs of event).



**ResultsPlus**

**Examiner Comments**

This answer identifies four factors and is therefore worthy of as many marks.

4 marks

1 Not having enough free time

2 No available local facilities

3 May not be able to afford it

4 They may be put off by things like racial/gender stereotyping



**ResultsPlus**

**Examiner Comments**

The candidate identifies four barriers and the explanations, whilst brief, are acceptable.

4 marks



**ResultsPlus**

**Examiner Tip**

Writing succinctly helps allocate more time to other questions without losing marks

- 1 Opportunity - if there is a club/coach for a particular activity in your local area
- 2 Access - for example if it is wheelchair accessible
- 3 Self-esteem - people may feel judged/uncomfortable if they are not the ~~stere~~ stereotypical type to perform in a particular activity
- 4 Money - if there are club fees or membership fees or even fees to enter sporting ground



**ResultsPlus**  
Examiner Comments

This is a well-written answer that achieves full marks. The candidate has identified four factors, with suitable qualifications.

4 marks

## Question 7

The quality of answers varied for this question. Candidates showed some elements of confusion or were unable to detail the characteristics of pre-industrial Britain.

Popular recreations refer to those undertaken by the peasants or the lower classes and candidates should not, at this point in time, be referring to the 'working classes'. Some explanations required no contextualisation, such as 'cruel' and 'violent'. The lack of transport did require contextualisation, because it was the context of no available transport, and how this then characterised popular recreations, that was essential.

This period of time had clear characteristics and the expectation was that the majority of candidates would find the question relatively straightforward but this was not the case. However, somewhat over half of the candidates did achieve either three or four marks for this question, demonstrating good knowledge and understanding.

Popular recreations were uncoded. Codification wasn't required due to villages having unique games that didn't need to be understood on a larger scale. The recreation was cruel due to lack of punishment for such behaviour. It was occasional as the only days both classes got off were holy or festival days. There was a lot of wagering as the aristocracy could make money from the peasants' games. The recreations were male dominated and they only used basic equipment. The recreation was localised due to lack of transport and rural as pre-industrial

(Total for Question 7 = 4 marks)

Britain was agricultural.



### ResultsPlus Examiner Comments

This is a well-written answer that outlines the four factors needed to gain maximum marks – codification, occasional, wagering and localised. The further explanations are valid.

4 marks



### ResultsPlus Examiner Tip

Underline the question, or write in bold, the key words that will gain you each mark

Popular recreations were uncodified. This means there were no written rules and popular recreations <sup>were</sup> therefore <sup>dangerous</sup> ~~not~~ ~~safe~~. Popular recreation was played regularly; in any free time most people would join in with popular recreations. Popular recreations were mass-participated, they were played by many people at once, no team limits. Popular recreation was violent, this is because there were few written rules and it was seen as normal to have aggressive and violent games, such as mob football.



### ResultsPlus Examiner Comments

This answer qualifies for two marks. The candidate identifies two appropriate factors (uncoded and violent) whilst confusion exists as to the regularity of the recreations.

The quality of the sentence construction and the clarity of writing could have been improved. If the examiners cannot read any words the candidate will potentially lose marks.

2 marks



### ResultsPlus Examiner Tip

Try to avoid crossing out words: if this is necessary, a sharp straight line through the middle of the word is acceptable

## Question 8

This question was answered well by many candidates but few accessed the full six marks.

Given the common understanding of the processes involved in rational recreation, and the available literature, the expectation was that candidates needed to explain five key points and their effects on recreational activities, for full marks.

Transport was often mentioned, with its effect on the formation of leagues and inter-town fixtures, whilst there was evidence of an over emphasis on the role that factory owners played in the development of sport and some sweeping generalisations were evident.

The higher marked candidate answers were able to include information not only on those sports played by the working classes but also those of the new middle classes and the increased participation in activities such as lawn tennis. Over three-quarters of candidates gained two, three, or four marks, showing some understanding but lacking the depth of knowledge to gain full marks.

When the industrial revolution first occurred the upper class moved to the towns and cities to run the factories and the lower class ~~was~~<sup>also</sup> migrated to the towns and cities but they worked in the factories. Their housing was very cramped there was little space. They were working long hours 7 days a week so had little time for recreation.

Once ~~sport~~ mob games had become rationalised the laws were put in that Sunday was a holy day so people didn't work and factory workers were given half of the Saturday off so they could do recreational activities so they would become stronger and healthier for work. ~~The~~ because of roads and transport built

to transport the factory goods (Total for Question 8 = 6 marks)

there were roads so people could travel for sport this allowed for regional fixtures and spectators to watch regional games. Education became compulsory so children played sport in schools even if at first it was only the military drill. They learnt to read and write so could then understand more complex rules.

The printing press and the sports column allowed people to see when sport fixtures were taking place and results of fixtures.





## ResultsPlus Examiner Comments

This answer includes enough content to be awarded four marks. There is reference to codification, education, the press, transport, factory owner support and the 'Half-day Act.'

The explanations could have been written more fluently. The first few lines are unnecessary and are awarded no marks.

4 marks



## ResultsPlus Examiner Tip

There is no requirement to write the question out again: instead, write a plan and answer the question in a logical order

Transport became more widely available after the railways were built. This allowed teams to travel to play matches and begin the introduction of leagues.

This resulted in codification being required, rules had to be agreed throughout towns who came together to play. Working hours became more regulated and Saturday half-day was introduced. This gave the working class more time for recreational activities.

Stadiums began being built giving players more space to play. Competitiveness rose amongst factory owners and broken time payments were introduced, allowing workers to train.





## ResultsPlus

### Examiner Comments

This is an example of a well-written answer, where the candidate has been able to write a qualification sentence to each point being made.

The reasoning explains the effect of the industrial revolution on recreational activities.

This answer gains five marks and would have been credited with full marks had the candidate mentioned effects such as:

- Technological developments giving rise to specialised kit and equipment
- The role of the press in publicising events
- The rise in spectatorism

5 marks



## ResultsPlus

### Examiner Tip

A neat and tidy presentation, with a 'flow' to the answer, makes for easy reading

## Question 9

This question was generally not answered well by the majority of candidates. Few understood the ideals of the International Olympic Committee (IOC) and the wider Olympic movement. Many answers included the thought that participation, rather than winning, was an ideal – which was accepted only if explained in relation to respect/friendship and sportsmanship.

Excellence is a clear ideal and so, therefore, is winning. 'Olympism' was not seen in answers – this is the concept of a philosophy of life combining body, will and mind. Ideals have evolved over time and therefore the inclusion of the games being free from the abuse of drugs was acceptable.

Many candidates did include reference to the equality of opportunity and global harmony, but not the ideal of being free from political interference. Two-thirds of candidates gained either zero or one mark and a tiny number achieved the full four marks available. Centres may now wish to focus on this area of the specification in their future teaching and refer to the mark scheme.

*Simply The Main ideal of the modern Olympics is fairplay. The International Olympic Committee (IOC) don't want people to take performance enhancing drugs and cheat in order to win. The next one is good sportsmanship, whether performs ~~win or lose~~ Performer's should be gracious and respectful to their fellow competitors whether they win or lose.*



### ResultsPlus Examiner Comments

This answer achieves a mark of two. The acceptable ideals are firstly, sportsmanship/fair play/respect and secondly, the freedom from drug abuse.

2 marks



### ResultsPlus Examiner Tip

Numbering points can help to build an answer: this question requires candidates to summarise four ideals and give explanations, not simply a list

Olympics are the most significant way of establishing globalisation in our sport. No ~~prejudice~~ <sup>prejudices</sup>, ~~prejudices~~, ~~or~~ discrimination, stereotypes. Taking into account involvements of different ages into sport. Encouraging to make sport a long lasting habit. People to stay fit and practice sport, to not live a sedentary life. With in the ~~case~~ variety of sports to find the one that you like. Respect for all people.



**ResultsPlus**  
Examiner Comments

This answer shows that the candidate is able to summarise three deals: those of globalisation, respect and inclusion as identified through no discrimination. The answer shows some understanding, whilst the content lacks a little clarity in summary.

3 marks

The ideals of the modern Olympics are to give the most elite athletes in the world an opportunity to compete against each other because this will allow for 2 things: for the world to come together ~~peace~~ peacefully, and for the continued improvements upon sporting achievements.



**ResultsPlus**  
Examiner Comments

This answer identifies the pursuit of excellence and the promotion of friendship. Examiners will try to apply content to the accepted ideals.

2 marks



**ResultsPlus**  
Examiner Tip

To answer this question successfully, you should visit the IOC web site and list the up-to-date ideals of the Olympic movement

## Question 10

This extended answer saw few candidates access the Level 4 marks. This was unexpected, given the vast depth of content from which answers could draw. This was largely because candidates had a limited knowledge of the general social development of women in wider society and the similar effects of social change on opportunities for female sporting participation.

Many candidates only compiled a list of data from the table provided and/or did not understand fully that the question was asking for the wider development of opportunities for women, across all sports and not just the Olympic Games.

Chronologically, candidates should start at the furthest date historically and work towards the present day, charting a changing society and the effects on female opportunities. Many candidates did mention the effects of changing work patterns for women during World War II and the introduction of general legislation to promote equality.

The inclusion of the value of female role models, mainly Jessica Ennis-Hill, and female sporting campaigns such as 'This Girl Can' were very popular inclusions. The role of the media was little mentioned or well explained and the effect of television was generally seen as the 'prime mover'.

Few mentioned the roles of National Governing Bodies (NGBs) and sports that were traditionally male now offering equality, such as Rugby Union and Boxing. Those answers that were well-written but included no reference to the table, could not move beyond Level 2. In similarity with Question 5, just over half of candidates achieved Level 2, whilst few moved into Level 3, suggesting that centres could develop their teaching strategies to focus on constructing the levels-based answers.

For extended answers and levels-based questions, the structure of an answer is vital.

- Making a plan always helps
- Start with a brief introduction – you may need to include a definition
- Follow with short paragraphs, each making a distinct point with sports examples where possible or, if required, data from a table
- Conclude your thoughts with a firm and clear statement, which must tell the examiners what you think

### Women's participation in the Games of the Olympiad

Year	Sports	Women's events*	Total events	% of women's events	Women participants
1896	0	0	0	0	0
1900	2	2	95	2.1	22
1904	1	3	91	3.3	6
1908	2	4	110	3.6	37
1912	2	5	102	4.9	48
1920	2	8	154	5.2	63
1924	3	10	126	7.9	135
1928	4	14	109	12.8	277
1932	3	14	117	12.0	126
1936	4	15	129	11.6	331
1948	5	19	136	14.0	390
1952	6	25	149	16.8	519
1956	6	26	151	17.2	376
1960	6	29	150	19.3	611
1964	7	33	163	20.2	678
1968	7	39	172	22.7	781
1972	8	43	195	22.1	1,059
1976	11	49	198	24.7	1,260
1980	12	50	203	24.6	1,115
1984	14	62	221	28.1	1,566
1988	17	72	237	30.4	2,194
1992	19	86	257	33.5	2,704
1996	21	97	271	35.8	3,512
2000	25	120	300	40.0	4,069
2004	26	125	301	41.5	4,329
2008	26	127	302	42.1	4,637
2012	26	140	302	46.4	4,676
2016	28	145	306	47.4	~ 4700

\*including mixed events

opportunities have improved for <sup>women</sup> in global sport due to diversification through-out sport. In early 19th century women weren't allowed to take part in excessive amounts of sport as they were considered to be unlady like. Women's sport has only really been developed and covered in the last 20 years as still there are inequalities through participating as a female. Only the last couple of years that the Wimbledon tennis prize-fund is the same as the male it has always been significantly lower. Women campaigns such as "the girl can" have been set up to promote women sport and get them more involved. Media coverage has expanded alot to foresee all sides sport.



## ResultsPlus

### Examiner Comments

This answer lacks a depth of detail and therefore understanding of the topic area. There are, as asked for, some suggestions as to why opportunities for women have improved.

Points that gained credit were the rise in media coverage, 'This Girl Can' campaign and the move to equality in prize funding - whilst not mentioning an example, such as at Wimbledon.

The answer is brief and does not draw correctly on any data from the table. The mark awarded was at Level 1.

3 marks



## ResultsPlus

### Examiner Tip

Make a plan because a structure is vital



Avoid sweeping generalisations because women played a vital role in the industrial revolution. They worked side-by-side with men in factories, mills and in other industries such as farming.

The events of World War Two could have been used as a more recent example of where the changing labour patterns also affected the position and status of women.

This could then be referenced to the given table and the effects seen through the data.

### Women's participation in the Games of the Olympiad

Year	Sports	Women's events*	Total events	% of women's events	Women participants
1896	0	0	0	0	0
1900	2	2	95	2.1	22
1904	1	3	91	3.3	6
1908	2	4	110	3.6	37
1912	2	5	102	4.9	48
1920	2	8	154	5.2	63
1924	3	10	126	7.9	135
1928	4	14	109	12.8	277
1932	3	14	117	12.0	126
1936	4	15	129	11.6	331
1948	5	19	136	14.0	390
1952	6	25	149	16.8	519
1956	6	26	151	17.2	376
1960	6	29	150	19.3	611
1964	7	33	163	20.2	678
1968	7	39	172	22.7	781
1972	8	43	195	22.1	1,059
1976	11	49	198	24.7	1,260
1980	12	50	203	24.6	1,115
1984	14	62	221	28.1	1,566
1988	17	72	237	30.4	2,194
1992	19	86	257	33.5	2,704
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During the industrial revolution, in 1896, there were no sports available for women as their role consisted in staying home and looking after the children whilst their husbands were away working in the factories. However, with the start of the 20<sup>th</sup> century women participation in sports started to increase due to several reasons. On one hand, women were allowed to vote ~~later~~ in countries like Britain hence starting to be ~~more~~ part of society. In addition, educational and job opportunities were starting to be granted for women and hence they were seen as capable of taking part in sports. In the years ~~between~~ 1948 we can observe a dramatic change in women participants as many men were lost during the second world war hence donating a greater focus in ~~sports~~ female sporting competitions. On the other hand, on recent decades ~~between~~ (1972-2016) thanks to the adaptation of globalisation, there is a greater media coverage and hence a better promotion of sports, including female sporting events. A greater promotion involves more opportunities for sponsorships therefore more money can be directed to funding events and the facilities used. ~~The~~ As more women

participate in professional sports, they may become role models for younger women willing to participate in sports, therefore promoting mass participation and even more women athletes in the future. Last, globalisation also promotes sports migration, allowing women in more oppressed countries to seek careers in sport in more developed countries such as Britain or the United States.



**ResultsPlus**

**Examiner Comments**

This is a good example of an answer which is based just in Level 2.

There are many hints or references to changes in society and to events that have contributed to the opportunities for women in sport but a lack of accuracy in the content is seen.

The content could have also benefitted from shorter paragraphs, each covering a different point.

This answer lacked a clear plan although some attempt has been made to cover events chronologically and changes in society affecting women, such as the right to vote.

There is no real reference to the data in the table and so the answer is weaker as a result.

6 marks



**ResultsPlus**

**Examiner Tip**

Avoid sweeping generalisations and use the given data in your answer

## Paper Summary

Based on their performance on this paper, candidates are offered the following advice:

- Ensure all key words are learned for meaning and the correct spelling
- Understand the exact requirements of the command words eg: name or explain
- Questions requiring sporting examples must have examples to gain marks
- For all extended answers and levels-based questions, write a plan and always include an introduction and conclusion
- Extended answers should be broken down into smaller, distinct paragraphs. Each paragraph should cover a single point supported, where appropriate, with an example, date, place, person or events
- Never guess facts

## Grade Boundaries

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

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>



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