

Examiners' Report
June 2018

GCE Physical Education 9PE0 02

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Introduction

This paper forms part of the new GCE in Physical Education.

The paper comprises of four components – two written components, 1 and 2, and two coursework components, 3 and 4. Component 2 'Psychological and Social Principles of Physical Education' requires candidates to study three topic areas:

- Skill Acquisition
- Sports Psychology
- Sport in Society

This new examination differs from the legacy specification because it contains no content on Anatomy and Physiology and Exercise Physiology.

The aims of the paper are to:

- examine the candidates' ability to demonstrate their knowledge and understanding of the factors that underpin performance
- apply their knowledge and understanding of the factors that underpin performance and involvement in physical education and sport
- analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.

There are no options on this paper, with candidates being required to answer all questions. The paper covered 13 topic areas, and two 15-mark questions allowed candidates to draw answers from all areas of the component.

The examiners were looking for candidates to show a broad knowledge of the specification content topics, whilst also demonstrating an applied depth of knowledge and understanding – particularly in the extended 15-mark questions. To this end, and where applicable, candidates would be required to provide a range of suitable sporting examples from different sports or physical activity scenarios to support the points made.

Successful candidates showed a good breadth of knowledge and understanding, generally a range of examples and demonstrated the following characteristics:

- A depth of knowledge and the ability to apply this appropriately
- An ability to answer the question with accuracy of writing, clear structure and informative conclusions
- A use of a range of sporting examples from different sports or physical activities

Less successful candidates had significant gaps in their subject knowledge and often repeated points made previously, used poor sports examples and in general demonstrated the following characteristics:

- A lack of structure in their answers – particularly in the extended 15-mark questions
- Poor depth to their subject knowledge
- The inability to draw logical conclusions

Teachers should incorporate into their teaching more experience and guidance on completing the extended 15-mark questions. They should use a writing plan and encourage candidates to apply a range of sports examples where appropriate, and to draw a subjective conclusion based on the objective answer content.

Teachers should also ensure their candidates have sufficient practice time in writing, because the quality of written communication meant many answers were very difficult to read.

Question 1

Candidates answered this question with some success. They understood (in nearly every response) what was meant by the coaching style of 'Guided Discovery'. Few candidates wrote full answers achieving 4 marks, while most achieved 2.

Answers focussed correctly on the reduced input of the coach. They noted the increased freedom for learners to discover solutions for themselves, with the coach only setting a task and monitoring the learning. The command word 'outline' asks for a brief account of non-linked points. Answers achieving full marks showed a depth of content to include learners being involved in problem-solving, trial-and-error, and the role of feedback.

While using examples can be insightful, many were too long and overly-detailed. Some candidates wrote about the stages of learning and the use of the guided discovery style – this was not required by the question.

1 Outline what is meant by the guided discovery style of coaching.

(4)

Guided discovery is often best used with high level cognitive performers and low level associative ones. It suggests the coach should almost take a sideline role and allow the performer to make the "discovery" by themselves. However, the coach may ask key questions that will help the performer and use key bits of information to guide the performer to the desired outcome. It is similar to problem solving in its style. It helps the performer to feel like they are accomplishing something so boosts their self confidence. It also ensures a safe environment for the performer to learn in and helps them to develop their own mental image and kinesthesia. For example, a coach may ask a football player to score a goal against a goalkeeper. The coach would allow the player to try a few times before suggesting parts of the foot to use and other technical questions.



This response showed good candidate knowledge and demonstrated question-understanding.

The answer contained three appropriate factors that were each awarded a mark.

The first factor identifies that the coach takes a *sideline* role while the performer *discovers* the correct response (1).

Secondly, the coach may offer guidance through posing questions and involves *problem solving* (1).

Finally, credit is given to the development of *kinesthesia* and *mental image* formation (1).

The key element not included by the candidate is the inclusion of comment as to the importance of trial-and-error.

3 marks



Underline key words or write them in bold, to highlight their importance

Question 2

This question was completed successfully by many candidates, who received full marks.

'Explain' questions demand a series of linked points, normally focussing on 'how and why'. The responses from those candidates achieving high marks included the use of the term 'generalised motor programmes' before a movement is performed and then full explanations of the two components of 'recall' and 'recognition' schema.

Candidates understood recall schema better than the detail seen for recognition schema. Few candidates included details of the role of the short- and long-term memory in both stages.

2 Explain how schema theory works when performing a skill.

(6)

Schema theory was made by Schmidt in 1978. He suggested that there was limitations to the open and closed loop controls. There is more set responses to ~~different stimuli~~ dots of stimuli. He says you need to learn generalised motor programmes like running, catching and jumping to be able to do ~~the~~ skills. The first stage is recall schema which happens before movement is initiated. There is initial conditions which is similar to stimulus identification. For example, when a cricketer is batting he has lots of stimuli being received like run for keeper, hand position on ball and opposition positions. Then there is response specification which is similar to perceptual mechanism and selectively attention to relevant stimuli. Then recognition schema which is movement outcome so using extrinsic feedback for how the shot went so knowledge of results and sensory consequences for kinesthetic feedback for how the shot felt. This is knowledge of performance.



The candidate in this response writes a full and detailed answer.

The key first term is to identify the performer storing a bank of generalised motor programmes. Detailing the two key components of recall and recognition schema indicates a depth of knowledge. Each of the two components has details that are awarded credit.

The candidate identifies recall schema as occurring before movement, and recognition schema: a process undertaken during and then after movement.

Linking to closed and open loop theory gains credit. The level of technical language is high, with inclusion of kinesthesia as an example.

The answer could have included comment on the use of the short- and long-term memory and as such, the response was awarded marks towards the top of the range available.

5 marks



If an answer contains clear sections then start each on a new line – this helps candidates when reading the answer back, and examiners to identify content

Question 3

This was the first of the four extended 15-mark questions. This question differentiated well and allowed candidates to link two specification topics, together with the two identified stages of learning.

Extended answers can be completed successfully, based on the depth of knowledge of the specific topic area and the candidate's ability to write a logical and structured answer. As a levels-based question, this is an essential part of the answer. Few candidates set aside time to construct a plan, but this would have helped in all cases.

'Discuss' questions do require a balance of answer – in this case, even suggesting why a particular form of feedback or guidance should or should not be used. More-successful candidates were able to do this in an applied way. Many candidates mis-read the question and wrote about all three stages of learning, although the question only required candidates to write on the cognitive and autonomous stages.

Many candidates wrote overlong introductions, which were unnecessary. Most candidates could apply some of the forms of feedback and guidance; mainly positive and negative/intrinsic and extrinsic feedback. For guidance, candidates discussed visual and verbal guidance.

Few candidates showed a depth of knowledge and understanding of terminal and concurrent feedback or mechanical and manual guidance. Credit was given for all forms, if applied correctly, and justified.

Conclusions tended to be brief and merely repeated one or two points from the main body of the answer.

3 Discuss the use of feedback and guidance for performers in each of Fitts and Posner's cognitive and autonomous stages of learning.

(15)

At the cognitive stage of Fitts and Posner's model performers are usually beginners, they do not have schemas stored and have zero or little experience. When learning a skill therefore it is important they are given guidance when being taught the skill. A coach is likely to give visual guidance to a performer at this stage. Visual guidance is important for cognitive learners because it enables them to see through a demonstration the actual movements needed for performance. An experienced coach would likely complete a slow demo to make it easy to see. Almost always when using visual guidance, verbal guidance will be used with it. Sometimes it is hard for a beginner to watch without being spoken through what is going on. When giving these types of guidance, the coach has to be careful not to talk for too long, or in too much detail, this can give the performer information overload and reduce the likelihood of the key parts being understood. If this method is unsuccessful the coach may use manual guidance, for example ~~the~~ the performer is trying to pass with his step, the coach may hold the performer's foot and move it ~~through~~ through the movement so the performer gets a physical feel of the movement. This can help them to physically understand the movement before mentally understanding it.

Cognitive performers also require lots of feedback so they can feel pleased with their performance. Performers in this

category & are likely to require extrinsic feedback, this may come in praise from the coach or being rewarded after performance. At this stage it is hard for performers to know if they are performing correctly or to a high level due to a lack of experience. They do not get intrinsic feedback from their proprioceptors because these have not developed a schema of or sense of how the skill should be completed. However as performers progress, these extrinsic factors can help to develop intrinsic factors, if they complete a good pass and are rewarded, they will recognise overtime that that is how it should be completed.

On the other hand, autonomous performers are usually elite, they have schemas stored and have lots of experience. When learning they are likely to have the fundamentals to a skill already learnt within that sport. ~~They~~ Due to their experience and knowledge, they are unlikely to ~~to~~ need visual guidance ~~they may~~ or manual guidance, it may only take verbal guidance (being told what skill to complete). The most likely use of guidance for autonomous performers is mechanical, these ~~then~~ pieces of equipment are often expensive and only elite players have access to them. A good example is an Olympic Swimmer who may be pushing for a world record time. A pool buoy can carry them through the water at this speed, ~~it can~~ they can then perform and the equipment can work out how many seconds they were off reaching the time.

When receiving feedback, autonomous performers are unlikely to need praise and rewards (external extrinsic) because they already know how to complete the skill. Therefore this type of feedback may annoy the performer. They are more likely to focus on and need intrinsic feedback, they will know if they complete a skill with the wrong technique as their proprioceptors will pick up on it. This then enables them to learn through this and perform the skill differently next time.

A beginner may struggle to take on negative feedback, this may affect their confidence levels and therefore positive would be better to use with ~~these~~ cognitive performers. On the other hand autonomous performers are ~~need~~ more likely to want negative feedback in order to help them develop their skill and performance, they would need little positive feedback.



This response has good content and a well-written answer.

The candidate identifies the two stages of learning as requiring different forms of feedback and guidance.

The introduction would have benefitted from a clearer use of wording, even to the point of leaving a free line between this and the body of the answer.

The quality of the written communication is good, usually with the correct use of key terminology such as 'information overload'.

The content identifies key factors that will affect learners in each stage, with qualification on occasions offering analysis and reasoning.

The conclusion, however, needs to be identified but is taken to be the last paragraph, where additional information is given. It would have benefitted from additional summative opinion.

14 marks

Level 5



Keep paragraphs short: 6-8 lines maximum

Begin your conclusions with the wording...*In my conclusion I.....* or *In conclusion and by way of summary...*This will make the beginning of your conclusion clear to the examiners

Question 4

This 1-mark question produced a series of mixed responses.

Candidates mainly answered correctly, and some leeway was given from the definition contained in the specification glossary. Where candidates received zero marks, this was largely due to confusion interpreting 'social' to mean mixing in a group and 'facilitation' to using facilities.

Candidates are encouraged to learn the definitions contained in the specification glossary.

4 Define the term social facilitation.

(1)

The way in which performance may be affected due to people watching.



The answer provides sufficient information for the awarding of the mark.

The candidate identifies the effect on performance of an audience – in this case people watching.

1 mark

Question 5

The command word for this question only required candidates to account for something, without reasons. This meant identifying three factors and then detailing the features or interpretation of each.

Self-efficacy has been associated with Bandura and he identified four factors. Credit was also given for the use of personality factors, the situation or history, which in part overlap with Bandura's four factors.

Many candidates, however, wrote on being 'with family and friends', which did not gain credit. The use of imagery or self-talk would have been credited only if applied correctly.

While factors may have been named correctly, some confusion was seen in the ability to describe these accurately.

5 Performing well in sport often depends on self-confidence.

Describe **three** factors that improve self-efficacy.

(3)

past experiences so if a tennis player has beat his opponent before it will increase self efficacy.

Victorious experience so if a performer has seen someone of relative some ability do the skill they are about to do it will increase self efficacy about the skill.

Emotional arousal if the performer is at optimal arousal for the skill it will increase self efficacy.

Self efficacy is confidence about a specific situation.



This answer identifies three of the key factors found in traditional academic theory on self-efficacy.

The candidate gives sufficient, if not comprehensive, detail to show understanding of the terminology.

The examples are satisfactory.

3 marks



If a question asks for a set number of responses, help structure your answer and help the examiner by:

- missing a line between each or
- numbering each or
- writing the key words in bold

Question 6

This question was answered well by many candidates and they were able to access the full 6 marks.

In summarising a topic, candidates are only required to express the most important facts or ideas. In this question, candidates needed to identify the two dimensions correctly, and detail the four determining factors. Some candidates did this well and included a diagram – which was not required.

Others gave no detail and did not understand or know the topic – this is an established GCE topic and one for which there are numerous resources.

Many candidates included detail on the type of explanations offered by elite and novices, but this was not required in the answer.

Weiner stated that attribution is the perceived reason for an outcome. Attribution can be either internal/external factors (Locus of causality) and stable/unstable (the stability dimension). He said that our chosen attributions for success and failure affect our feelings of pride and satisfaction at the end of a performance. He identified four factors: Ability (internal and stable which refers to the athlete's current ability to complete the skill), Effort (internal and unstable which refers to how hard the athlete tries), Luck (External and unstable which identifies factors such as the environmental conditions: wind, rain, surface) and task difficulty (External and stable which refers to the level of the opposition). High achievers will attribute ~~the~~ success to internal stable factors such as ability (the success is within them and unchangeable) whereas low achievers will attribute success to external factors such as luck (the wind was on their side) and task difficulty (the team weren't that good). Our attributions affect our feelings of self-worth and pride, and can be changed over time through attribution retraining. (He later included a locus of controllability dimension).



In this response, there are no paragraphs or passage highlights, which makes the answer seem complicated.

The quality of this answer is very good, with the candidate demonstrating understanding and a depth of knowledge sufficient to be awarded full marks.

The answer identifies the two dimensions of the locus of causality and stability, and then details the four determinant factors of ability, task difficulty, effort and luck.

Applications to performance are given and are relevant.

Explanations are clear and the examples appropriate. There was no requirement to apply attribution theory to training, but this highlighted the candidate's understanding.

6 marks



Use short, distinct, paragraphs

Question 7

The second of the levels-based extended questions was challenging for many candidates. 'Discuss' questions allow candidates to express and give detail in their answers; in this case, combining and applying the four main types of aggression to the four established theories of aggression.

Few candidates responded well, whilst many only gave simple descriptions giving two types of aggression – hostile and either channelled or instrumental, and either innate theory and/or frustration aggression hypothesis.

Examples used were often poorly explained and related to foul play. Some confusions existed, and some candidates did not know the difference between aggression and assertion – basic topic understanding.

This question contained an * and therefore candidates could include detail from across the component. Some candidates did this with success, and this should be encouraged.

Few candidates included comment on bracketed morality or under-developed moral reasoning.

Wider content from the component on the impact of Americanisation, social facilitation and the effects of arousal was also sparse.

*7 Discuss the reasons for the different types of aggression seen in sport.

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

(15)

~~Aggression can be instrumental (no intent to harm)~~ Aggression involves arousal and anger with the intent to harm and it can either be hostile or instrumental. Hostile aggression refers to the intent to harm with the goal to harm whereas instrumental aggression has the intent to win. Aggression is against the laws of sport and is illegal in most sports apart from martial art sports (e.g. boxing and Muay Thai).

Firstly, aggression can be caused by increased arousal which arises from feeling pressured. This can come from a number of sources, one of those being: losing in a game with little time left. This can cause aggression through ~~the~~^{the} need to win as the game is perceived as important. Also being blocked in the achievement of a goal creates a readiness for aggression, and this refers to the frustration aggression theory, where for example it's in the 90th minute of a football match and a team is losing so they act aggressively towards another player, this is highlighted with Luiz Suarez ear biting incident, on more than one occasion, where he bit Chelle's ear in an international fixture against Italy. This aggression is

also classed as deviant behaviour, and is against the rules.

In addition, other reasons for aggression are: bracketed morality (double standards of condoning aggression), underdeveloped moral reasoning (feel that aggression is acceptable through social learning theory), and injury, little time of a game left, ~~and~~ lack of group cohesion (there are social loafers and people being selfish), poor officiating, and challenging competition. All these factors create a need to win ~~that~~ where the Lombardian ethic (from Americanisation) fuels athletes to become aggressive, as winning outweighs morality and fair-play (the radical ethic).

Bandura's social learning theory suggests we watch and imitate others and therefore aggression is a learned response. It depends on the status of an athlete and is aggressive and whether their ^{aggression} ~~aggression~~ is rewarded. For example a young player may see their role model acting aggressively so they imitate the behaviour and act aggressively, too. In contrast to this the Instinct theory suggest aggression is a learnt response from the survival of the species and is released in a cathartic manner. Another theory: The Aggressive cue hypothesis states that aggression is caused by an incident (cue) within

a game, for example the famouskung fu kick (which happened in a football match) was as a result of verbal abuse from an audience which creates a readiness for aggression.

Moreover, an increase in arousal which leads to overarousal may lead to an athlete becoming aggressive. Increased pressures from commercialisation and sponsorship deals may increase a player's need to win making them to do "anything it takes" to win, and therefore committing acts of aggression to do so. Coaches encouragement of aggression can lead to players becoming aggressive through ~~exp~~ doing "anything it takes" as it's no longer the radical ethic that's important, "winning is everything."

Overall aggression can be caused by many factors and it depends on the individual's capacity to control and channel their aggression. Further points that can cause aggression are: the perceived feeling of being evaluated (from a hostile audience - Evaluation apprehension) and the pressure to succeed from commercial interests and being identified as a role model.



The candidate gives a good response for this question but with clear areas for development.

The introduction demonstrates understanding and the style of writing shows some fluency.

Theories are identified, and types of aggression explained. The candidate uses reasonably good examples to prove or highlight the points made.

Social learning theory and instinct theory are defined and explained, with aggressive cue hypothesis and frustration aggression theory included.

A conclusion is drawn, and appropriate content included.

However, the answer does not identify the different types of aggression, apart from in the introduction, or apply these to the reasons for their occurrence. As such, the response cannot move beyond Level 3.

9 marks

Level 3



Always construct a plan for extended answers

If possible, avoid errors that require crossing out text

Question 8

This question began the section on 'Sport and Society'.

For 2 marks, candidates were required to outline or give a brief account of non-linked points. Many could detail the purpose of 'holy days' whilst others were unable to detail the use of farmland for recreation, the gathering of communities that led to village rivalries, or the place of mob games.

Confusion existed over the seasons, working all year and time free from work.

- 8** Pre-industrial sporting occasions were closely associated with the farming year and the church calendar.

Outline **two** reasons why these occasions were important for sport in pre-industrial Britain.

(2)

Pre-industrial sport was occasional and took place on farming land to promote sports such as hunting to maintain pre-industrial values. Also, sport took place on 'holy days' which allowed men time off work to participate in sport such as mob-football.



This answer shows sufficient detail to reflect the requirement of outlining two reasons why the identified occasions were important for sport.

The candidate details these as being occasional, taking place on Holy days, and time being taken away from work with one consequence being the emergence of mob games.

No detailed explanations are required when the command word used is 'outline'.

2 marks

Question 9

This question was not answered well by most candidates and few accessed full marks.

Confusions existed, and candidates interpreted corporations to mean 'sponsors' or football clubs, thus centring on the club versus country debate.

However, some candidates did identify correctly competing for F1 or cycling teams. Answers tended to centre on football only. Financial and identity reasons were cited most frequently, as either an advantage or a disadvantage.

9 Outline **two** advantages and **two** disadvantages of competitors performing for corporations rather than countries.

(4)

An advantage would be an increase in standard in the sport as the corporations can pay for better training, coaches and facilities. Another advantage would be that for spectators it would be more entertaining to watch and go see as the stadiums are better and players are better.

However, the players and fans lose tradition as they become very separate from each other. Also ~~that~~ some of the corporations like Red Bull are bad so ~~the~~ role models promoting bad things and can cause health problems to younger kids as energy drinks are bad.



The candidate makes a good attempt to provide two advantages and two disadvantages, but some confusion does exist. The advantages of high-level facilities are identified.

High standards – in the inclusion of the wording 'players' as opposed to performers – would suggest some mis-understanding.

While the disadvantages need interpretation, it is possible to give credit for performers not being from the same country and the poor image that may exist for some corporations, such as Red Bull.

3 marks



Where you have to identify advantages and disadvantages, as in this case, then use these two terms as sub-headings

Question 10

This question required candidates to explain, with reasoning, the link between the three key social events from the named Olympic games to the impact on the subsequent games of 1984.

Many candidates were able to explain correctly the key events and then detail the rise in sponsorship and the commercialisation of 1984.

Some candidates confused the date of the event and/or omitted the impact of the 1968 black power salute and/or the terrorist attack of 1972.

Credit was given if mention was made of the increased security costs as a consequence of 1972 events, having an immediate impact on the 1976 games.

Many answers contained a higher level of detail than was required.

10 Explain the impact of **one** key social event from **each** of the 1968, 1972 and 1976 summer Olympic Games on the 1984 summer Olympic Games.

black
powr
72
munich
76
montreal

(6)

black

The 1968 Mexico City games were when two American athletes won ~~med~~ medals. To show the media they wore a black glove on one hand and stood on the podium ~~to bare~~ bare foot to represent black poverty in the United States. This had an affect impact on the 84 LA games because they made sure that all athletes were equal and were all given equal recognition.

The 1972 games in Munich was were there was the killing of 11 israeli athletes in a day known as Black September. This had an impact on the '84 games because they made sure that there were high levels of security to ensure these events didn't happen again.

The 1976 games in ~~at~~ Montreal saw the city nearly go bankrupt after they payed to have high levels of security after the events of 72. At the 84 games Peter Ueberatch made sure the same thing didn't happen to Los Angeles by making money from ^{merchandising} sponsorship and large companies such as coca-cola and McDonalds. This meant the money from ~~it~~ this payed for the Olympics as he set out when he created the Olympic blueprint.



This answer offers a sufficiently detailed response, although some extra information would have been of benefit.

The candidate has been able to identify correctly the three key social events.

They offer limited explanations as to the effect or impact of the 1984 games.

6 marks

Question 11

This is another of the levels-based questions.

This question was challenging for the vast majority of candidates. A lack of specific detail was the major reason.

Too many answers simply identified as a feature 'talent identification in schools' but gave no detail as to how this was similar – comparison.

Sweeping and generalised statements such as the 'use of sports science' or 'PE teachers spotting talent' were not detailed enough to satisfy the command word: 'examine'. 'Examine' requires candidates to exemplify a point using analysis and justification – in this case, detailing the similarities with specific examples, as given in the mark scheme.

11 Examine **four** ways in which talent development in the UK is similar to that used in the former East Germany.

(8)

In the UK and East Germany, talent identification starts from a young age, as it allows for potential development/progress to be maximised.

In East Germany, talent identification began at as young as 7, and the formation of junior/youth academies at many top football clubs shows how they also try to identify from a young age as it ~~allows for~~ prevents players picking up bad habits and allows more time for the skill to be improved and developed. State of the art facilities are key factors of talent development in both nations, in East Germany the facilities were government funded whereas in the UK they are often lottery funded, as they see the potential effect good facilities can have on developing a performer.

Sports science was a big factor of East Germany's success where the government would control many aspects of your life, diet and training. Sports science in the UK uses similar methods, as training and diet is often optimised to ensure that talents can be properly developed without being inhibited by poor lifestyle choices.

Both the East Germany and the UK have also put a lot of emphasis of world class

coaching, as it is seen as the key to developing talent. Coaching can be used to improve technique and improve sport specific skills, whilst cognitive coaching can also be used to control arousal and self confidence.



This answer highlights some of the key points expected when drawing similarities between East German talent development and those in the UK.

Initially, looking at the age factor, facilities, sport science and coaching as four areas, the candidate attempts to offer explanations. However, they do not include examples such as the sports institute centres at Loughborough/Bath or the use of Long Term Athlete Development (LTAD) programmes.

5 marks

Level 2



The question asks for four similarities therefore these should form four distinct paragraphs

Use examples to make your answer more specific and to prove the points you are making

Question 12

The third extended-answer question required candidates to interpret data from the table provided and use this to help form the response. This was also an asterisked * question, allowing candidates to draw from the whole component.

Some issues existed in data analysis and the conclusions drawn were very simplistic. The question required candidates to evaluate the impact of globalisation on British sport. Whilst some understanding was evident regarding the meaning of globalisation, there was limited understanding of the impact of this on British sport, with limited depth or detail.

Confusion existed, because in many cases, candidates wrote only about football, ignoring other British sports. However, there was some evidence of analysis enabling a judgement to be made – even if this was very superficial at times. The impact of TV was the most common theme. The concepts of Americanisation and the Golden Triangle, for instance, were seen rarely.

Few candidates included content from other areas of the component.

*12 Evaluate the impact of globalisation on British sport. Use the information in **Table 1** to support your answer.

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

(15)

<u>Premier League overseas TV rights contract</u>			
Period	Length of contract (year)	Total contract income (Million)	Contract value per year (Million)
1992-97	5	£38M	£7.6M
1997-01	4	£98M	£24.5M
2001-04	3	£178M	£59.3M
2004-07	3	£325M	£108.3M
2007-10	3	£650M	£216.7M
2010-13	3	£1437M	£479M
2013-16	3	£2230M	£743.3M
2016-19	3	£3000M	£1000M

These figures are for the live rights for outside the UK only

Table 1

Football Association (FA) Premier League Football

Globalisation refers to the spreading of sporting knowledge and customs around the world. It involves the migration of sporting labour which in turn increases participation and spectatorship across the globe.

The tables above indicate an increase in sporting knowledge and customs as there has been an over £2000M investment in TV rights. This allows different countries to access footage of sport and stream live content. This is beneficial as it increases

the fan base of a particular sport and increases the media hype, producing role models and encourages commercial contracts.

Migration, luxury to globalisation, can be historical, economic, geographical and political. The reasons for historical migration is due to industrialisation where people moved to towns and cities for work, which was led to less space and in turn the creation of boundaries which are today used in the game of football where there are specific pitch sizes (this has transpired across the globe). Economic migration refers to the movements of players / sporting labour to seek lucrative contracts and transfer fee large sums of money. The increased money involvement in sport has been globalised from commercialisation as there is an increasing focus on sponsorship deals and endorsements where athletes are being paid more than ever. This is represented in the table as media companies are increasing investment in Premier League TV as media sensationalism has increased. A negative of this is that it promotes acts of deviance and only shows the popular male dominated sports such as football rather than ~~the~~ women's premier league (although it's increasing). Political migration refers to promoting a country's system and political attitudes in connection with sport. *See Moreover*

Geographical migration refers to the fact transfers can happen overseas or close to home. The impact of globalisation here has had a massive impact on Premier League football as more managers are migrating to England to manage better clubs so that now 1/2 of premier league teams are managed by foreign managers.

Although globalisation has increased the equality of opportunity and increased participation (encouraging more participation), it has negative effects on the performance of England's national football team. This is due to the fact more foreign players migrate to play for premier league clubs due to the better financial gain and standard which means less playing time for English players. This has affected England's performance in the world cup as they haven't won a title since 1966.

The increased control of the media, as the table shows their investment has up to £3000M puts more pressure under athletes to perform which could increase deviance. This is the sensationalised within the media whereby it seems like there is more deviance than there actually is. Having the media more control means that they can dictate rules of fines for important

events which may not be suited to the athlete. The media has also increased pay-per-view which makes it harder for people with lower income to watch sports and therefore will miss out on events such as boxing as the expense is too high. Also the increase of sport in the media means there is always sports to watch which is beneficial to inspire a population to participate; however, it can lead to the over-saturation of sport which could lead to boredom and a lack of interest.

Overall globalisation allows different cultures to migrate, ~~is~~ challenging British athletes to improve their standard in order to compete with the other athletes for more match time. The increase in foreign managers in the FA cup (such as Arsene Wenger for Arsenal) leaves a space of opportunity for English businessmen. ~~The~~ ~~even~~ migration of scouts, employers, players, managers, ~~sp~~ and sponsors all contribute to the globalisation of sport which is seeing an increasing focus on commercialisation.



This is a good attempt to answer a question that required candidates to use the data provided in the table and an opportunity to include content from across the component.

The candidate shows a grasp of the concept of globalisation and is able to offer explanations from the data.

However, the application to wider sport in Britain is limited, with a focus mainly on football – although terminology suggests athletes being used, rather than performers.

The answer offers a balanced evaluation, with inclusion of both positive and negative factors.

An insightful conclusion is given.

13 marks

Level 5

Question 13

The final extended question highlighted the issues seen in the previous 15-mark questions. Candidates may also have not allowed sufficient time to complete their answers.

The 'Analyse' command word questions do require examination in detail, in order to offer explanations and interpretations. Candidates were able to identify health issues successfully, also moral reasoning, negative role models and the rise in performance standards.

Few candidates used contemporary examples such the debate on the use of Therapeutic Use Exemptions (TUEs). Many included details on the history on the use of Performance Enhancing Drugs (PEDs), which was unnecessary. Conclusions were evident in many cases, but little further information or detail was given – only a repetition of previous content.

The majority of candidates sided with not allowing the use of PEDs, in their conclusions.

13 Two hundred and twenty four British athletes missed drugs tests between 2010 and 2014, with a noticeable spike in 2011, the year before the London Olympic Games.

Analyse the arguments for and against a completely 'open' Olympic Games with no limitations on the use of performance enhancing drugs.

(15)

The Olympic games has always tried to not tolerate the use of performance enhancing drugs due to the fact that they can potentially become dangerous for health reasons. For example in east Germany where the force fed athletes steroids which led to kidney failure and also the fact that so many women had a overload of testosterone within them they had to have sex changes and were unable to have children. However you could agree that the amounts were too much and if used sensibly and safely then there could be a positive outcome as performers would have an advantage as they are physically stronger - therefore increasing standards.

However by increasing standards through the use of drugs may make it impossible for an athlete who would not want to use drugs to ever get to the top.

Also by promoting ^{the} use of performance enhancing drugs as a positive thing as people will see their role models taking them. They will in turn too, yet they may take illegal substances which will then increase the national crime as people won't be partaking in as much sport as the substance abuse will become more important. However role models could promote certain types of drugs and try to make illegal substances even more frowned upon.

Furthermore certain athletes may take more or a larger capacity of performance enhancing drugs making it once again an

unfair environment. However limitations could be made and also by taking the drugs it may mean that athletes won't have to train as hard and are able to have more free time.

Overall drug use is negative as it sends out the wrong ethics and morals about sports - there is not longer any sportsmanship only unfair gamesmanship in order to gain an advantage. However if there are already athletes taking performance enhancing drugs then other performers should in order to make it fair.



The candidate gives an analysis of the issues, with the use of PEDs and arguments presented for both cases.

The inclusion of content on health issues, moral reasoning, role modelling and the increases in performance standards are given, along with the issue of those athletes who would not want to use PEDs.

A conclusion is given with a final opinion but the overall response lacks development and a range of examples. These would have highlighted a depth of knowledge and wider understanding of the related issues concerning the use of PEDs.

The answer, whilst giving some understanding, presents as a simplistic overview.

The overall level of technical language is commensurate with Level 2.

5 marks

Level 2

Paper Summary

Based on their performances on this paper, teachers and candidates are offered the following advice:

- Whilst clear examples existed of good sporting examples these focussed almost completely on football. A wider range of examples from different sports will demonstrate a broader sporting knowledge and should be encouraged
- Many sports or physical activity examples offered by candidates were far too long and therefore wasted writing space and candidate examination time – keep these short and explicit. Examples should be contemporary, ideally from the last decade
- Some evidence was seen in the lack of ability by candidates to recall factual detail and 'guessing' demonstrated a lack of knowledge
- Ensure candidates are familiar with the demands of the *command* words used in each question, such as the requirements for 'Explain' questions
- Many candidates found it difficult to interpret the data table. Practice in this area would be beneficial
- Candidates should aim to write avoiding extensive 'crossings out': this was a feature of many less successful responses. A plan for the extended answers would be beneficial
- Teachers should ensure they have read the component topic guides, the online magazine, 'Inside Track', and covered all areas of the component specification in their teaching. Many candidates who were successful on the paper overall scored 0 on what are traditional GCE content areas, such as Attribution Theory, thus suggesting not all topic areas had been taught
- The extended 15-mark answers should have a structure to enable candidates to form an answer – an introduction 3-5 lines maximum, short paragraphs that make single points and a clear definitive conclusion of 4-8 lines. A 'plan' will help in this because many candidates had extensive introductions, and weak or no conclusions
- Candidates are advised to answer the 4 extended 15-mark questions first because these will require time to be given to constructing and forming an answer plan
- Candidates should avoid using bullet points – this hinders the quality of written communication
- Some slight leeway will be given but candidates are advised to ensure they have revised the specific key words and concepts contained in the specification glossary

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>

