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Examiners' Report

Principal Examiner Feedback

Summer 2019

Pearson Edexcel GCE

In Physical Education (8PE0)

Component 2: Psychological and Social Principles
of Physical Education

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Introduction

The paper showed that many candidates had been well prepared and were aware of the demands of each specific command word accompanying each question. The knowledge generated through responses to AO1s was varied and there were some elements of confusion in some of the material. The AO2 questions on section A worked well with better candidates showing a clear awareness of how to summarise and explain. A lack of knowledge hampered the responses offered in section B. The two extended questions offered a stark contrast which provided an equal balance across the paper. The format and material for question 6 allowed candidates to score highly and yet provided scope for stronger candidates to produce higher level responses. On the other hand, question 11 unearthed evidence that this topic is perhaps not as well taught or is less readily accessible than some of the others. The responses here were largely descriptive and detailed knowledge was lacking.

8PE0_02_Q01

This was a well answered questions by most students as most were able to show a knowledge of tactics and their use. The space available and available mark should be a clear message to students that only brief information is required. Some students provided more than one reason which did not penalise them in any way, though this will, naturally, reduce the time available for other more demanding questions. The mean mark suggests that candidates were able to start the paper on a positive note and score well. The nature of the question focused on adjusting tactics rather than simply deciding on a tactical approach. There was a need for answers to be reflective of this and simple statements such as to win or to improve were not specific enough to merit a mark as they do not infer a reason to adjust tactics.

1 Give **one** reason why a performer or team might adjust their tactics. (1)

If a present tactic isn't having the desired outcome due to the opposing team counteracting it effectively and efficiently.

(Total for Question 1 = 1 mark)

This student has scored a maximum of one mark on this question. They have clearly identified a reason for changing tactics based on the actions of the opposing team.

8PE0_02_Q02

The use of the command word list increased the accessibility of this question necessitating students to provide two of the listed practice methods from the specification. A mean mark of less than half would indicate that many students were confused by the terminology and instead referred to practice structures rather than methods. Some students hedged their bets and provided two of each resulting in two marks as there is no negative marking. It was vital that students correctly named two of the methods and whole, whole-part-whole and part were the most common accurate responses.

2 List **two** of the common practice methods. (2)

- Part - practice method
- Whole - part - whole practice method

(Total for Question 2 = 2 marks)

In this answer the student clearly and accurately identifies two practice methods and was awarded two marks.

8PE0_02_Q03

Wood's Triadic Model is clearly identified in the specification and should be a staple of the teaching content of attitudes. The students who were aware of Wood's model were able to score very well here and attain a maximum mark. The understanding of the requirements of the command word "describe" were well illustrated here with students showing a good working knowledge of each component. The most common misconceptions accompanied the affective, where a frequent mistake was to refer to this as associative, or emotional component but students showed strong understanding of cognitive and behaviour components. A mean mark of just below half shows that this question distinguished quite well between students.

3 Describe the **three** components of an attitude as identified in Wood's Triadic Model. (3)

The three components of attitude are the Cognitive, Affective and Behavioural components. Cognitive is what the performer thinks of the particular sport e.g. a girl might think that rugby is for boys only. Affective component is how an individual feels about their cognitive thought on that particular thing. e.g. the girl might hate rugby because she thinks that it's a rough sport and it's only for ~~just~~ boys. Lastly the Behavioural component is how an individual acts according to how they feel about the certain thing. e.g. the girl might decide not to take part in rugby because she doesn't enjoy it.

(Total for Question 3 = 3 marks)

A description is offered of the correctly named components of Wood's model and this student also provides examples which, though not necessary, provide a greater indication of understanding. This answer merits three marks.

8PE0_02_Q04

Thorndike's Laws should be familiar fare for students and many approached this question with relish by demonstrating an accurate identification of each law accompanied by an appropriate summary. Reference to establishing the required SR bond enhanced the quality of many answers and illustrated sound understanding of the laws of learning. Students tended to show detailed understanding of the laws of exercise and readiness but were slightly less secure on the law of effect. Although the Law of Effect involves reinforcement, it is not named the Law of Reinforcement or the Law of Effort and such responses were not rewarded. To attain marks for the Law of Effect, students were required to summarise how reinforcement contributes to the establishment of the correct SR bond.

reinforce - effect, exercise, readiness
repetition → muscular and nervous

4 Summarise why a coach would use Thorndike's **three** laws when teaching a sporting skill to a beginner. (6)

One of Thorndike's laws is the law of exercise, this is the idea that repetition strengthens the stimulus response bond. Another law is the law of effect which suggests that reinforcement strengthens the stimulus response bond. The third law is the law of readiness which is the bodies nervous and muscular system being prepared for action. A coach would use all 3 of Thorndike's law when teaching a beginner because it would increase the amount of knowledge the learner would retain as opposed to only being taught with one. This may encourage more of a habitual response. Due to the beginner learning the skill as opposed to an elite athlete just practising the skill, all three laws may be used to strongly reinforce the correct actions.

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This question asks for a summary which is provided in the first section where the students showed sound knowledge of the three laws. Though not detailed, the comment regarding the Law of Effect is worthy of a mark as it shows an appreciation of the role of

reinforcement. The answer is then substantiated by the student in showing how these laws would be used demonstrating deeper understanding of this topic. The answer focuses on reinforcement which is key to the question. This response would score six marks.

8PE0_02_Q05

The provision of the three stated causes of aggression led students in the correct direction enabling them to show knowledge of explanation and application to merit marks. Students were able to show an understanding the effects of over arousal and how this creates frustration, over stimulation and a loss in self control but were less convincing in their explanations of under developed moral reasoning and bracketed morality. The provision of appropriate examples reduced the quality of answers as examples lacked specificity and sometimes listed effects rather than examples of actions. This was a question that allowed students who knew the causes of aggression to apply

- 5 Over arousal, under developed moral reasoning and bracketed morality are examples of causes of aggression.

Explain how these **three** factors cause aggression in sport, providing an example for each.

(6)

Bracketed morality is when the performer behaves differently in a sporting situation to how they would in everyday life - they have different morals for different situations. This may lead them to think that aggression that ~~is~~ wouldn't be suitable in everyday life is suddenly acceptable just because they're in a sporting environment. Under developed moral reasoning is when someone has little morals and thinks that aggressive behaviour is acceptable due to them never being taught otherwise. For example someone may become aggressive when things don't go their way, so if in sport an advantage was given to the other team, their response would be aggressive and they may try and start a fight with the referee.

* An example of this may be that in everyday life somebody has a very level temperament but as soon as they're in a sporting environment their attitude changes.

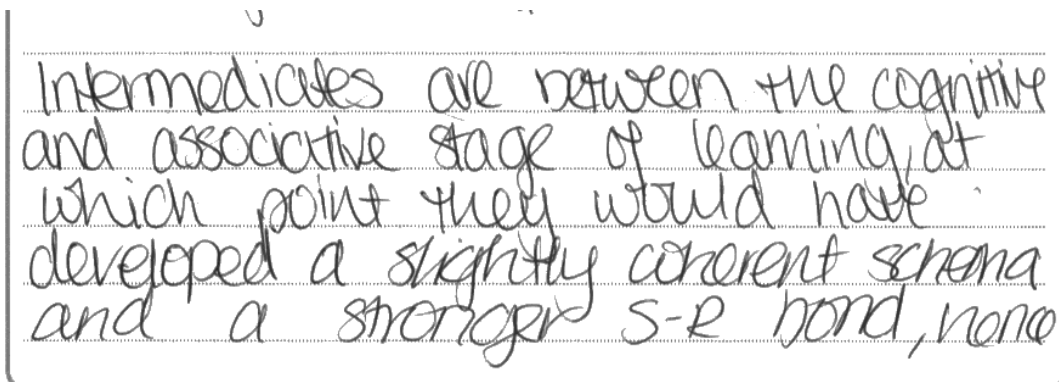
(Total for Question 5 = 6 marks)

that knowledge in an exam situation and support their response with a considered example.

This is the first part of a student's answer that shows strong knowledge of both bracketed morality and moral reasoning. The student is able to apply both causes to sporting situations and provide a detailed and adequate example. As listed, this response would score four marks out of six as there is no reference to over arousal.

8PE0_02_Q06

The first of the extended writing tasks presented a familiar topic to students in coaching styles. This was also the data question and students were required to make reference to the data to support comments made in their answers. Most students did this very well and provided some analysis of the data itself by stating why certain levels of performer did not favour certain coaching styles. A significant number of students were able to demonstrate a comprehensive analysis, make strong links and draw a substantiated conclusion allowing access to band 4. It is good practice in the extended answers to use and introduction to show knowledge of subject content, in this case coaching styles and to write a conclusion that makes a judgement with substantiation. There needed to be a level of analysis as opposed to description to succeed in this question and students were prompted to state why each style can be effective or ineffective at each stage of learning. The inferred reference to Fitts and Posner's learning stages was grasped by stronger students and they used this knowledge to enhance their response.



Intermediates are between the cognitive and associative stage of learning, at which point they would have developed a slightly coherent schema and a stronger S-R bond, none

success in performing the skill is more likely, command style is still the preferred skill, as it allows s-r bonds to be optimized, ~~and~~ however, as learners in this stage are more familiar with the skill, reciprocal style can be used, in which the learners help each other to perform the skill, under instruction of the coach, and the data shows that 25% of ^{intermediate} participants prefer this approach. Guided discovery is also preferred, as 30% of intermediate participants prefer this approach, as this ~~allows~~ involves the coach asking questions that are open ended and have no explicitly correct answer and allowing the ~~the~~ learners to answer, thus developing a clear schema.

Good exam technique is demonstrated here with the high level of analysis, incorporation of other aspects of skill acquisition and psychology and the reference to what the data shows. Stages of learning form the basis of the analysis and Fitts and Posner are detailed appropriately. This is a sound example of an answer that would into band 2.

8PE0_02_Q07

This was one of the strongest scoring questions on the paper presenting students with the familiar topic of benefits of mass participation. Many students scored very well on this question which resulted in a high mean mark. The majority of responses focused on the benefits for health and the NHS but others were able to incorporate economic and social factors in their answers showing a wide range of understanding of this subject. Students needed to be aware of repeating the same point in this question, an example of repetition would be listing afflictions associated with unhealthy lifestyles such as type 2 diabetes, CHD and obesity.

SECTION B – Sport and society

Answer ALL questions. Write your answers in the spaces provided.

7 Identify **three** possible benefits of increasing mass participation in physical activities for the UK. (3)

It can lead to healthier lifestyles for citizens in the UK, because of participation. It creates a pathway for those who could reach the elite levels and represent their country. Mass participation allows people to spend their time positively rather than getting involved in illegal activities which is very common in ~~the~~ teenage males.

(Total for Question 7 = 3 marks)

The above answer shows overt coverage of three separate points. The student identifies healthier lifestyles as a benefit and adds to this the creation of an elite pathway and reduction in crime, all of which are mentioned in the mark scheme.

8PE0_02_Q08

Migration of sporting labour is a diverse and interesting topic that allows students to show a breadth of knowledge. The use of "state" as a command word allowed students to demonstrate this knowledge. It was important that students focused on advantages as directed by the question and the provision of disadvantages, though interesting, was not worthy of marks. There was occasional confusion with the question demands as some students referred to the Industrial Revolution and labour forces in factory teams.

8 State **three** advantages of the migration of sporting labour.

(3)

- More diverse sports around the world, and more widespread talent to be transferred across the world and inspire people of all nations to get more people ^{connected and} into sport.
- People can travel to gain more knowledge and experience and then go elsewhere to teach others what they have learnt.
- ~~the~~ Economy boosts for countries transferring players/ with a lot of people coming into the country to working in sporting industry.

(Total for Question 8 = 3 marks)

This is a response that would merit two marks and shows some understanding of the topic. The marks would be awarded for increasing participation and standards across the World and boosts in the economy for those working in the sporting sector which is particularly relevant in nations such as India with the advent of the IPL.

8PE0_02_Q09

Students found this question hard and tended to write about industrialisation, education and transport. Others assumed this was a question about the Industrial Revolution and not one with a focus on one aspect of this. The use of examine requires candidates to provide a balanced argument and in this question, this meant they needed to examine both positive and negative impacts of urbanisation. The reduction of space and its positive and negative implications were discussed by many candidates and other popular subjects were factory teams, spectatorism and social changes. The stronger students were able to provide a balanced viewpoint and included negative impacts such as health deterioration and a reduction in available time.

9 Examine the impact of urbanisation on recreational activities during the Industrial Revolution.

(6)

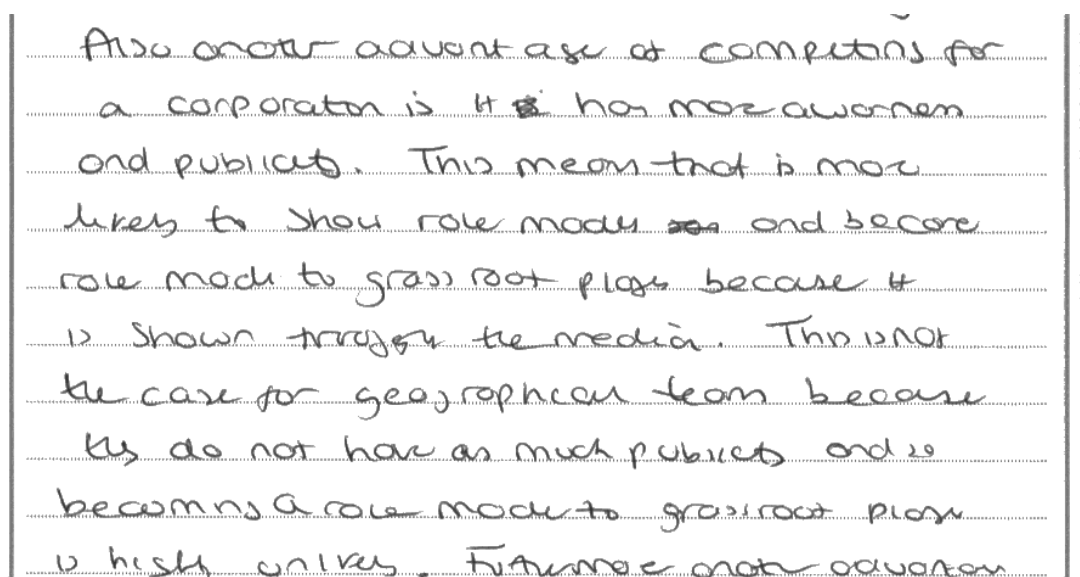
Recreational activities became more town-based, such as bathing, because less people lived in the countryside. Urbanisation was a result of the development of factories, which created a large work force that, following the creation of the factory act, were able to participate in sports such as football, as factory teams, leading to increased participation in recreational sports. Towns were small, with little free space, hence recreational activities were small scale. Due to higher town populations, more people were able to participate in recreational activities. Urbanisation led to more orderly and less mob types of activities, in which rules were established. There was an increase in spectatorism and wagering.

(Total for Question 9 = 6 marks)

This response was fairly typical of this question in that the student in question has clear knowledge of the topic and shows an understanding of urbanisation. Points are credited regarding reduction in space, work forces in factories, increase in urban population and spectatorism. This would score four marks but not the maximum as it lacks an appreciation of the negative aspects of urbanisation.

8PE0_02_Q10

This was a question about the advantages of competing for corporations rather than geographically based teams and few students seemed to recognise this as they provided a plethora of information that could be attributed to both forms of team. It was important to remain focused on the advantages and many strayed into the temptation of discussing disadvantages. This was a six-mark question and a common fault was that students tended to provide only three relevant points thus decreasing their chances of scoring highly. It is vital that students acknowledge the number of marks available and tailor their responses accordingly.



Also another advantage of competing for a corporation is that it has more awareness and publicity. This means that it is more likely to show role models and become role models to grass root players because it is shown through the media. This is not the case for geographical teams because they do not have as much publicity and so become role models to grass root players through other means. Further more another advantage

This extract from an answer would merit one mark for this question it illustrates the advantage as being an increase in publicity and contrasts this with the effects of representing geographically based teams.

8PE0_02_Q11

In direct contrast to the first extended answer, this was a question that students found hard and very few were able to show an appreciation of the impact of the British Empire on the development of international sport. Both areas are overtly mentioned in the specification and provide a significant area of study. The spread of Empire games and ethics across the Commonwealth forms a starting point for the response and this was something that students appeared to have a working knowledge of with many referring to cricket in India or rugby in South Africa or New Zealand. A knowledge of colonialization and the roles assumed by the British as soldiers, teachers, missionaries and governors was displayed in some answers and again, such comments were worthy of credit. Students were able to mention the Commonwealth Games and indicate the role of the Empire in the reinvention of the modern Olympics but very few brought in other areas of study or provided a counter argument to the influence of the British Empire. The development of World Cup football, sport in the USA and the negative effects of the British Empire were lacking from responses. The mean score for this question was low at just under four marks.

*11 Discuss how the development of international sport was influenced by the British Empire.

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

Sports that ^{were dominant} ~~originated~~ in the United Kingdom, ⁽¹²⁾ such as rugby, football and cricket, ~~during~~ the following industrial revolution were spread to other countries through the colonization by the British empire. As the British would travel to other countries, as merchants, royal officials or army officers, they would play sports ^{in the} back in England in the countries that were colonized and made Commonwealth countries. They would involve locals from the countries they went to, and would teach them the sports, as by this time spectatorism and sport participation had grown in the United Kingdom, and rules were ~~this then lead to~~ British officials written and exercised. This then lead to the locals being paid

This is a promising start to an answer that fell into band 3. The student identifies how games were spread through the Empire and indicates the role of public schools. Clear understanding is displayed through understanding that rugby and cricket were two of the major Empire Games. This student clearly knows what the British Empire was and how it resulted in British games spreading across the Commonwealth.

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

- Extended writing questions worked best when candidates responded to the individual demands of the command word and recognised that there are differences between the demands of analyse and discuss
- For longer questions that are allocated more marks, students must ensure they provided the required amount of points to score the maximum mark
- It is important to develop understanding of the content in the specification to enable students to answer questions on all areas
- Some areas of content require a greater range of study as they are potential extended answer topics
- Students should try to order their understanding to avoid confusion between topics for examples Wood's and Hollander or Thorndike and Fitts and Posner
- Where examples are required these should be as specific as possible and students should avoid using vague examples.