

Examiners' Report
June 2019

GCE Physical Education 9PE0 02

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Introduction

This is the second year of examination in this specification and centres have been able to draw on last summer's first examination in order to prepare their candidates to good effect for this component 9PE0 02 paper.

The extended answers were generally answered better in this series compared to last year, as seen through both the higher mean and mode scores. Candidates acted positively on advice given in last year's Principal Examiner's report and from the Online Inset feedback course. There was still a distinct lack of responses that achieved a level 5 mark for the extended 15-mark questions, despite some interesting, coherent and informative responses written by candidates.

The range of marks achieved between the two sections, A and B, indicated that candidates have been well-prepared to demonstrate their knowledge and understanding across both sections. Whilst not exactly equal between the two sections in terms of raw marks, the mean mark score for each section was reasonably similar.

The range of marks between the A and the E grade boundaries has been extended this year and this shows a healthy discrimination between candidates placed at these levels of award.

Question 1

The command word **identify** required candidates to establish or indicate who or what someone or something is. In this question, candidates were required to identify three factors that affected information processing in the **context** of skill acquisition and the overall remit of a physical education paper.

Q01 allowed for a wide range of responses and candidates demonstrated a sound knowledge of information processing and factors that affect our ability to respond to environmental demands.

Atypically, the number of stimuli presented, age, the intensity of a stimulus and the overall detection, comparison and recognition pathway were popular responses.

However, some candidates found it difficult to identify three acceptable factors in their responses or wrote over-long explanations, which was not required.

1 Identify **three** factors that affect information processing.

(3)

→ Selective attention - only remembering and processing information that is useful or memorable.

→ Information overload - Not being able to process any information due to too much information trying to be processed.



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Examiner Comments

The candidate has given two credited factors:

- selective attention, with a suitable explanation
- information overload, as affecting processing

2 marks



When a specific number of responses is required, identifying each response is a positive way of ensuring all correct responses are credited

1 Identify **three** factors that affect information processing.

(3)

The environment affects the information processing as it may take longer.

Past experience will affect the speed of processing information, as more experienced performers will be used to it.

Age will affect processing as older people will think quicker.



This response was awarded full marks.

Three distinct and relevant factors are identified with a short explanation to qualify each of the factors given.

This response was atypical of those achieving full marks.

3 marks

Question 2

The command word **summarise** required candidates to express the most important facts or ideas about something – in this question, the three laws of learning as detailed by Thorndike.

Many candidates were able to identify the three laws and produce 'text book' accurate summaries. Where confusion existed, this was invariably when summarising the Law of Effect and a reference to feedback, with the emotional link between the learner and rewarding behaviour.

However, many candidates were able to access full marks through an accurate summary of each law.

This response would have benefitted from the three laws being underlined or written in bold.

A new line or line space would have also have added clarity to the visual presentation and ease of reading.

2 Summarise Thorndike's laws of learning. ^{effect}
= exercise
- readiness (3)

The first law is the law of readiness where it says a performer needs to be physically and mentally prepared. The second is the law of exercise where the skill needs to be rehearsed and practiced so in a sporting competition it can be reinforced. Lastly the law of effect states that when a skill is done correctly, if they are praised and encouraged it will strengthen the skill bond and it will be repeated.



The candidate has identified the three laws as stated by Thorndike and receives full marks.

The Laws are summarised with enough detail to demonstrate the candidate's understanding.

Additional information that could have been included focuses particularly on the law of exercise, where the candidate may have mentioned the establishment of a Stimulus-Response (S-R) bond.

3 marks



Arrange your response clearly: if you are asked to make three points, use three separate lines

Question 3

The command word **explain** requires candidates to detail how and why, thus the meaning of something with reason(s) or a linked example. A linked point must be made – explanation and example.

For this question, candidates were asked to detail the established explanations of fixed and distributed practice and through a suitable sporting example to show an applied reasoning for their explanations.

Q03 provided candidates with a cognitive challenge because often a question on practice types sees fixed practice usually paired with variable (or random) practice and distributed with massed practice as alternative forms. As a consequence, many candidates missed two of the marks through reference to the incorrect practice type.

Distributed practice seemed to prove more difficult to explain than that of fixed practice. Examples given were of variable quality and some, such as simply running, were too general to be worthy of credit. It may be useful to advise centres of the necessity to provide 'specific' examples from a range of sports for such questions.

This response would benefit from the mention of a 'drill' or 'grooving' for fixed practice. A really good example of this would be a performer working with a cricket bowling machine or a tennis player receiving from a ball feeder when the ball is the same each time and the performer reaction or response is more or less 'fixed'. Building an S-R bond is crucial.

For distributed practice the key is the rest and recovery periods, which do not happen by chance but are deliberate, planned and programmed into a wider, longer, training session.

The rest periods are used for analysis and recovery. Fixed practice could be undertaken through an overall distributed session.

3 Explain what is meant by the terms fixed practice and distributed practice. Use a suitable sporting example for each form of practice.

(4)

Fixed practice is practice that ~~is~~ is constantly the same over and over ~~of~~ again, and is good when learning closed skills that are self-paced such as performing a free throw in basketball, you would just constantly practice ~~the~~ performing one under same conditions.

Distributed practice is where practice involves periods of rest to recovery or when a mentally prepare and rehearse the practice just performed. It is used for long serial skills such as gymnastics routines with a lot of skills and tricks involved to allow time to remember each.

(Total for Question 3 = 4 marks)



ResultsPlus
Examiner Comments

This response is well-written and achieves maximum marks.

The explanations of each practice type contain sufficient detail and have appropriate examples. The clear distinction is made that in the fixed practice the action tends to remain constant in the same environment.

The examples given by the candidate are acceptable to demonstrate a distinction between the two practice types.

4 marks



In 'explain' questions, think carefully about the examples that are used

Question 4

The command word **analyse** required candidates to explore the issue of how technology can be used to enhance skill acquisition and improve performance. Candidates need to order their response in a methodical and ordered way to explain and interpret this area of study.

This question was identified with an * and allowed candidates to use their knowledge and understanding from across the course of study. Whilst this allowed candidates to include content from across component 02 it was acceptable also to include appropriate content from components 01 and 04.

Q04 was the first extended answer and provided students with a wealth of material in the area of technology for developing skill and aiding performance. The most commonly analysed methods were video recordings, wearable technology and GPS/heart rate monitoring. Despite the amount of technology available, many candidates' responses were too narrow in their focus and failed to provide sufficiently detailed applied examples. A greater range of examples was needed to access a level 4 and 5 mark. All sports have embraced technological developments and candidates would not be short of examples and it was pleasing to see those from Formula 1 or golf, for instance.

Judgements remained at a fairly basic level and lacked full substantiation, with very few candidates considering the negative impacts of technology such as cost and inaccuracy. For those candidates who did, drew content from across the component 02 and further, from the wider specification. The application and structure given in their responses was written to good effect applying physiological benefits of technology to help answer the question.

Although there were detailed inclusions the key for all candidates was to analyse **how** technology has enhanced skill acquisition and improved performance, rather than merely naming several forms of technology in sport. Candidates should prepare for the answering of these * questions by engaging in linking concepts and areas of the specification together.

- *4 Sports science has now become a crucial factor in developing sporting talent. ^{- Manual / mechanic} ^{feedback} ^{Guidance.}
- Analyse how technology can be used to enhance skill acquisition and improve performance. ^{HR Monitors:} ^{video analysis - feedback.} ^{GPS}
- Use your knowledge and understanding from across the course of study to answer this question.

(15)

Technology is crucial in order to enhance skill acquisition which will ultimately help to improve performance.

Firstly video analysis from recording an athlete's performance can be used in order to give extrinsic feedback to the athlete and so they're able to receive feedback about knowledge of their performance after the activity. This allows the athlete to identify weaknesses in their performance which they can then correct and improve upon in order to improve their skills.

Secondly ~~Heart rate~~

Secondly heart rate monitors can be used when an athlete is performing a training to monitor the training zone they're in and whether that is appropriate to the activity they're in. Heart rate monitors can give the athlete concurrent feedback during the performance which will mean they can quickly adapt if they need to alter anyway they're performing. Such as if ~~the~~ a marathon runner's heart rate was too high at the beginning of the race it could

Indicate that the athlete should slow down
Also heart rates could be analysed after the performance
to see training zones they're working in and
whether they need to adapt their training to
suit the requirements of an activity.

Cps watches can also be worn to
monitor the movement of an athlete
during the performance and whether they're
moving too much or too little dependent on
the position they play in. ^{if the athlete} ~~during~~ the was
to be a games player. Again this provides delayed
feedback which the coach can analyse and
correct any changes that the athlete needs to
correct. This is good for an autonomous learner
who wants to perfect their skills.

Furthermore technological advancements ~~are~~ mean
mechanical guidance can be given to an
athlete if needed, specifically an athlete
in the cognitive phase of learning. ~~This~~ Mechanical
guidance can be given by using a bungee
in trampolining which could help a gymnast or
diver. This helps improve the athlete's performance
as the learner can gain better kinesthetic
awareness which allows motor programmes to

form which means the learner could progress to the associative stage of learning.

Finally phones can be used to again video an athlete or to provide videos of other players performing a skill. This could act as feedback for the athlete performing, or if the athlete is watching videos of other athletes it could act as visual guidance and verbal guidance. This again helps to improve performance as the athlete can identify specific cues of a skill. This is also appropriate for all stages of learning which are cognitive, associative and autonomous.

In conclusion is great in helping an athlete to learn skills and perfect them. However, they could affect performance if the athlete becomes dependent on technology which could mean the athlete has little intrinsic feedback and are unable to perform the skill in a game situation. Also some may question the accuracy and reliability of GPS watches and heart rate monitors which means the athlete could learn an incorrect skill.



The candidate has been able to include five different forms of technology and offer sensible explanations of how these can improve skill acquisition and, as mentioned in the introduction, improve performance.

The response would have scored at a level 4 or 5 if the candidate had included a wider range of technological examples such as wind tunnels or golf analysis software.

There is a good attempt to include a link to the stages of learning and the use of feedback and guidance.

The final conclusion forms an opinion to include criticism of becoming over-reliant on technology.

This response was awarded level 3.

9 marks



Try to make a final conclusion or summary twice the length of any introduction.

This response is a good example of a brief, yet valid, introduction and the conclusion/summary offering extended opinion.

Question 5

The command word **define** requires candidates to understand key words in the specification. Definitions are contained in the specification and candidates were credited if their response reflected the wording found in the glossary.

In attempts to define 'anxiety', candidates provided a variety of responses. Those who knew this did well by stating the negative aspect of stress and adding information, though unnecessary, on state/trait anxiety.

Mistakes were to list emotional responses such as fear and nervousness or to just refer to anxiety as the 'effect of stress'.

A strategy for future study would be for candidates to memorise the glossary definitions.

5 Define anxiety.

(1)

The negative effects of stress which can inhibit performance, brought about by stressors/stress objects which increase arousal



ResultsPlus
Examiner Comments

The specification glossary defines anxiety as 'a negative aspect of stress, worries over the possibility of failure'.

The candidate response mirrors this sufficiently to be accepted as correct.

1 mark



ResultsPlus
Examiner Tip

Definitions should be concise and follow the specification glossary

Question 6

The command word **describe** is open ended and requires candidates to account for something without reasons. This provided candidates with the opportunity to offer a range of suitable responses in providing a symptom of, and for, each type of anxiety.

Q06 was an accessible question for well-informed students, who were able to provide a cornucopia of symptoms of both cognitive and somatic anxiety. Such candidates were aware of the distinction between cognitive and somatic anxiety, namely psychological and physiological responses, and noted this in their answers. This question was answered well.

- 6 Describe what is meant by cognitive anxiety and somatic anxiety. Your answer should include a symptom of each type of anxiety.

(4)

Cognitive anxiety is in the mind of a performer. It causes the fear element and usually involves a performer thinking of negative thoughts that can cause ~~the~~ pessimism and fear. Another symptom associated with cognitive anxiety is loss of concentration. This means select attention cannot be made to specific skills such as newly learnt skills. Somatic anxiety however is physical state of anxiety and what it causes the body to do, for example trembling occurs and pacing up and down to avoid the fear.



This response was awarded full marks. It was atypical of responses seen from candidates gaining full marks.

The candidate is able to describe the two types of anxiety and offer suitable symptoms for each.

The inclusion of the wording of 'psychological' would have been a welcome addition to the cognitive form of anxiety. However, the content identifies cognitive/mental and physical differences.

4 marks



Leaving a line between each type of anxiety would have added clarity to the response.

Question 7

The command word **describe**, contextualised for this question, required candidates to provide an account of the two performance types commonly identified in achievement motivation. They had to name the two types and offer established descriptions found in established texts.

Candidates attained high marks on this question, identifying a 'Need to avoid failure' (NAf) and 'Need to achieve' (NACH) performer type. Most were able to identify a characteristic for both of these performers and very few did not respond correctly to the command word.

Those who found it difficult to achieve marks on this question did so because they confused the topic with motivation, and thus described intrinsic and extrinsic motivation or described an extrovert and introvert performer.

7 Describe the **two** performer types given in Achievement Motivation Theory.

(2)

- The "Need to achieve" (NACH) performers will take risks & be receptive to feedback
- The "Need to avoid failure" (NAf) performers will avoid taking risks & avoid feedback.



This response receives full marks.

The candidate identifies the correct two performance types and is able to give enough description to satisfy the command word of 'describe'.

Identified points are the risk factor when participating and the acceptance of feedback.

2 marks



Describe questions may not require much detail –
short precise wording can still be awarded full
marks

Question 8

The command word **summarise** allowed candidates to express the most important ideas about how a coach would minimise social loafing.

Q08 provided a good opportunity for candidates who had learned the topic of social loafing thoroughly, to apply this knowledge by stating three factors, ways or strategies that could be used by a coach to reduce it.

Many different responses were credit-worthy and candidates drew from a wide range of correct material that was very accessible. Popular answers included monitoring, perhaps using GPS, applying rewards or punishments, and reducing group sizes.

Other popular acceptable answers were to:

- increase group and individual cohesion and motivation
- use data tracking technology – 'Fitbit'
- highlight individual performances, and to give the identified performer specific responsibilities

Candidates generally achieved well on this question, and few were not able to offer a response.

8 Summarise **three** ways in which social loafing can be kept to a minimum by a coach.

(3)

Social loafing is the belief of a performer, usually in team scenarios, that if one person does something, they don't have to. A coach can prevent social loafing by offering rewards to performers who perform well, and consequences to those who don't. Also, a coach could give the man-of-the-match award in football as an example of this. Also, a coach could threaten poor performances with consequences to performers. An example of this may be dropping a footballer to the substitute bench or off the team. Also, a coach could split a team into smaller groups so they can see who is social loafing. This would disincentivise a performer to do so as they are more likely to get caught. An example of this



This response achieves full marks.

The candidate identifies three different strategies that a coach could use to overcome social loafing.

The three ways are:

- punishment
- reward
- reducing group sizes

3 marks



Adding identification through numbering each point when a specific number of answers is required, adds clarity to the response

Question 9

The command word **discuss** for the second extended answer question allowed candidates to write freely on a topic drawing from the indicative content.

Discussions should explore issues, lines of reasoning and situations, articulating different viewpoints. A conclusion or summative statement would enhance and thus draw the discussion to a conclusive point.

Candidate responses distinguished effectively between those who had a basic knowledge of this topic area and those who had a detailed understanding. Almost all candidates were able to apply the three leadership styles of an Autocratic, Democratic or Laissez-faire style by a coach, to affect individuals and teams alike. Some candidates as a consequence were able to do this in significant detail. They explored both the advantages and disadvantages of each and applied this to individuals and team scenarios, with occasional reference to coaching styles.

Many candidates also successfully referenced preferred styles of leadership to cognitive and autonomous learners and to elite performers. They applied examples of application to learners in either the cognitive or autonomous stages or in a sporting context. Responses generally were well-written – if on occasions rather long.

The direction of the question was towards discussion of leadership styles, of which the main three are referred to in the specification, although other styles were credited – such as transformational and situational. Only the higher-achieving candidates were able to consider the importance of the group, leadership selection, the situation and the qualities of the leader, reflecting on the work of Chelladuri and Fielder.

9 Discuss how the leadership styles used by a coach can affect the performances of individuals and teams.

(15)

The leadership styles that affect performance were suggested by Chelladurai who stated three in his continuum of autocratic, democratic or laissez-faire leader styles of leadership.

The Autocratic style is one in which a leader makes all the decisions and is authoritative. This can be advantageous in large group/team sizes, for beginners/cognitive learners who need to be kept informed by their leader as there is a lack of knowledge to make ~~decisions~~ and experience to make decisions themselves and also it good in dangerous situations such as white water rafting where action needs to be taken quickly. The autocratic style however can affect performance negatively when the leader for example is an emergent leader in rugby, thus has originated from a similar background to the other team members thus, the group/team does not want to feel patronised by someone who is considered one of their own. For an individual, the autocratic style can be ineffective on performance as it limits the person-centred element of leadership.

The Democratic style of leadership involves the use of all team players having an input on decisions and the leader making the final decision after deliberating with the team. This can be advantageous for performance that is often subjective for example, in dance or gymnastic routines, discussions need to be had as to how to best execute skills. It is also advantageous for emergent leader so long as the group/team has good

group cohesion both on the task and socially. This style however is not effective in great group sizes as not all opinions can be taken into account and is also ineffective during critical and maybe even dangerous situations where sudden actions and demands need to be put in place for without time for deliberation.

The laissez faire leadership style is when all team members have an equal say in decision making. This style is often regarded as being ineffective as it is time consuming and the likelihood of everyone agreeing is minimal. However, it can be effective for teams that share both personal and group outcomes and have high group cohesion. It can also be effective for elite individuals who are very knowledgeable of their sport and the best actions to take.

Chelladurai further assessed that leadership style must consider the team's leadership characteristics, the member characteristics and the situation characteristics. Therefore it is possible that a leader, whether person-centred or task centred, emergent or chosen can use all three leadership styles in different scenarios and group settings. He also suggested that leadership style is most effective when there is balance ⁱⁿ between the actual leadership style between the required leader behaviour and the preferred leader behaviour.

Overall all leadership styles can be beneficial for performance depending on their use time and stake in which they are used. Chelladurai identified 5 types of leader behaviour: Training and Instructive, democratic, autocratic, social support and

reward behaviour in which the conjunction of all S have the best effect on improving performance on for teams and individuals.



This candidate covers the essential core content on the three leadership styles as named by Fielder and Chelladuri; autocratic, democratic and laissez-faire, in three well-written paragraphs.

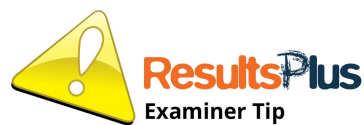
The explanations are applied to sporting scenarios and offer some qualification, with disadvantages of each style.

In the penultimate paragraph, the candidate is able further to draw academic content on the group and leader characteristics through the type of style that the leader employs.

The final paragraph concludes with limited candidate opinion but nevertheless draws valid final points.

Level 4

12 marks



Quoting a correct author often adds credit to a candidate's knowledge of a topic area

Question 10

The command word **define** in the context of this question required candidates to detail the concept of the 'melting pot' based on public school boys attending either Oxford or Cambridge universities and combining their own versions of games to form a unified code.

Almost all candidates were able to offer a response to this question. However, a degree of accuracy in the wording in responses should demonstrate understanding of the concept, its origins and the role of the public schools. Responses were expected to reflect that found in the specification glossary.

Some confusions existed with colonial expansion and the role of the army and church. There were some excellent detailed responses, worthy of more than the single mark available.

10 Define what is meant by the Oxbridge 'melting pot'.

(1)

The Oxbridge 'melting pot' is the boys coming from all of the public schools with their own rules for the same games and codifying them making one set of rules.



ResultsPlus
Examiner Comments

This response was awarded the mark.

It contains the three essential elements of public school boys coming up to either Oxford or Cambridge, bringing their own school rules and then combining them to form a common set of rules/codifying in a 'melting pot'.

1 mark



ResultsPlus
Examiner Tip

Follow the specification glossary as close as possible when offering definitions

Question 11

The command word **outline** allowed candidates to write a brief account of non-linked points on the concept of sports franchising. Direction was given by the demand for two advantages and two disadvantages.

Q11 was not answered well by candidates, with only a small minority achieving marks for advantages.

Candidates did not answer with specific reference to franchises, the system of sports structure and ownership with entry into a league such as the National Football League (NFL) in the USA, and appeared confused between this and the wider concept of commercialisation – as seen through general references to merchandising or sponsorship.

Candidates were more successful in providing disadvantages and seemed to gain higher marks for this section. Atypical answers, which were worthy of credit, included the removal of the fear of relegation, financial security in the overall brand, or the ability to move a franchise to a new location/city.

11 Outline **two** advantages and **two** disadvantages of franchising in sport.

(4)

Franchises allow for excellent spectator amenities, and stadia even when the team is not successful. Also more teams have a realistic chance to win the championship due to the level financial playing field.

The closed structure of the leagues block new entrants, so there is no relegation or promotion.

Owners can move their teams, which leaves communities with no sports team.



This response contains enough detail to be awarded full marks.

The candidate has shown enough understanding to demonstrate a grasp of the topic.

The two advantages cover the:

- issue of increased financial security leading to a general better level of facilities
- general move to build equality into the league to improve competitiveness.

At this point, the candidate could have mentioned a way this is achieved through the draft pick in the NFL.

The two disadvantages are worthy of credit in the:

- exclusivity of the league to new entrants
- ability of owners to move locations and thereby have a negative effect on the original local fan base.

4 marks

Question 12

The command word **examine** required candidates to offer justification or exemplification of the issue of whether the nation's population was becoming increasingly unhealthy. It was a requirement to offer analysis or evaluation on the topic. This was a levels-based question, based on three levels of credit.

In some respects, the responses seen were a little disappointing, because many candidates did not respond to the command word.

A positive reflection was that the analysis of data provided support for those achieving a higher level marked response. Such responses offered interesting opinion on the state of the nation's health and in the critical analysis of the data, and, in particular, the validity of measuring methods, such as the Body Mass Index (BMI), for obesity.

Unfortunately, this also seemed to hinder an examination of the state of the nation's health because few considered factors that contributed to the healthiness or otherwise of the UK.

The perception for many responses seen was that candidates focussed more on writing generic, simplistic, interpretations of the information provided, rather than using this to **support** their answers. This instruction is included in the question outline.

As a levels-based question, candidates were expected to write with a coherent structure, examining both sides of the debate on the view that the nation is becoming increasingly unhealthy, and utilise the conflicting information from the table to form a final conclusion.

The indicative content contained in the mark scheme will support a review of this topic.

12 Examine the viewpoint that the nation's population is becoming increasingly unhealthy.

Use the information in Table 1 to support your answer.

Factor	Year		
	2006	2011	2016
Coronary Heart Disease (CHD)			
% adults	5.2%	4.6%	3.0%
Obesity	1993	2006	2016
% population	15.0%	23.9%	26.2%
Diabetes I/II	1994	2012	2016
% population	4.8%	4.6%	5.6%

(British Heart Foundation; House of Commons Briefing paper 2018; Diabetes UK)

Table 1

(8)

As seen in the table above, the general trend within society is that it is becoming increasingly 'unhealthy'. For example, within the table it can be seen that whilst in 1993 15% of the population were considered to be obese, that has doubled to 26.2% in 2016, demonstrating how the statistic has risen over the years. Obesity is defined as ^{having} being an excess amount of fat/adipose tissue. For a woman to be considered obese she must have a body fat percentage of above 30%, whilst a man must be over 25%. A major, and considerably common, cause of obesity is thought to be a ~~sedentary~~ sedentary lifestyle, which similar to the statistics above, is becoming increasingly common in today's society, with transport continuously improving, alongside technology.

people are having fewer needs to becoming decreasingly active.

Public transport allows people to avoid walking or cycling to work, school etc, whilst increasing technological developments reduces the number of manual jobs. Thus demonstrating how today's society is far less active than previously and therefore increasingly unhealthy.

linked to obesity in some ways is diabetes, which as seen in the item, is also increasing - from 4.8% in 1994 to 5.6% in 2016. This too supports the notion that the nation is becoming increasingly unhealthy. As people ~~consume~~ have more and more access to excessive amounts of food, particularly those considered to be unhealthy, the diabetes levels, along with obesity stats will be seen to rise.

However, whilst the diabetes figure does in some ways support and reflect the idea of an increasingly unhealthy nation, it isn't wholly representative of this due to the fact diabetes ~~is~~ is also a genetic, unavoidable, disease, completely unrelated to healthiness.

Furthermore, whilst these statistics demonstrate an increase in unhealthiness, they do not reflect the arguable increase in healthiness, demonstrated by the drastic rise in participation in sport/physical activity that can be seen within society. Therefore whilst elements of today's

society may demonstrate an (Total for Question 12 = 8 marks)

increase in unhealthiness, it cannot be entirely applied to society. Meaning arguably it could be concluded that society is not in fact becoming increasingly unhealthy.



In this response, the candidate tries to answer the question and then uses the information from the table to support the view points given.

The issues are explored beyond mere simplistic statements on the information from the table and attempt to offer insight into the more complex social issues. Paragraphs are structured and follow logical lines of reasoning.

Whilst the candidate writes fluently and offers a sound understanding of the issues, they do not mention the factual information on the decrease in coronary heart disease (CHD). This means the response is awarded a level 3 mark of 7 rather than a full mark of 8.

Note, however, it does not always follow that all the data given in a table has to be used.

7 marks



Well-constructed responses do not consist of excessively long paragraphs

Question 13

The command word **describe** in the context of this question required candidates to 'account' four roles of a national governing body (NGB), without reasons. This would allow candidates to write their identified roles in any order.

This appeared a relatively straightforward question on first examination and allowed candidates to show an awareness of the generic roles found atypically from all Governing Bodies. Most candidates were able to achieve well on this question, although a common error was to confuse the current role of NGBs with that of their 19th century counterparts.

Links to an International governing body were essential if simple statements on forming rules or laws was given. However, credit was given when candidates detailed a contextualisation for this – such as the Football Authority (FA) policy on the introduction of video assistant referees (VAR).

Frequent answers were:

- financial responsibility
- promoting grass roots participation
- overseeing the selection of national teams
- talent identification

13 Describe **four** roles of a national governing body of sport.

(4)

One role is to allocate managers to national teams.

Another role is to promote grassroots in their sport.

Another role is to train the officials to enforce the rules.

A final role is to create, organise and host competitions for example the FA holds the FA Cup & the FA trophy.



This response was awarded full marks.

The candidate has been able to include four clear and different roles of NGBs.

Some NGBs export the training of officials to independent bodies such as a local county or district associations. In this response, including a comment on the role NGBs play in officiating is taken as a generic comment and, as such, worthy of credit.

4 marks

Question 14

The command word **describe** for this question required candidates to account for three ways that increased television coverage has benefitted the sports supporter and was not limited to any particular sport as such, or viewing medium.

A wide variety of candidate responses was seen, which tallied with the mark scheme. This question saw candidates achieve high marks and demonstrate their knowledge of the modern viewing experience.

A common error was to provide information that did not relate to the viewer but rather the team/club activity. Examiners were seeking those answers that were objective in nature, as opposed to subjective. Increasing sports participation is hypothetical without any factual base, whilst creating role models or 'making it more enjoyable', without qualification, is subjective.

Atypical answers included a wider coverage from around the world, 24/7 coverage and a cheaper alternative than attending live sports events.

14 Describe **three** ways in which the increase in television coverage of sport has benefitted the sports supporter.

(3)

More television coverage equals more sport to watch so the supporter gets more entertainment.

More television coverage has led to better ways to view the sport so the performer can almost feel as though they are there from the comfort of their home.

Increased television coverage has led to more information about sport meaning the supporter can become more educated on their favourite sport/performer/team.



This candidate receives maximum marks.

Firstly, the candidate identifies the increased range of sports and their entertainment value.

Secondly, the candidate observes that increased viewing experience has benefitted the sports supporter with coverage available in the home.

Finally, the candidate notes the increase in information, which has educated the supporter.

3 marks



Separating points is a good way to ensure clarity

Question 15

The command word **discuss** for this levels-based question required candidates to explore the issues of 'equality' for those with a disability in sport. This question was identified with an * and allowed candidates to use their knowledge and understanding from across the course of study. Whilst this allowed candidates to include content from across component 02, it was acceptable also to include appropriate content from components 01 and 04.

This question provided candidates with an opportunity to demonstrate their knowledge and understanding of those with disabilities, when taking part in sport in terms of opportunities, in provisions, inclusion and athlete esteem.

This topic area has numerous issues to discuss and examples to support the points made. The general standard was varied, with many candidates unable to understand that there is a requirement to discuss how both equality and inequality still exists.

Few candidates included content on the range of disabilities and the issues faced by all of those with disabilities, for example, those with learning disabilities. The majority of discussions focussed on wheelchair sports or blind football.

Common themes centred on the development of specialist equipment, provisions at leisure centres and the existence of the Paralympics. Many candidates identified correctly the stigma associated with those participating who have a disability, the better facilities and power of the Paralympic movement.

Much of the work was descriptive and therefore short on specific named examples, such as the Activity Alliance. Some candidates missed the opportunity to create coherent discursive paragraphs in this question.

An example of this would be the Paralympics and the International Paralympic Committee, in its creation of global opportunities for those with disabilities but the underlying inferiority of the movement in terms of logo, timing and media coverage.

Factual information was used effectively. However, some candidates showed confusion when detailing the lack of opportunities for disabled and able-bodied athletes to compete directly against one another, which was not the intention either of the question or a directive of the disability sports movement.

Almost all candidates included a conclusion, albeit brief at times, that detailed their final opinion on the level of equality now experienced by those participating with disabilities.

When writing the responses in extended questions a plan often helps. Structure is made through logical paragraphs

Always start at the furthest point away from the current date and work towards the present

Setting an historical scene helps demonstrate a depth of understanding but do not guess factual information.

*15 Discuss the view that athletes with disabilities now enjoy equality in sport.

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

(15)

In recent years, disability has been a barrier to participation and the awareness of disability sport has now increased, along with participation numbers.

Sport centres have now ensured that they have adequate access for disability performers, this is by installing ramps and lifts at sports facilities in order to make it easier for sports performers to get to these facilities.

An increase in role models has led to an increase in participation of disability sport. There are still some stereotypes underlying that disabled people should not participate in sport, this may be due to pre-industrial revolution when disabled people were locked up in asylums. However, over the years the attitudes of society have changed and sports are now more inclusive for the disabled.

Athletes enjoy equality of sport through the paralympic games, this event ~~was~~^{is} shown on TV and has a

high media coverage which leads to more people becoming aware of the sport. The media coverage has also contributed to role models being formed e.g. Ellie Simmonds, a GB Paralympic swimmer, who has been involved in campaigns to improve participation in disability sport.

Although the opportunities for disabled athletes have increased in sport, I do not think that they have achieved equality. This is because there is greater television and media coverage of 'able bodied' sports and also a lack of role models when the two are compared.

The range of sports that are available for disabled athletes has increased, for example since the first Paralympics in Rome 1960, the amount of events has dramatically increased, which increases the opportunity for disabled athletes.

Due to stereotypes, disabled athletes often have low levels of esteem, which can contribute to a decrease in participation or performers dropping out of sport. Although there has been a change in the attitude of the public to

disabled sport, there are still barriers which stop them from participating, including prejudice.

I think that disabled athletes now have more provision, opportunity and access to sport as a result of the media having a positive influence, however I believe that equality has not yet been achieved as there are still existing stereotypes, these may change over the forthcoming years along with an increase in participation.



ResultsPlus
Examiner Comments

This response is awarded a mark at the top of level 4.

The candidate is able to write clearly, with structure, and discusses a sufficient number of the issues related to those who are participating in sport, with disabilities.

Some of the content is written at a very simplistic level, yet this does allow the reader to follow the candidate's line of reasoning. Paragraph 4, in particular, explains the link between media coverage and the creation of role models.

The introduction is relatively short but sets the scene adequately and the final concluding paragraph is long enough to allow the candidate to express a final opinion as a result of the issues discussed.

12 marks



Make a plan before you start writing your response

Question 16

The command word **evaluate** required candidates to use analysis to make, or form, a judgement. This question linked the two core topic areas of **commercialisation** and the impact it has had on **global sport**. The final judgement should therefore reflect a candidate's ability to evaluate the said impact both positively and negatively.

Many candidates covered the material well. They were able to evaluate both the positive and negative impact of commercialisation on global sport.

Statements regarding the financial benefits provided breadth in the consideration of how this funding improved sport on a global level. They reflected the concept of the 'golden triangle' or the 'Americanisation of sport'.

Statements outlining the negative impact provided a balanced viewpoint of the pitfalls of 'Americanisation' and the pressures of performing in a global spotlight.

Atypical examples of credited candidate responses would include the:

- increase in sports deviancy
- rise in labour migration and its domestic impact
- power and impact of the media
- increased earnings of elite sports stars
- better facilities
- wider social media/written press/TV coverage, with its varying effects on the viewing experience.

Some candidates wrote a very narrow response reflecting impacts on the UK only, and, in particular, referring to football, and therefore did not answer the question.

Many candidates detailed 'commercialisation' incorrectly, as commencing with the 1984 summer Olympics, although this concept has been in evidence for over a century.

Those candidates accessing the higher level marks wrote with structure and made insightful comments, whilst showing a wider balanced appreciation of the central themes associated with this topic area. This enabled them to draw a definitive evaluation.

When writing the responses in extended questions a plan often helps. Structure is made through logical paragraphs

Always start at the furthest point away from the current date and work towards the present

Setting an historical scene helps demonstrate a depth of understanding but do not guess factual information

pressure → deviance

player

→ obligation

media = money / fundings → global stars / fan bases

16 Evaluate the impact that commercialisation has made on global sport.

(15)

Commercialisation is the treating of sport as a commodity involving the buying and selling of assets with the market place being the driving force behind sport. In turn it has led to a number of impacts on global sport, some negative and some positive.

Firstly, commercialisation has caused an increase in media coverage on global sport which enables the sport to gain an increase in revenue from advertising deals, sponsorship and endorsements. This money can be re-invested into the sport to improve facilities, grass-root connections and ultimately increase wealthier sport.

On the other side of this, increased media coverage leads to an increase in pressure on sports. Both the player and the team is forced to, for example, the national governing bodies are forced to exploit the sport through selling of media rights, change rules to make the sport more excitement (for instance, introduction of golden goal in football) and finally accept commercial breaks.

to allow advertiser-sponsors to advertise their products.

In addition, global sport has become more of a business involving professionals rather than simply playing for fun and enjoyment (amateurism). This means, global sports have become more competitive through competitions at ~~big~~ huge venues and ~~has~~ the main desire being winning (Lombardian ethic).

Furthermore, commercialisation of global sport has ~~lead to~~ given global stars sports stars to showcase their talent. This enables them and the sport to increase their fan base and spectators. ~~As a consequence,~~ Consequently, ^{leads to an} increase in revenue ^{sells} from ticket ~~sells~~ ^{sells} and (awareness) of the sport.

Despite this, with increase fan base their comes an increase responsibility for stars to be role models. This can lead to scandals as seen with Tiger Woods and Cristiano Ronaldo which in turn could possibly tarnish the sport by bringing outside conflict onto the sporting field.

More over this pressure can cause players to become deviant such as doping as seen with Lance Armstrong in Tour de France. He was ~~7 time~~ The pressure to win from fans, media, sponsors and coaches drove him to cheat in all 7 of his Tour de France wins. In turn, due to the fact it was a global sport this scandal, ~~draw~~ ^{drew} attention away from the sport itself.

Overall, although commercialisation has allowed global sports to generate large revenues to reinvest into their sport and players it has come with overpowering negatives. This includes deviance, pressure and media exploitation which has taken the fun out of sports.



This candidate makes a good attempt to address the specific command word demanded in the question by relating the comment to the effect of commercialisation on global sport.

The writing is structured, if spoilt a little by the errors. Each paragraph evaluates a different point and the effect of it, such as in paragraph two, where the influence of the media increases revenue through sponsorship.

The content is, at times, simplistic. Whilst the points establish some of the concepts contained in the indicative content found in the mark scheme, if the response had been extended in depth and range it would have achieved a level 5.

An example was when linking a sports event to global coverage and sponsorship would have been mention of the 'golden triangle' or the 'americanisation' of sport.

The final conclusion evaluates the effect of commercialisation on global sport, showing the candidate's ability to draw a final summative statement.

If an error is made than a discrete line drawn horizontally through the wording is much better than blanking the wording out with complete colour.

Level 4

12 marks



Make a plan to avoid poor paragraph structure

Paper Summary

Based on their performance on this paper candidates should:

- Review the command words and their meanings in order to be confident on each question demand
- Continue to prepare for the extended writing questions through practice in developing a structure when writing, particularly in producing shorter more discrete paragraphs, and to include both an introduction and a final conclusion or summary
- Do not write excessively long examples to support the points being made
- Ensure factual details are accurate and avoid guessing dates or events
- Avoid sweeping and over-generalised statements in responses
- Only use a minimum number of bullet points in the extended writing questions. One or two would be sufficient per question where appropriate
- Time manage the completion of the paper – one strategy would be to complete the extended writing questions first. These can always be revisited if additional content comes to mind
- Use the mark scheme to help build a candidate's depth of knowledge. The mark scheme contains indicative content for the levels-based questions and is therefore a way of reviewing these topic areas and establishing common understanding.

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>

