



Pearson
Edexcel

Mark Scheme (Results)

Summer 2018

Pearson Edexcel GCSE

In Physical Education (1PE0)

Paper 02 Health and Performance

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2018

Publications Code 1PE0_02_1806_MS*

All the material in this publication is copyright

© Pearson Education Ltd 2018

General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Question Number	Answer (A01 – 1 mark)	Mark
1 (a)	<p>The only correct answer is B – Fats</p> <p><i>A is not correct because vitamins are a micronutrient</i></p> <p><i>C is not correct because fibre is a micronutrient</i></p> <p><i>D is not correct because water is not a nutrient at all</i></p>	(1)

Question Number	Answer (A02 – 1 mark)	Mark
1 (b)	<p>The only correct answer is D - Long distance running</p> <p><i>A is not correct because swimming is not a weight bearing exercise</i></p> <p><i>B is not correct because sleep will not decrease risk of osteoporosis</i></p> <p><i>C is not correct because cycling is not a weight bearing exercise</i></p>	(1)

Question Number	Answer (A01– 1 mark)	Mark
1 (c)	<p>The only correct answer is A – Fixed</p> <p><i>B is not correct because the description is not applicable to a distributed practice structure</i></p> <p><i>C is not correct because simple is not a recognised practice structure</i></p> <p><i>D is not correct because the description is not applicable to a variable practice structure</i></p>	(1)

Question Number	Answer (A02 – 1 mark)	Mark
1 (d)	<p>The only correct answer is D – A pass in football</p> <p><i>A is not correct because a tennis serve is a closed skill</i></p> <p><i>B is not correct because a shot put is a closed skill</i></p> <p><i>C is not correct because a cartwheel is a closed skill</i></p>	(1)

Question Number	Answer (A03 – 1 mark)	Mark
1 (e)	<p>The only correct answer is D – Obese</p> <p><i>A is not correct because the underweight category has the lowest percentage of people with diabetes</i></p> <p><i>B is not correct because the normal weight category has the third highest percentage of people with diabetes</i></p> <p><i>C is not correct because the overweight category has the second highest percentage of people with diabetes</i></p>	(1)

Question Number	Answer (A03 – 1 mark)	Mark
1 (f)	<p>The only correct answer is B – Normal</p> <p><i>A is not correct because the underweight category has percentage between 10% and 15%</i></p> <p><i>C is not correct because the overweight weight category has percentage between 25% and 35%</i></p> <p><i>D is not correct because the obese category has percentage between 35% and 45%</i></p>	(1)

Question Number	Answer (A01 – 1 mark)	Mark
2(a)	<p>One mark for suitable emotional health benefit.</p> <p>Any one from:</p> <ul style="list-style-type: none"> • Stress relief / reduces depression/ (1) • Improved self-confidence/self-esteem (1) <p>Accept other appropriate responses.</p>	(1)

Question Number	Answer (AO1 – 1 mark)	
2(b)	<p>One mark for suitable example of physical health benefit.</p> <p>Any one from:</p> <ul style="list-style-type: none"> • Reduce risk of obesity (1) • Less chance of coronary heart disease /stroke (1) • Reduce risk of osteoporosis/ Increased bone density (1) • Reduce risk of type II diabetes (1) • Reduced blood pressure/cholesterol levels (1) <p>Accept other appropriate responses</p>	(1)

Question Number	Answer A01 – 2 marks; A02 – 2 marks	Mark								
3 EXP	<p>Any two from:</p> <table border="1"> <thead> <tr> <th>Benefit</th> <th>Application</th> </tr> </thead> <tbody> <tr> <td>Allows visualisation of a successful dive</td> <td> <ul style="list-style-type: none"> - so they are more familiar/confident with the techniques/dive and perform it correctly - to reduce stress so focus on movement/skill </td> </tr> <tr> <td>Improves focus/concentration</td> <td> <ul style="list-style-type: none"> - allowing them to block out the <u>crowd</u> - concentrate/focus on execution of dive - less likely to make an error during her dive </td> </tr> <tr> <td>Reduces stress/anxiety</td> <td> <ul style="list-style-type: none"> - so more confident to go for more challenging dive </td> </tr> </tbody> </table> <p>Accept any other appropriate responses.</p> <p>One mark for identifying each benefit of mental rehearsal (AO1) One mark for each appropriate application linked to why this will improve performance (AO2)</p>	Benefit	Application	Allows visualisation of a successful dive	<ul style="list-style-type: none"> - so they are more familiar/confident with the techniques/dive and perform it correctly - to reduce stress so focus on movement/skill 	Improves focus/concentration	<ul style="list-style-type: none"> - allowing them to block out the <u>crowd</u> - concentrate/focus on execution of dive - less likely to make an error during her dive 	Reduces stress/anxiety	<ul style="list-style-type: none"> - so more confident to go for more challenging dive 	(4)
Benefit	Application									
Allows visualisation of a successful dive	<ul style="list-style-type: none"> - so they are more familiar/confident with the techniques/dive and perform it correctly - to reduce stress so focus on movement/skill 									
Improves focus/concentration	<ul style="list-style-type: none"> - allowing them to block out the <u>crowd</u> - concentrate/focus on execution of dive - less likely to make an error during her dive 									
Reduces stress/anxiety	<ul style="list-style-type: none"> - so more confident to go for more challenging dive 									

Question Number	Answer A02 - 1 mark	Mark
4 (a)	<p>One mark for correct identification of activity.</p> <ul style="list-style-type: none"> • Figure 3/Dribbling in hockey 	(1)

Question Number	Answer (A01 - 2 marks)	Mark
4 (b)	<p>One mark for each correct characteristic of a complex skill.</p> <p>For example:</p> <p>Complex skills:</p> <ul style="list-style-type: none"> • Require more thought/concentration to execute • Require more control/coordination to execute (1) • Are more difficult (to perform) (1) • Require more practice (1) <p>Accept any other appropriate responses.</p>	(2)

Question Number	Answer (A01 - 2 marks)	Mark
5 (a)	<p>Two marks for identifying any of the factors below preventing participation in sport.</p> <p>Any two from:</p> <ul style="list-style-type: none"> • Gender / sex / male or female • Socio-economic group • Disability • Ethnicity /race /country of origin 	(2)

Qu No.	Answer (AO1 – 2 marks; AO2 – 2 marks)	Mark
5(b)	<ul style="list-style-type: none"> • Adults may earn more money (1) so can afford to play more expensive sports like golf (1) • Adults may have less time to participate due to work commitments (1) and therefore choose activities like squash that are played over a limited time period. (1) • A younger person will have less access/ be reliant on public transport/ as they are not old enough to drive (1) therefore they are restricted to their local sports centre/clubs (1) <p>Accept other appropriate responses</p> <p>One mark for each identifying reason that age can affect participation (AO1) One mark for each appropriate applied <u>sporting</u> example (AO2)</p>	(4)

Question Number	Answer (A03 - 1 mark)	Mark
6(a)(i)	<p>One mark for analysis of the changing pattern in participation.</p> <ul style="list-style-type: none"> • There has been a consistent fall in participant rates of 25-34 year olds (1) • The rate of participation for 25-34 year olds has dropped rapidly since 2012. (1) <p>Accept other appropriate responses</p>	(1)

Question Number	Answer (A03 - 1 mark)	Mark
6(a) (ii)	<p>One mark for analysis of the changing pattern in participation.</p> <ul style="list-style-type: none"> • There has been a consistent rise in participant rates of 35-44 year olds (1) • The rate of participation for 35-44 year olds has risen rapidly since 2012. (1) <p>Accept other appropriate responses</p>	(1)

Question Number	Answer (A03 - 1 mark)	Mark
6(b)	<p>One mark for identification of the upward trend in the participation rates of adults aged 45+</p> <ul style="list-style-type: none"> • Upwards/up/increase/more (or equivalent) <p>Accept other appropriate responses</p>	(1)

Question Number	Answer (A03 – 1 mark)	Mark
6(b)	<p>One mark for identification of the upward trend in the participation rates of adults aged 45+</p> <ul style="list-style-type: none"> • Upwards/up/increase/more 	(1)

Question Number	Answer (A03 - 2 marks)	Mark
6(c)	<p>Two marks for any of the following reasons (based on analysis of the graph) why the trend in participation rates of adults aged 45+ in 2022 will continue to rise</p> <p>For example:</p> <ul style="list-style-type: none"> • There has been a steady increase in participation rates every year since 2002 (1) • The age group 35-44 some of whom will be in this age group in 2022 also shows an increase so the rise in participation is likely to continue (1) <p>Accept other appropriate responses</p>	(2)

Question Number	Answer (A02 – 1 mark)	Mark
7(a)	<p>One mark for identifying the correct SMART target</p> <ul style="list-style-type: none"> • Specific 	(1)

Qu No.	Answer (A02 – 2 marks; A03 – 2 mark)	Mark
7(b)	<p>For example:</p> <ul style="list-style-type: none"> • B (1) because they have a deadline of two months/it is the <u>only</u> time-bound target (1) so they can measure/monitor their progress over this time (1) which will motivation them to achieve their goal (1) <p>1 mark for application of knowledge to identify statement B (A02) 1 mark for application of knowledge to identify deadline/time bound (A02) 2 marks for justifying why target is most effective (A03)</p> <p>Accept other appropriate responses</p>	(4)

Question Number	Answer (A01 – 1 mark)	Mark
8(a)	<p>One mark for identifying the missing component in Figure 6.</p> <ul style="list-style-type: none"> • Media 	(1)

Question Number	Answer (A01 – 2 marks; A02 - 2 marks)	Mark
8(b)	<p>For example:</p> <p>Advantage</p> <ul style="list-style-type: none"> • The sponsor will gain <u>increased</u> exposure of brand/be more recognised/ (1) <u>increased profits</u> (1) <p>Disadvantage</p> <ul style="list-style-type: none"> • Someone they sponsor may be tested positive for drugs (1) giving the sponsor a poor reputation/cause a drop in sales (1) • If the team/performers are unsuccessful team (1) could have a negative impact on sales (1) <p>Accept other appropriate responses</p> <p>One mark for identifying an advantage for commercial sponsors (AO1)</p> <p>One mark for linked impact (AO2)</p> <p>One mark for identifying a disadvantage for commercial sponsors (AO1)</p> <p>One mark for linked impact (AO2)</p>	(4)

Question Number	Answer (A01 – 2 marks; A02 – 2 marks)	Mark
9	<p>For example:</p> <ul style="list-style-type: none"> • Maintains hydration/prevents dehydration (1) to avoid (early) fatigue/ dizziness/headache (1) • Allows them to sweat (1) so they can maintain core body temperature (1) • Increase in blood flow to working muscles/less viscous blood (1) so more oxygen transported to working muscles/so they can work aerobically for longer (1) <p>Accept other appropriate responses</p> <p>One mark for each benefit of drinking water (A01) One mark for each linked expansion (A02) Can credit expansion mark without benefit being stated</p>	(4)

Question Number	Answer (A01 - 4 marks)	Mark
10	<p>One mark for each of the following points (up to two marks)</p> <p>Advantages</p> <p>Any two from:</p> <ul style="list-style-type: none"> • Reduces boredom/suitable for inexperienced performers/low motivation • Allows time for recovery • Allows time to receive feedback • Develops ability to adapt/react to different situations <p>One mark for each of the following points (up to two marks)</p> <p>Disadvantages</p> <p>Any two from:</p> <ul style="list-style-type: none"> • Stop/start wastes time/more time consuming • Will not build muscle memory • Doesn't replicate physical demand for elite players • Lose focus/momentum (due to breaks/changes in practice) <p>Accept any other appropriate responses</p>	(4)

Question Number	Answer (A01 – 2 marks)	Mark
11 (a)	<p>One mark for each of the following points which state the factors affecting optimum weight (up to maximum of two marks)</p> <ul style="list-style-type: none"> • Gender/Sex (1) • Height (1) • Bone structure (1) • Muscle (girth) (1) 	(2)

Question Number	Answer (A02 – 2 marks)	Mark
11 (b)	<p>One mark for identification of reason why power and endurance athletes will have different optimum weights and one mark for appropriate linked expansion.</p> <p>Any one from:</p> <ul style="list-style-type: none"> • A power athlete will have increased muscle mass/muscle girth denser bone (1) which will make them heavier increasing their optimum weight compared to the endurance athlete. (1) • An endurance athlete will have less muscle mass (1) therefore have a lower optimum weight than the power athlete. (1) <p>Accept other appropriate responses.</p>	(2)

Qu No.	Answer A01 – 1 mark A02 - 2 marks A03 – 1 mark	Mark
12	<p>For example:</p> <ul style="list-style-type: none"> • By eating a <u>high</u> carbohydrate diet before the race (1) and by tapering/reducing their training levels in the days leading up to the competition (1) the runner maximises their glycogen stores in their muscles prior to the event (1), therefore, the marathon runner can maintain pace for longer reducing their overall marathon time (1) <p>Accept other appropriate responses.</p> <p>One mark for describing carbohydrate loading (AO1) 2 marks for application to marathon runner (AO2) 1 mark for evaluation of the impact (AO3)</p>	(4)

Qu No.	Indicative content (A01 – 3 marks; A02 - 3 marks; A03 - 3 marks)	Mark
13	<p>Reward acceptable answers. Responses may include, but are not limited to, the following:</p> <p>Knowledge and understanding of gamesmanship and sportsmanship (A01)</p> <ul style="list-style-type: none"> • Definition of gamesmanship e.g. bending rules/laws of sport without breaking them • Definition of sportsmanship e.g. following the rules of sport/fair play/gracious in defeat/showing respect • NGB’s attempt to encourage sportsmanship • Sportsmanship seen in good role models <p>Application of knowledge and understanding of sportsmanship and gamesmanship linked to sport (A02)</p> <ul style="list-style-type: none"> • Gamesmanship is bending the rules (A01) e.g. wasting time in football, tampering of ball in cricket (A02) • Sportsmanship is playing by the rules (A01) e.g. shaking hands after a game, kicking ball out of play in football when someone is injured (A02) • NGB’s encourage fair play (A01) through sanctions/rewards/awards e.g. fair play place for football teams in Europa league, retrospective action for diving in football and citing in rugby (A02) <p>Evaluation of topic – making a reasoned judgment about whether gamesmanship has replaced sportsmanship (A03)</p> <ul style="list-style-type: none"> • Gamesmanship has increased in sport due to the rewards/fame available and /or pressure of sponsors/coaches/fans etc to do well. • Sportsmanship still exists in many sports e.g. Golf/tennis, where gamesmanship is virtually non- existent due to unwritten code of conduct • Making a judgement as to whether gamesmanship has increased or not, reference to gamesmanship being prevalent only in some high profile sports and underlying reasons why /gamesmanship has not increased but TV replays/media highlight issues <p>Students who only show achievement against A01 will not be able to gain marks beyond level 1.</p>	(9)

Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-3	<ul style="list-style-type: none"> • Demonstrates isolated elements of knowledge and understanding, with limited technical language used (AO1) • Limited attempt to apply knowledge to question context (AO2). • Generic assertions may be presented (AO3 - evaluation)
Level 2	4-6	<ul style="list-style-type: none"> • Demonstrates mostly accurate knowledge and understanding, including appropriate use of technical language in places (AO1). • Applied knowledge to question context (AO2). • Attempts at drawing conclusion, with some support from relevant evidence (AO3 – evaluation).
Level 3	7-9	<ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding throughout, including appropriate use of technical language (AO1). • Applied detailed knowledge to question context throughout (AO2). • Reaches a valid and well-reasoned conclusion supported by relevant evidence (AO3 – evaluation).

Qu No	Indicative content (A01 – 3 marks; A02 - 3 marks; A03 - 3 marks)	Mark
14	<p>Reward acceptable answers. Responses may include, but are not limited to, the following:</p> <p>Knowledge and understanding of mechanical and manual guidance (A01)</p> <ul style="list-style-type: none"> • Definition of mechanical guidance • Definition of manual guidance • Advantages of mechanical/manual guidance e.g. good for beginners/increases confidence. • Disadvantages of mechanical/manual e.g. over-reliant <p>Application of knowledge of use of guidance with a beginner in swimming (A02)</p> <ul style="list-style-type: none"> • Mechanical guidance is where the coach uses an aid to move the performer into correct position (AO1) for example they would use a float (to practice legs only technique) (AO2) • Manual guidance is where the performer is physically moved by the coach into correct position (AO1) for example moving the legs in the breaststroke action (AO2) • Both types of guidance allow the correct feel of the skill to be developed (AO1) for example, use manual guidance to demonstrate the breaststroke leg action and then practice with mechanical guidance (isolating the skill being learned). <p>Evaluation of topic – making a reasoned judgment about the advantages and disadvantages of these types of guidance with a beginner in swimming (A03)</p> <ul style="list-style-type: none"> • A disadvantage is that the swimmer will become too reliant on mechanical guidance <u>if used for too long so</u> will never learn to swim therefore it is important not to rely on it for too long. • A disadvantage becomes too reliant on mechanical guidance and be <u>too afraid</u> to try the technique without support <u>so</u> will never learn to swim therefore it is important not to rely on it for too long. • An advantage is manual guidance allows the swimmer to practice the correct technique <u>safely in the pool</u> • Although manual guidance can help give the feel of the movement <u>having</u> the coach in such close proximity may be upsetting. • Combination of both manual and mechanical guidance would be useful when teaching swimming to beginners <u>but</u> visual/verbal guidance would also be required, e.g. being told to point your toes. <p>Students who only show achievement against A01 will not be able to gain marks beyond level 1.</p>	(9)

Level	Mark	Descriptor
0		No rewardable material
Level 1	1-3	<ul style="list-style-type: none"> • Demonstrates isolated elements of knowledge and understanding, with limited technical language used (AO1). • Limited attempt to apply knowledge to question context (AO2). • Generic assertions may be presented (AO3 - evaluation).
Level 2	4-6	<ul style="list-style-type: none"> • Demonstrates mostly accurate knowledge and understanding, including appropriate use of technical language in places (AO1). • Applied knowledge to question context (AO2). • Attempts at drawing conclusion, with some support from relevant evidence (AO3 – evaluation).
Level 3	7-9	<ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding throughout, including appropriate use of technical language (AO1). • Applied detailed knowledge to question context throughout (AO2). • Reaches a valid and well-reasoned conclusion supported by relevant evidence (AO3 – evaluation).

