



Pearson
Edexcel

Mark Scheme (Results)

November 2020

Pearson Edexcel GCSE
In Physical Education (1PE0)
Paper 02 Health and Performance

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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 AO1 – 1 mark	Mark
1 (a)	<p>The only correct answer is C – To aid digestion</p> <p><i>A is not correct because fibre does not provide energy</i></p> <p><i>B is not correct because fibre is not used for growth and repair</i></p> <p><i>D is not correct because fibre does not keep you hydrated</i></p>	(1)

Question Number	Answer AO1 – 1 mark	Mark
1 (b)	<p>The only correct answer is A – Cross country running</p> <p><i>B is not correct because a lay-up in basketball is a complex skill</i></p> <p><i>C is not correct because a smash in badminton is a complex skill</i></p> <p><i>D is not correct because a tennis serve is a complex skill</i></p>	(1)

Question Number	Answer AO1 – 1 mark	Mark
1 (c)	<p>The only correct answer is A – Alternate</p> <p><i>B is not correct because distributed is a practice structure</i></p> <p><i>C is not correct because fixed is a practice structure</i></p> <p><i>D is not correct because massed is a practice structure</i></p>	(1)

Question Number	Answer	Mark
	AO1 – 1 mark	
1 (d)	<p>The only correct answer is D – A tennis serve</p> <p><i>A is not correct because a goalkeeping saving a shot in hockey is an example of an open skill</i></p> <p><i>B is not correct because a player dribbling the ball around a defender is an example of an open skill</i></p> <p><i>C is not correct because a rugby tackle is an example of an open skill</i></p>	(1)

Question Number	Answer	Mark
	AO3 – 1 mark	
1 (e)	<p>The only correct answer is B – 25-34</p> <p><i>A is not correct because it has a lower percentage of male smokers than B</i></p> <p><i>C is not correct because it has a lower percentage of male smokers than B</i></p> <p><i>D is not correct because it has a lower percentage of male smokers than B</i></p>	(1)

Question Number	Answer	Mark
	AO3 – 1 mark	
1 (f)	<p>The only correct answer is D – 50-64</p> <p><i>A is not correct because it has a higher percentage of male and female smokers compared to D</i></p> <p><i>B is not correct because it has a higher percentage of male and female smokers compared to D</i></p> <p><i>C is not correct because it has a higher percentage of male and female smokers compared to D</i></p>	(1)

Question Number	Answer AO1 – 4 marks	Mark						
2 (a & b)	<p>1 mark for each correct identification of social health benefit of regular participation in physical exercise (up to two marks)</p> <p>1 mark for suitable linked example of how stated social health benefit is achieved (up to two marks)</p> <p>For example:</p> <table border="1"> <thead> <tr> <th>(a) Social benefit of regular participation</th> <th>(b) How each benefit is achieved</th> </tr> </thead> <tbody> <tr> <td>Make friends/meet friends (1)</td> <td>My friends play the same sport, so I see them at my club training (1)/I meet new people at my club (1)/by joining a new club (1)</td> </tr> <tr> <td>Co-operation/teamwork (1)</td> <td>By <u>working</u> with teammates, coaches towards a common goal/to win (1)</td> </tr> </tbody> </table> <p>Accept other appropriate responses</p>	(a) Social benefit of regular participation	(b) How each benefit is achieved	Make friends/meet friends (1)	My friends play the same sport, so I see them at my club training (1)/I meet new people at my club (1)/by joining a new club (1)	Co-operation/teamwork (1)	By <u>working</u> with teammates, coaches towards a common goal/to win (1)	(4)
(a) Social benefit of regular participation	(b) How each benefit is achieved							
Make friends/meet friends (1)	My friends play the same sport, so I see them at my club training (1)/I meet new people at my club (1)/by joining a new club (1)							
Co-operation/teamwork (1)	By <u>working</u> with teammates, coaches towards a common goal/to win (1)							

Question Number	Answer AO1 – 2 marks	Mark
3 (a)	<p>1 mark for each correct reason stated for sedentary lifestyle (up to two marks)</p> <p>Any two from:</p> <ul style="list-style-type: none"> • Lack of money (1) • Lack of access / transport issues (1) • Lack of time (1) <p>Accept other appropriate responses</p>	(2)

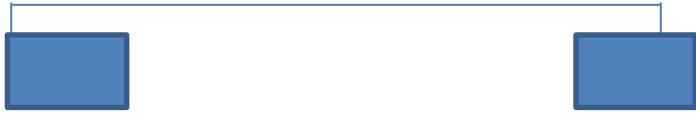
Question Number	Answer AO2 – 2 marks; AO3 – 2 marks	Mark
3 (b)	<p>Any two from:</p> <p>For example:</p> <ul style="list-style-type: none"> • Becoming overweight/obese/developing diabetes (1) due to not using all the calories we eat through exercise (1) • Long term risk of CHD/stroke/high blood pressure (1) due to increase in cholesterol associated with increased weight/lack of exercise (1) • Poor posture (1) due to lack of muscle tone (1) • Loss of strength / flexibility (1) due to lack of exercise (1) <p>Cannot credit expansion without stating consequence</p> <p>Accept other appropriate responses</p> <p>1 mark for identifying each consequence of a sedentary lifestyle (A02) 1 mark for linked expansion of each consequence (A03).</p>	(4)

Question Number	Answer AO1 – 2 mark	Mark
4 (a)	<p>1 mark for each factor that affects optimum weight (up to two marks)</p> <p>Any two from:</p> <ul style="list-style-type: none"> • Height • Bone structure/density • Muscle (girth) 	(2)

Question Number	Answer AO2 – 2 marks; AO3 – 1 mark	Mark
4 (b)	<p>For example:</p> <ul style="list-style-type: none"> • A rugby player's optimum weight would be heavier (than a jockey) (1) due to extra muscle/bone structure (1) required for contact sport/tackling etc (1) • A jockey's optimum weight would be lighter/(than a rugby player) (1) as jockeys tend to have a smaller skeleton/shorter skeleton/bone structure/less muscle mass/ (1) which reduces the load the horse carries allowing the horse to <u>run faster</u>/ win the race (1) <p>Accept other appropriate response</p> <p>2 marks for linked reasons in relation to optimum weight of jockey and/or rugby player (A02) 1 mark for impact on performance (A03)</p>	(3)

Question Number	Answer AO1 – 1 mark	Mark
5 (a)	<p>One mark for identifying the missing micronutrient</p> <ul style="list-style-type: none"> • Vitamins/vitamin 	(1)

Question Number	Answer AO1 – 1 mark; AO2 – 1 mark; AO3 – 1 mark	Mark
5 (b)	<p>For example:</p> <ul style="list-style-type: none"> • Calcium (1) is required to keep bones strong/increase bone density (1) which will help prevent fractures during play (1). • Iron (1) is linked with haemoglobin/the oxygen carrying capacity of red blood cells/ so more oxygen can be carried around the body (1) to prevent fatigue/onset of lactic acid (1) • Zinc (1) promotes healing and cell growth/improved immune system (1) so athlete remains healthy/fight off sickness (1) <p>Accept other appropriate responses</p> <p>1 mark for identification of a mineral (AO1) 1 mark for importance of mineral to sports performer (AO2) 1 mark for appropriate linked expansion of impact on performance (AO3)</p>	(3)

Question Number	Answer AO2 – 2 marks	Mark
6 (a)	<p>1 mark for correct placement of each activity (up to two marks)</p> <p>Low High</p>  <p>(Backstroke) swimmer/Figure 4 Golf swing/Figure 3</p>	(2)

Question Number	Answer AO2 – 1 mark	Mark
6 (b)	<p>1 mark for correct statement of difference between high and low organisation skills</p> <ul style="list-style-type: none"> • Low organisation skills can be broken down into smaller parts/sub routines (whereas high organisation skills cannot be broken down into smaller parts/sub routines) (1) <p>Accept reverse – shown in brackets</p> <p>Accept any other appropriate responses</p>	(1)

Question Number	Answer AO1 – 1 mark	Mark
7 (a)	<p>1 mark for identifying correct SMART target</p> <ul style="list-style-type: none"> • Realistic 	(1)

Question Number	Answer AO1 – 1 mark; AO2 – 1 mark; AO3 – 1 mark	Mark
7 (b)	<p>1 mark for each linked response relating to reasons why fitness tests are retaken halfway through a training programme (up to three marks)</p> <ul style="list-style-type: none"> • So that progress/effectiveness of training can be checked (1) which will enable Bryan to adjust/adapt his training accordingly (1) which is motivating (1) <p>Accept other appropriate responses</p> <p>1 mark for reason for retesting (A01) 1 mark for application to training programme (A02) 1 mark for impact on performer (A03)</p>	(3)

Question Number	Answer AO2 – 1 mark; AO3 – 1 mark	Mark
8 (a)	<p>For example:</p> <ul style="list-style-type: none"> The vault is completed quickly (1) therefore there is not enough time to provide concurrent feedback/ she cannot change her vault during the movement (1) <p>Accept other appropriate responses</p> <p>1 mark for identifying reason why concurrent feedback is not a suitable method of feedback for gymnast performing the vault (A02) 1 mark for justification why this is the case (A03)</p>	(2)

Question Number	Answer AO1 – 1 mark; AO2 – 1 mark; AO3 – 1 mark	Mark
8 (b)	<p>For example:</p> <ul style="list-style-type: none"> Terminal/Extrinsic feedback (1) which is given at the end of the performance (1) because the coach has the <u>time</u> to feedback/time to tell Leanne what went well and what she could improve for the next vault (1) <p>Accept other appropriate responses</p> <p>1 mark for identifying an appropriate type of feedback (AO2) 1 mark for appropriate expansion about the type of feedback (AO1) 1 mark for impact on vault/gymnastics (AO3)</p>	(3)

Question Number	Answer AO1 – 1 mark	Mark
8 (c)	1 mark for identifying different type of feedback <ul style="list-style-type: none">• Intrinsic / Intrinsically Accept phonetic spelling Do not accept “internal”	(1)

Question Number	Answer AO3 – 3 marks	Mark
9	<p>1 mark for each of the following statements (based on analysis of the graph) of participation rates in different regions of the country (up to three marks)</p> <p>Number of people (in 100,000s)</p> <p>■ participating in sport 2014 ■ participating in sport 2018</p> <p>Any three from:</p> <ul style="list-style-type: none"> • Region 3 has seen the <u>largest</u> fall in participation rates (1) • Region 2 has seen the <u>largest</u> increase in participation rates (1) • Region 1 and Region 3 have seen a drop in participation/More people in region 1 and 3 participated in sport in 2014 (than in 2018) (1) • Region 4 and Region 2 have seen increases in participation/ More people in region 2 and 4 participated in sport in 2018 (than in 2014) (1) <p>Accept other appropriate responses</p>	(3)

Question Number	Answer AO1 – 1 mark; AO2 – 2 marks	Mark
10	<p>For example:</p> <ul style="list-style-type: none"> • A person in a high socio-economic group will have more money (1) so can play more expensive sports (1) for example golf, polo, skiing (1) • A person in a low socio-economic group will have less money (1) so will play less expensive sports (1) for example boxing, athletics (1) <p>Accept other appropriate responses</p> <p>1 mark for characteristic of socio-economic group (AO1) 1 mark for explaining how socio-economic group can influence choice of physical activity (AO2) 1 mark for example (AO2)</p>	(3)

Question Number	Answer AO1 – 2 marks	Mark
11 (a)	<p>1 mark for each of the visual guidance methods below (up to two marks)</p> <p>Any two from:</p> <ul style="list-style-type: none"> • Video of an <u>elite performance</u> (1) • Video of <u>own performance</u>/ Reference to software programme e.g. dartfish (1) • Pictures/diagrams/poster (1) <p>Accept any other appropriate responses</p>	(2)

Question Number	Answer AO2 – 2 marks	Mark
11 (b)	<p>1 mark for each of the linked points below (up to two marks)</p> <ul style="list-style-type: none"> • As the performer will <u>copy</u> the demonstration (1) and learn the wrong technique (1) <p>Accept other appropriate responses</p>	(2)

Question Number	Answer AO1 – 2 marks	Mark
12 (a)	<p>1 mark for each correct reason leading to increase in participation (up to maximum of two marks)</p> <p>Any two from:</p> <ul style="list-style-type: none"> • Creates role models (1) • Shop window effect/publicises cricket/gives increased awareness of sport/raises interest in cricket (1) • Greater sponsorship/income (to fund girls' clubs at grass root level) (1) <p>Accept other appropriate responses</p>	(2)

Question Number	Answer AO2 – 2 marks	Mark
12 (b)	<p>1 mark for each way making changes to the rules can lead to a sport becoming more attractive for television (up to two marks)</p> <p>Any two from:</p> <ul style="list-style-type: none">• Make game more exciting/interesting to watch (1)• Increase pace/speed of game (1)• Make it easier to televise (1)• Changing match start to prime viewing times (1) <p>Accept other appropriate responses</p>	(2)

Question Number	Indicative content AO1 – 3 marks; AO2 – 3 marks; AO3 – 3 marks	Mark
13	<p>Reward acceptable answers. Responses may include, but are not limited to, the following:</p> <p>Knowledge and understanding of accepting sponsorship from betting company (AO1)</p> <ul style="list-style-type: none"> • Sponsorship will generate income for the team • The club would be expected to display/advertise the betting company • Gambling is illegal for Under 18s in the UK • Sponsorship is a company giving money in return for advertising their product <p>Application of knowledge of accepting sponsorship from betting company (AO2)</p> <ul style="list-style-type: none"> • Sponsorship will generate income for the team (AO1) this money could be used to purchase equipment/kit/facilities (AO2) • The club would be expected to display/advertise the betting company (AO1) which may encourage the team players/club members to gamble (AO2) • Gambling is illegal for Under 18s in the UK (AO1) so it sends the wrong message to players/supporters/parents/creates bad image (AO2) <p>Evaluation of topic - making a reasoned judgement about accepting sponsorship from betting company (AO3)</p> <ul style="list-style-type: none"> • Sponsorship will generate income for the team (AO1) This money could be used to purchase equipment/kit/facilities (AO2) This would help the team attract better players/improve performance (AO3) • The club would be expected to display/advertise the betting company (AO1) which may encourage the team players/club members to gamble (AO2) which could result in them becoming influenced/addicted to gambling and losing a lot of money/damage to mental health (AO3) • Gambling is illegal for Under 18s in the UK (AO1) so it sends the wrong message to 	

	<p>players/supporters/parents/creates bad image (AO2) which could result in club losing players/members/reputation as parents are unhappy with the association with betting (AO3)</p> <p>Students who only show achievement against AO1 will not be able to gain marks beyond Level 1.</p> <p>A01 – Statement of fact AO2 – Advantage or disadvantage of statement of fact AO3 – Consequence of advantage/disadvantage</p>	(9)
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Level	Mark	Descriptor
	0	No rewardable material
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).
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).
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).

Question Number	Indicative content AO1 – 3 marks; AO2 – 3 marks; AO3 – 3 marks	Mark
14	<p>Reward acceptable answers. Responses may include, but are not limited to, the following:</p> <p>Knowledge and understanding of reasons and consequences of deviancy (AO1)</p> <ul style="list-style-type: none"> • Deviancy is cheating/ breaking the rules • Deviance occurs due to the rewards/money/fame/fortune/win at all cost attitude/pressure from others/drop in form • The consequences of deviance are bans/fines/lose sponsorship/bad reputation/imprisonment/stripped of medals <p>Application of knowledge of reasons and consequences of deviancy (AO2)</p> <ul style="list-style-type: none"> • Deviancy is cheating/ breaking the rules (AO1) an example of deviance is drug abuse/violence/match fixing (AO2) • Deviance occurs due to the rewards/money/fame/fortune/win at all cost attitude/pressure from others/drop in form (AO1) an example is pressure from a coach to keep his job/ Tiger Woods earning millions in sponsorship/Australian cricket team ball tampering (AO2) • The consequences of deviance are bans/fines/lose sponsorship/bad reputation/stripped of medals/imprisonment (AO1) for example Lance Armstrong lost his sponsorship/Mohammed Amir was banned for spot fixing/ Juventus were relegated for match fixing (AO2) <p>Evaluation of topic – making a reasoned judgement about the reasons and consequences of deviancy (AO3)</p> <ul style="list-style-type: none"> • Deviancy is cheating/ breaking the rules (AO1) an example of deviance is drug abuse/violence/match fixing (AO2) however, taking PEDs also includes a significant risk to 	

	<p>health for example steroids can lead to heart disease, kidney failure (AO3)</p> <ul style="list-style-type: none"> • Deviance occurs due to the rewards/money/fame/fortune/win at all cost attitude/pressure from others/drop in form (AO1) an example is pressure from a coach to keep his job/ Tiger Woods earning millions in sponsorship/Australian cricket team ball tampering (AO2) so punishments need to be harsher to deter the cheats e.g., life bans for drug taking/greater rewards for fair play (AO3) • The consequences of deviance are bans/fines/loss of sponsorship/bad reputation/stripped of medals/imprisonment (AO1) for example Lance Armstrong lost his sponsorship/Mohammed Amir was banned for spot fixing/ Juventus were relegated for match fixing (AO2) but the risk of getting caught/punished outweigh the rewards due to the amount earned/ players earn so much that fines are meaningless (AO3) <p>Students who only show achievement against AO1 will not be able to gain marks beyond Level 1.</p>	(9)
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Level	Mark	Descriptor
	0	No rewardable material
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).
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		<ul style="list-style-type: none">• Reaches a valid and well-reasoned conclusion supported by relevant evidence (AO3 – evaluation).
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