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In Physical Education (1PE0)  
Paper 02: Health and Performance

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## **Introduction**

This component assesses candidates' knowledge and understanding of the factors underpinning participation and performance in sport and physical activity. To be successful, candidates need to develop knowledge and understanding of the contribution that sport and physical activity make to health, fitness and well-being and how these can impact on their own and others' performance.

Some questions are contextualised by reference to the activities in Component 3: Practical Performance. Questions are structured to elicit different levels of response from candidates using the AO1, AO2 and AO3 assessment objectives.

The paper begins with multiple-choice questions designed to be fairly accessible for candidates. The main section of the paper is devoted to one, two, three or four-part marked questions (the question total might be larger, but the allocation of marks will have been broken down within that).

The final section comprises of the extended response questions. Candidates need to demonstrate knowledge, application of knowledge, and analysis or evaluation of the topic being considered in the question.

Candidates continue to provide well-structured, well-organised responses even to the most challenging questions. For example, many candidates developed their ideas, following a point through in greater depth for the 'explain' questions, rather than only providing a more generalised approach to their responses.

Candidates and centres should be congratulated on the preparation of the candidates for this examination (and Component 1) in such a difficult time. A full range of marks was achieved across each question.

## **Question 2**

This question differentiated very well, eliciting the full range of marks from zero to four in roughly equal measure. The candidates were asked to state two social health benefits of regular participation in physical activity and how this social benefit is achieved.

The majority correctly identified making friends as a social benefit with the linked scenario of joining a sports club to meet new people. Some candidates also identified co-operation as another social benefit, describing working together in a team as a way that this is achieved. A number of candidates incorrectly identified an emotional health benefit such as depression or stress relief which was not credited.

### **Question 3a**

In this question, candidates were told that a sedentary lifestyle is a major problem in modern-day society. Candidates were asked to identify two reasons why regular exercise may prove difficult for young people. It was significant that the question directly referred to young people. Most candidates scored at least one mark being able to identify lack of money or accessibility difficulties such as transport. Others also identified a lack of time or provided a valid scenario such as having homework to complete, to achieve the maximum mark of two.

### **Question 3b**

In the extension of question 3, candidates were asked to explain two possible consequences of a sedentary lifestyle on the long-term health of young people. There were four marks available for this question for two linked explanations and once again the question differentiated very well with a full range of marks awarded from zero to four.

The most popular answers related to obesity or becoming overweight due to not using all the calories consumed through exercise. Others linked coronary heart disease with cholesterol build-up associated with the lack of exercise and increased weight. Some candidates correctly saw poor posture as an issue but did not always gain marks with an expansion of the cause which relates to lack of muscle tone. A few candidates also gained credit for reference to the possible onset of (juvenile) osteoporosis due to lack of weight-bearing exercises, while others recognised depression as a long-term health consequence due to lack of social mixing or endorphin production. Candidates could often identify two consequences but failed to gain marks with a linked expansion of the consequence.

### **Question 4a**

In question 4, candidates were informed that gender or sex is just one factor which can affect optimum weight. Candidates were then asked to state two other factors which can affect optimum weight. This was well answered, on the whole, with the majority able to identify height, bone structure or muscle girth. A number of candidates incorrectly stated age, diet or the amount of activity.

### **Question 4b**

This question asked candidates to explain why a professional jockey would have a different optimum weight from a professional rugby player. The majority of candidates scored at least two marks on this question. Most candidates opted to answer the question from both a rugby player's and a jockey's perspective although this wasn't strictly necessary to gain maximum marks. Most could identify

that a rugby player's optimum weight would be heavier than a jockey's (or vice versa) usually justifying this by the extra muscle mass a rugby player has compared to a jockey. Better candidates were also able to say why this had an impact on performance such as tackling.

### **Question 5a**

Candidates were shown a pie chart of the various macro and micronutrients in a balanced diet with one component missing. The vast majority of candidates correctly identified vitamins as the missing nutrient.

### **Question 5b**

In question 5b, candidates were told that minerals are essential for a healthy body. They were asked to explain, using an example, the importance of minerals to a sports performer. One mark was awarded for the identification of a mineral, one mark for its importance to a sports performer and one mark for the impact on performance. By far, the two most popular examples of minerals were calcium and iron. Most candidates who identified calcium were able to make the link between maintaining strong bones as the importance and to help prevent fractures as the impact on performance. Those that chose iron often made the link with haemoglobin and the oxygen-carrying capacity of red blood cells being increased but most failed to provide the link with the impact on performance of reduced fatigue.

Candidates had to identify a mineral to gain further marks, so this question differentiated really well. Some candidates could not provide an example of a mineral and while a credit of one mark was achievable for a general statement about the role of minerals such as to maintain body systems, this was rarely seen.

### **Question 6a**

Question 6a showed two sports performers completing two different skills. These were a golf swing and a backstroke swimmer. Candidates were then provided with the low organisation - high organisation continuum line and asked to place the skills at the correct ends. This question was answered extremely well with the majority of candidates identifying that a golf swing was an example of a high organisation skill and the backstroke swimmer an example of a low organisation skill.

### **Question 6b**

This question asked candidates to state one difference between a low organisational skill and a high organisational skill. Again, this was generally answered well with most candidates able to identify that low organisational skills can be broken down into smaller parts or subroutines (whereas high

organisational skills cannot be broken down). Credit was also given if candidates identified that high organisational skills require greater concentration or attention than lower organisational skills.

### **Question 7a**

Question 7a gave the candidates a scenario concerning SMART targets. They were told that someone called Bryan was completing an eight-week Personal Exercise Plan (PEP) and had completed some base line tests in order to improve his cardiovascular endurance. In part (a) candidates were asked to simply identify what R stands for in the acronym SMART. Not surprisingly, the vast majority identified Realistic as the correct answer.

### **Question 7b**

In the more challenging second part to the question, candidates were then asked to explain why Bryan reviewed his targets at the halfway point. Many candidates observed that this was necessary so that Bryan could check his progress, linking this to the possibility of adapting his training as a result. Only some candidates gained the third marking point relating to the impact on the performer of maintaining his motivation or making him more determined to achieve his goals.

### **Question 8a**

In this question, candidates were provided with an image of an elite gymnast called Leanne completing a vault. They were told that the gymnast was working with her coach to try to improve her vault. In the first part of this question, candidates were asked to explain one reason why concurrent feedback would not be suitable for the gymnast Leanne. Many candidates identified that the vault was over too quickly to receive information linking this to lack of time. Some candidates identified that the vault was a complex skill so there was too much information to process which was also credited. A number of candidates mentioned that concurrent feedback would be distracting which was not credited.

### **Question 8b**

In the extension to this question, candidates were now asked to explain a more suitable method of feedback for Leanne. The majority of candidates could identify terminal feedback although some identified extrinsic which was also credited. Most candidates were able to give the appropriate expansion about the benefit of the feedback i.e., that the coach could give the feedback at the end of the performance although few were able to collect the third mark. This was in relation to the impact on the vault, with acceptable answers ranging from because the coach has time to give feedback or time to tell Leanne what went well and what she could improve for her next vault. This question again differentiated well with the full range of marks from zero to three.

### **Question 8c**

In the final strand to this question candidates were asked to further identify a different type of feedback that Leanne could provide for herself. The vast majority of candidates gained the mark available for intrinsic feedback. However, some candidates mistakenly gave a method of guidance rather than feedback such as visual or mechanical.

### **Question 9**

Question 9 was a data-related question which is now part of the specification. In this question, candidates were provided with a bar chart comparing participation rates in sport of four regions of the United Kingdom in 2014 and 2018. Candidates had to examine the data and comment on changing patterns of participation. Most candidates achieved at least two marks on this question although a few managed the maximum of three marks. Most popular responses concerned identifying that two regions (2 and 4) had seen increases in participation in 2018 compared to 2014 while the other two regions (1 and 3) had seen decreases. Further marks were also available for identifying that region 3 had seen the largest fall in participation between the two years or Region 2 had seen the largest increase in participation.

### **Question 10**

This question asked candidates to explain one way a person's socio-economic group could influence their choice of physical activity. This question was extremely well answered on the whole, with numerous candidates scoring the maximum of the three marks available. Most were able to name a characteristic of a socio-economic group either referring to someone in a high socio-economic group having more disposable income or someone in a lower socio-economic group having less money. Expanded marks were then available by identifying that high socio-economic groups, therefore, could engage in more expensive sports providing a relevant example like skiing or horse riding or lower economic groups playing less expensive sports such as boxing or athletics.

### **Question 11a**

In this question, candidates were told that a demonstration is an example of visual guidance used to help a learner perform a skill. They were asked to give two other examples of visual guidance. Most candidates gained at least one mark for this question referring to either a video or diagram. Credit was also given for showing data while if candidates differentiated between two different types of video i.e., footage of an elite performer and video of their own performance two marks were awarded. Once again, this was a very good differentiated question with a full range of marks from zero to two.

### **Question 11b**

In the extension of question 11 candidates were asked to explain why it is important for any demonstration to be performed correctly. Once again, this question was well answered on the whole, with the majority of candidates able to access at least one mark. Many candidates explained that if the demonstration was learned incorrectly then this could result in injury. Others observed that as the performer would copy the skill, this would result in the wrong technique being learned.

### **Question 12a**

In this question, candidates were given the scenario of the live coverage of the 2017 Women's Cricket World Cup which led to an increase in participation. Candidates were asked to state two reasons why showing women's cricket on television raised participation. Most candidates scored the minimum of one mark with either a reference to increased awareness or creating role models. Few managed to achieve the maximum of two marks and virtually none made reference to increased sponsorship or income which would impact the game at the grassroots level.

### **Question 12b**

This part of the same question regarding the commercialisation of sport looked at rule changes. Candidates were told that many sports now change their rules to make their sport more attractive for television providing cricket and its T20 format as an example. Candidates were asked to state two ways that making changes to rules could lead to a sport becoming more attractive for television. Candidates found this question challenging with few achieving a maximum of two marks. The most popular responses related to making the game more exciting or less boring and speeding the game up. Many candidates referred to making the game safer which was not credited as it was irrelevant to the question. Surprisingly few candidates referred to either changing the scoring system or changing of match day times to prime viewing times which were acceptable answers.

### **Question 13**

The first of the extended answer questions asked candidates to evaluate whether an Under 15s football team should accept a sponsorship deal from a betting company. This deliberately steered candidates to the moral dilemma of a young grassroots football team who are not old enough to gamble.

There were 9 marks available, with a maximum of three for each of the AO statements - AO1, AO2 and AO3.



AO1 marks were awarded for any statement of fact, while AO2 marks were awarded for the advantage or disadvantage of the statement of fact and AO3 marks for the consequences of said advantage/disadvantage.

There was a good distribution of marks for this question from level 1 to level 3. The majority of candidates tended to score in the level 2 band. Many accessed developed a statement encompassing one AO1, one AO2 and one AO3 relating to the increased revenue sponsorship brings (AO1) which could be used to purchase equipment/kit/facilities (AO2) and which would improve performance (AO3). A number of candidates identified that gambling is illegal for people under the age of 18 which gained an AO1 mark for a statement of fact. Few defined sponsorship which would have accessed a further AO1 mark. A few candidates gave further insight and analysis of the dilemma facing the club by suggesting that parents may be unhappy with the association and rather than gain players the club may lose players or its reputation. A number of candidates alluded to whether the sponsorship could result in the young players being influenced by gambling or even becoming addicted. Both of these observations were attributed as AO3 statements.

#### **Question 14**

The second of the extended answer questions asked candidates to evaluate the reasons for, and consequences of, deviance in sport at the elite level.

There were 9 marks available, with a maximum of three for each of the AO statements - AO1, AO2 and AO3.

The majority of candidates tended to score in the high level 2 band for this question. Candidates quickly gained the maximum of 3 marks for AO1 statements by providing various reasons or consequences of deviance such as pressure from coaches or lifetime bans as well as a definition of deviance (however, a number of candidates mistakenly defined deviance as gamesmanship). Most candidates were able to provide further knowledge to some of the AO1 points to secure AO2 marks which were awarded for providing any relevant examples. For instance, ball tampering in cricket by Steve Smith and David Warner or EPO use by Lance Armstrong in cycling. Few candidates made many in depth evaluative comments for credit at AO3 level. These were awarded for a variety of reasons from doping causing long term health risks to improvement in testing meaning more athletes were being caught. Reference to VAR or video replays for citing, causing more athletes to be fined or banned for deviance as well as evaluating whether the risks of being caught outweighed the rewards available were also credits. As indeed was whether the risk to an athlete's pride or reputation was worth the risks.

## Paper summary

Based on their performance on this paper, candidates are offered the following advice:

- Identify keywords in a question - it may be helpful to circle or underline these to remind yourself. E.g., **Social** health benefits in question 2.
- Use the command words and the number of marks allocated to each question to help you with the depth and detail required in the response. For example, 'state' or 'give' such as in Q08(c) and Q11(a) will require minimal words and no need for explanation or description.
- Make sure examples are clear and leave the examiner with no doubt about the point being made. For example, in Q05b ensure an example of a mineral is supplied and its importance is stated along with the impact this would have on performance.
- If asked to provide two or three of something make sure that you do not repeat the same point but in different wording. For example, in Q12 giving 'increased awareness of cricket' as a reason for TV coverage increasing participation rates of women's cricket as well as 'raising interest in cricket', which is the same point.
- Pay attention to the command word in the question and the mark allocation. 'Explain' will need more detailed, linked responses and will be worth more marks, such as Q04b.
- In data questions such as Q09 try to select the most obvious answers e.g., regions 1 and 3 have both seen a decline in participation from 2014 to 2018.
- In three or four mark questions where 'explain' is the command word, the third marking point is often awarded for the impact on performance e.g. in Q05b when giving the example of a mineral as iron **(1)** which is required to increase the oxygen-carrying capacity of the red blood cells or equivalent **(1)** the final mark is related to preventing fatigue or delaying the onset of lactic acid **(1)**.