



Pearson
Edexcel

Mark Scheme (Results)

November 2021

Pearson Edexcel GCSE
In Physical Education (1PE0)
Paper 2 Health and Performance

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November 2021

Question Paper Log Number P66596A

Publications Code 1PE0_02_2111_MS

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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	Mark
	A01 – 1 mark	
1 (a)	<p>The only correct answer is B - Moving a player's arm through the correct motion for a tennis shot</p> <p>Incorrect options: <i>A is not correct because explaining is an example of verbal guidance</i></p> <p><i>C is not correct because using a float is an example of mechanical guidance</i></p> <p><i>D is not correct because video playback is an example of visual guidance</i></p>	(1)

Question Number	Answer	Mark
	A01 – 1 mark	
1 (b)	<p>The only correct answer is C – Increase energy stores</p> <p>Incorrect options: <i>A is not correct because carbohydrate loading does not aid digestion</i></p> <p><i>B is not correct because carbohydrate loading does not build strength</i></p> <p><i>D is not correct because carbohydrate loading does not help weight loss</i></p>	(1)

Question Number	Answer	Mark
	A02 – 1 mark	
1 (c)	<p>The only correct answer is D - Taking performance enhancing drugs in athletics</p> <p>Incorrect options: <i>A is not correct because faking an injury is an example of gamesmanship</i></p> <p><i>B is not correct because missing a penalty is not an example of deviance</i></p>	(1)

	<i>C is not correct because shaking hands is an example of sportsmanship</i>	
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Question Number	Answer	Mark
	A02 – 1 mark	
1 (d)	<p>The only correct answer is B - gymnastic vault</p> <p>Incorrect options: <i>A is not correct because cycling is an example of a basic skill</i></p> <p><i>C is not correct because sprinting is an example of a basic skill</i></p> <p><i>D is not correct because throwing a ball is an example of a basic skill</i></p>	(1)

Question Number	Answer	Mark
	A03 – 1 mark	
1 (e)	<p>The only correct answer is A - Ice hockey</p> <p>Incorrect options: <i>B is not correct because Judo has fewer injuries in 20-24 category</i></p> <p><i>C is not correct because Karate has fewer injuries in 20-24 category</i></p> <p><i>D is not correct because Volleyball has fewer injuries in 20-24 category</i></p>	(1)

Question Number	Answer	Mark
	A03 – 1 mark	
1 (f)	<p>The only correct answer is A - 15-19</p> <p>Incorrect options: <i>B is not correct because 20-24 category has more injuries</i></p> <p><i>C is not correct because 25-34 category has more injuries</i></p> <p><i>D is not correct because 34+ category has more injuries</i></p>	(1)

Question number	Answer AO1 – 1 mark	Mark
2 (a) (i)	1 mark for identification of health benefit <ul style="list-style-type: none"> • Social 	(1)

Question number	Answer AO1 – 1 mark	Mark
2 (a) (ii)	1 mark for identification of health benefit <ul style="list-style-type: none"> • Physical 	(1)

Question number	Answer AO1 – 1 mark; AO2 – 1 mark	Mark
2 (b)	For example: <ul style="list-style-type: none"> • Exercise releases endorphins/serotonin/provides feel good factor (1) which relieves stress (1) • Can lead to sense of achievement/fulfilment (1) which will make her feel good/ feel better about herself/ increase confidence (1) <p>Accept any other appropriate responses</p> <p>1 mark for identifying an emotional benefit of joining the rugby club (AO1) 1 mark for linked expansion (AO2)</p>	(2)

Question number	Answer AO1 – 1 mark	Mark
3 (a)	1 mark for identification of largest proportion. <ul style="list-style-type: none"> • Carbohydrates 	(1)

Question number	Answer AO1 – 1 mark	Mark
3 (b)	<p>1 mark for stating importance of protein.</p> <ul style="list-style-type: none"> • For growth and repair 	(1)

Question number	Answer AO1 – 1 mark	Mark
3 (c)	<p>1 one mark for identifying either nutrient.</p> <ul style="list-style-type: none"> • Minerals (accept calcium) • Vitamins (accept vitamin D) <p>Accept any other appropriate responses</p>	(1)

Question number	Answer AO2 – 2 marks	Mark
3 (d)	<p>One mark for each of the following points (up to two marks)</p> <ul style="list-style-type: none"> • <u>Pre hydration</u> 1 to 2 hours prior to stage (1) • Drink water (and electrolytes) every 15 min from water bottle/bidon <u>carried on bicycle</u> (1) • Collect fluids from (water/feed) stations en route or handed out from <u>team support car</u> (1) • <u>Post stage</u> liquid replenishment after finishing (1 or 2 hours) (1) <p>Accept any other appropriate responses</p>	(2)

Question number	Answer AO2 – 1 mark	Mark
4 (a) (i)	<p>1 mark for correctly classifying a tennis serve</p> <ul style="list-style-type: none"> • Closed 	(1)

Question number	Answer AO2 – 1 mark	Mark
4 (a) (ii)	<p>1 mark for correctly classifying a tennis serve.</p> <ul style="list-style-type: none"> • Complex 	(1)

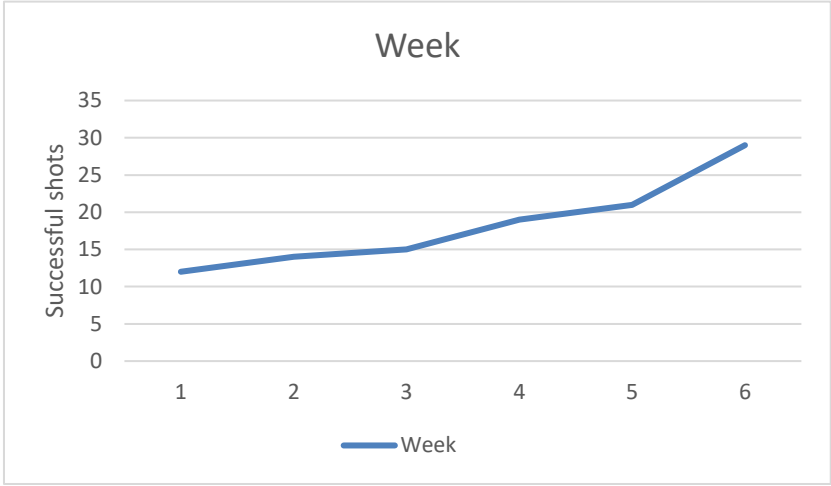
Question number	Answer AO2 – 1 mark	Mark
4 (a) (iii)	<p>1 mark for correctly classifying a tennis serve</p> <ul style="list-style-type: none"> • Low organisation 	(1)

Question number	Answer AO1 – 2 marks	Mark
4 (b)	<p>1 mark for identification of each characteristic (up to 2 marks).</p> <ul style="list-style-type: none"> • A simple skill • A skill requiring little thought/decision making/little concentration • A skill with basic movement patterns <p>Accept any other appropriate responses</p>	(2)

Question number	Answer AO1 – 1 mark	Mark
5 (a)	<p>1 mark for the correct meaning of sedentary lifestyle.</p> <ul style="list-style-type: none"> • A lifestyle where there is little/irregular/no physical activity. <p>Accept any other appropriate responses</p>	(1)

Question number	Answer AO2 – 1 mark	Mark
5 (b)	<p>1 mark for any example of why society can lead to a sedentary lifestyle.</p> <p>Any one from:</p> <ul style="list-style-type: none"> • Access to car/public transport • Labour saving gadgets around home (accept an example e.g. Dyson, dishwasher) • TV/video games can be more attractive than exercising. <p>Accept any other appropriate responses</p>	(1)

Question number	Answer AO2 – 1 mark	Mark
5 (c)	<p>1 mark for any consequence of a sedentary lifestyle.</p> <p>Any one from:</p> <ul style="list-style-type: none"> • Obesity/overweight/overfat/gaining weight • Depression • Coronary heart disease • High blood pressure • Increased risk of osteoporosis • Poor posture • Loss of muscle tone • Diabetes <p>Accept any other appropriate responses</p>	(1)

Question number	Answer AO3 – 2 marks	Mark														
6 (a)	<p>One mark for each of the following points (up to a maximum of two marks).</p> <ul style="list-style-type: none"> • Accurately plotting all points (1) • Adding line to join all points up (1)  <table border="1" data-bbox="411 593 1246 1077"> <caption>Successful shots over 6 weeks</caption> <thead> <tr> <th>Week</th> <th>Successful shots</th> </tr> </thead> <tbody> <tr><td>1</td><td>12</td></tr> <tr><td>2</td><td>14</td></tr> <tr><td>3</td><td>15</td></tr> <tr><td>4</td><td>19</td></tr> <tr><td>5</td><td>21</td></tr> <tr><td>6</td><td>29</td></tr> </tbody> </table>	Week	Successful shots	1	12	2	14	3	15	4	19	5	21	6	29	(2)
Week	Successful shots															
1	12															
2	14															
3	15															
4	19															
5	21															
6	29															

Question number	Answer AO2 – 1 mark; AO3 – 1 mark	Mark
6 (b)	<p>For example:</p> <ul style="list-style-type: none"> • Karar's SMART target was not realistic (1) because the number of successful shots was too high/challenging (1) • Karar should have made his SMART target more achievable (1) by making the number of successful shots lower (1) <p>Accept any other appropriate responses</p> <p>1 mark for recognition that target was unrealistic/unachievable (AO2) 1 mark for explaining why target was unrealistic/unachievable (AO3)</p>	(2)

Question number	Answer AO1 – 2 marks; AO2 – 2 marks	Mark
6 (c)	<p>For example:</p> <ul style="list-style-type: none"> • Karar could use a demonstration/ be shown a video of perfect model (1) so that Karar has a mental image of action required (1) Use verbal guidance to explain the correct technique (1) which is most effective when used in conjunction with visual guidance/ as Karar is a beginner he would benefit most from visual guidance (1) <p>Accept any other appropriate responses</p> <p>2 marks for example/definition of each guidance (AO1) 2 marks for explaining why each guidance would improve performance (AO2)</p>	(4)

Question number	Answer AO1 – 1 mark; AO2 - 1 mark	Mark
7	<p>For example:</p> <ul style="list-style-type: none"> • Compare pre and post PEP data/baseline tests (1) to see if any improvements have been made to her fitness (1) • Identify any changes to PEP that could have been made (1) and reasons why (1) • Identify next steps/recommendations for future (1) in order to maintain improvements/prevent regression/maintain motivation (1) <p>Accept any other appropriate responses</p> <p>1 mark for identifying reason for evaluation of PEP (AO1) 1 mark for explaining why reason is important (AO2)</p>	(2)

Question number	Answer AO1 – 2 marks; AO2 - 2 marks	Mark
8	<p>For example:</p> <p>Any two from:</p> <ul style="list-style-type: none"> • Media increases profile of sports through broadcasting/advertising to a greater number of people (1) therefore more people become aware of the sport/want to play the sport (1) • Media provides funding for the sport (through payment for coverage) (1) therefore sport can develop at grassroots allowing more people to participate (1) • Media increases people’s knowledge of sports, which raises awareness (1) so that they want to play the sport/more people know how to play the sport (1) <p>Accept any other appropriate responses</p> <p>2 marks for identification of how media can increase participation (AO1) 2 marks for appropriate expansion of explanation that would lead to increased participation (AO2)</p>	(4)

Question Number	Answer AO1 – 2 marks	Mark
9 (a)	<p>1 mark for each of the following points (up to two marks)</p> <p>Any two from:</p> <ul style="list-style-type: none"> • Plenty of time to focus on skill being learned • Skill should develop faster due to focus on one skill (rather than a range of skills) • Good for elite performers to groove skills • Good for basic/closed skills • Helps learner get a feel for the skill <p>Accept any other appropriate responses</p>	(2)

Question Number	Answer AO1 – 2 marks	Mark
9 (b)	<p>1 mark for each of the following points (up to two marks)</p> <p>Any two from:</p> <ul style="list-style-type: none"> • Performer will get tired without a break • Quality of performance may drop due to fatigue • Performer may get bored with repeating same skill • Requires a lot of motivation/concentration • No time for feedback <p>Accept any other appropriate responses</p>	(2)

Question number	Answer AO1 – 2 marks	Mark
10 (a)	<p>1 mark for identifying the following (up to two marks)</p> <ul style="list-style-type: none"> • From a manager/coach • From a parent/spectator • From his captain 	(2)

Question number	Answer AO2 – 1 mark; AO3 – 1 mark	Mark
10 (b)	<p>For example:</p> <ul style="list-style-type: none"> • Intrinsic feedback is difficult for Devon because he is a beginner/inexperienced (1) so he will have little knowledge/feel of the skills and will not be able to assess his own performance (as well as a coach) (1) <p>Accept any other appropriate responses</p> <p>1 mark for reason feedback would be difficult (AO2) 1 mark for linked expansion (AO3)</p>	(2)

Question number	Answer AO1 – 1 mark	Mark
11 (a)	<p>1 mark for identification of lifestyle choice.</p> <ul style="list-style-type: none"> • Smoking 	(1)

Question number	Answer AO1 – 2 marks; AO2 – 2 marks	Mark
11 (b)	<p>For example:</p> <ul style="list-style-type: none"> • It can lead to dehydration (1) therefore performance will drop as individual will suffer headaches/dizzy spells and be unable to concentrate on game (1) • It can lead to drop in blood glucose/energy levels (1) therefore performance will suffer as they will be unable to work as hard/fatigue quicker (1) • It can lead to loss of co-ordination/ slow down reaction times (1) therefore more likely to get injured (1) <p>Accept any other appropriate responses</p> <p>1 mark for identification of side effect (AO1) 1 mark for effect on performance (AO2)</p>	(4)

Question number	Answer AO1 – 1 mark; AO2 - 1 mark	Mark
12	<p>For example:</p> <ul style="list-style-type: none"> • Improves his confidence (1) because it is a ritual the kicker does every time (1) • Allows kicker to block out crowd/get in the zone (1) so kick is successful (1) <p>Accept any other appropriate responses</p> <p>1 mark for identifying a benefit of mental rehearsal (AO1) 1 mark for linked application/impact on performance (AO2)</p>	(2)

Question Number	Indicative content (A01 – 3 marks; A02 - 3 marks for application; A03 - 3 marks for evaluation)	Mark
13	<p>Reward acceptable answers. Responses may include, but are not limited to, the following:</p> <p>Knowledge and understanding of positive and negative effects of fitness on wellbeing (A01).</p> <ul style="list-style-type: none"> • Advantage of fitness on well-being e.g. improved body composition, maintain correct weight • Advantage of fitness on well-being e.g. stronger bones • Disadvantage of fitness on well-being e.g. overtraining/overuse <p>Application of knowledge of positive and negative effects of fitness on wellbeing (A02).</p> <ul style="list-style-type: none"> • Advantage of fitness on well-being e.g. improved body composition, maintain correct weight (AO1) can reduce risk of diseases like type II diabetes, CHD, cancer (AO2) • Advantage of fitness on well-being e.g. stronger bones (AO1) which can reduce chances of osteoporosis in later life (AO2) • Disadvantage of fitness on well-being- overtraining/overuse (AO1) which makes them more prone to injury (AO2) <p>Evaluation of topic – making reasoned judgments about positive and negative effects of fitness on wellbeing (A03).</p> <ul style="list-style-type: none"> • Advantage of fitness on well-being e.g. improved body composition, maintain correct weight (AO1) can reduce risk of diseases like type II diabetes, CHD, cancer (AO2) which can lead to increased life expectancy/longevity, improved quality of life (AO3) • Advantage of fitness on well-being e.g. stronger bones (AO1) which can reduce chances of osteoporosis in later life (AO2) therefore less likely to suffer from fractures/broken bones in a fall (AO3) • Disadvantage of fitness on well-being- overtraining/overuse (AO1) which makes them more prone to injury (AO2) and can lead to psychological problems/depression/ can lead to long term health problems (AO3). <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
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 (A01 – 3 marks; A02 - 3 marks for application; A03 - 3 marks for evaluation)	Mark
14	<p>Reward acceptable answers. Responses may include, but are not limited to, the following:</p> <p>Knowledge and understanding of the impact that the media and sponsorship have on professional sports performers (A01).</p> <ul style="list-style-type: none"> • Media/sponsorship enables sports performers to earn more money/ allows there to be more professional sports performers e.g. women’s rugby and football • Sports performers are in public eye more/role models/increased visibility due to media coverage • Media/sponsors dictate when events take place e.g. rugby league in summer <p>Application of knowledge of the impact that the media and sponsorship have on professional sports performers (A02).</p> <ul style="list-style-type: none"> • Media/sponsorship enables sports performers to earn more money/ allows there to be more professional sports performers (A01) however, this means increased pressure to perform to maintain sponsorship/status (A02) • Sports performers are in public eye much more/ role models/increased visibility due to media coverage (A01) so any indiscretion can result in front page news/ is highlighted e.g. aggressive act on pitch/ can intrude on privacy of performer • Media/sponsors dictate when events take place e.g. rugby league in summer (A01) so sports performers become a commodity that can be bought and sold (A02) <p>Evaluation of topic – making reasoned judgments about the impact that the media and sponsorship have on professional sports performers (A03).</p> <ul style="list-style-type: none"> • Media/sponsorship enables sports performers to earn more money/ allows there to be more professional sports performers (A01) however, this means increased pressure to perform to maintain sponsorship/status (A02) which can lead to deviance/cheating/win at all costs attitude (A03) • Sports performers are in public eye much more/ role models/ increased visibility due to media coverage (A01) so any indiscretion can result in performer being front page news/ is highlighted e.g. aggressive act on pitch/can intrude on privacy of performer (A02) this can lead to a loss of sponsorship/earnings/reputation for player (A03) • Media/sponsors dictate when events take place e.g. rugby league in summer (A01) so sports performers become a commodity that can be 	

	<p>bought and sold (A02) so there is increased risk of injury/burn out/shortened careers due to playing schedule/length of season (A03)</p> <ul style="list-style-type: none"> • Media/sponsorship enables sports performers to earn more money/ allows there to be more professional sports performers (A01) Enables sport performers to train full time/concentrate on training (AO2) many sports performers earn enough to set themselves up for rest of life/enable them to enjoy a lavish/excellent lifestyle/no need to work after retirement at young age (AO3) • Sports performers are in public eye much more/role models/increased viability due to media coverage (AO1) so can raise awareness of wider issues in society e.g. Marcus Rashford and free school meals (AO2) to enable change to policies for the good (AO3) <p>Students who only show achievement against A01 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).
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).