



Examiners' Report

June 2022

GCSE Physical Education 1PE0 02

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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 needed 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 performance.

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

The paper begins with multiple-choice questions designed to be fairly accessible for candidates. Two of the questions involved interpreting data, which were answered extremely well. However, some questions were more challenging than others, for example Q01(c).

Q01(c) asked candidates to identify a factor affecting optimum weight. The options were age, bone structure, ethnicity and fitness. A number of candidates selected the incorrect factor, with age, incorrectly, being the factor stated most.

The main section of the paper is devoted to one-, two-, three – or four-part mark questions (the question total might be larger, but the allocation of marks will have been broken down within that).

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

It was pleasing to see a growing number of candidates providing well-structured, well-organised responses, even to the most challenging questions. Many candidates developed their ideas, following a point through in greater depth for 'describe' and '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). A full range of marks was achieved across each question.

Question 2 (a)

This question was designed to be very accessible to candidates.

While this question was very well-answered on the whole, some candidates incorrectly provided examples of a health risk related to the stated health benefit, for example, lower blood pressure linked to stress.

Although mental health was accepted as alternative to emotional health, centres should note that emotional health is the correct term for this specification.

2 Participation in sport and physical activity can bring many health benefits.

Complete **Table 1** by:

(a) Stating the **type** of each of the following health benefits.

Benefit	(a) Type of health benefit
(i) Improved co-operation	Social health (1)
(ii) Lowered resting heart rate	Physical health (1)
(iii) Reduced stress	Mental health. (1)

Table 1



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Examiner Comments

The candidate states all three types of health benefit.

Total: 3 marks

2 Participation in sport and physical activity can bring many health benefits.

Complete **Table 1** by:

(a) Stating the **type** of each of the following health benefits.

Benefit	(a) Type of health benefit
(i) Improved co-operation	Better air pressure (1)
(ii) Lowered resting heart rate	Reduces blood pressure (1)
(iii) Reduced stress	Less risk of depression (1)

Table 1



In this response, the candidate misinterprets the question.

Incorrectly, they provide examples of a health risk related to the stated health benefit, for example, reduced blood pressure linked to lowered resting heart rate and less risk of depression linked to stress.

These are not **types** of health benefit therefore no credit was awarded.

Total: 0 marks

Question 2 (b)

The question differentiated well between candidates. It was designed to be a question to stretch and challenge the higher-ability candidates.

The AO2 first marking point was very accessible, with the majority of candidates gaining one mark for reference to working in a team. Few candidates achieved the extension AO3 mark for qualifying how co-operation is improved.

Among the reasons why sport and physical activity encourages co-operation were the following options:

- Playing as part of a team
- Teamwork
- Working to achieve a common goal
- Talking/listening

The more challenging second mark for qualifying how co-operation is improved was available for any of the following reasons:

- To agree tactics
- Follow instructions (in order to win)
- Get others' ideas

(b) Describe how participation in sport and physical activity can improve co-operation.

(2)

Participating in sport for example football can help you improve ~~get~~ co-operation as part of a team therefore ~~improving~~ improving co operation skills.



This response gains one mark for reference to being part of a football team.

There is no analysis of how co-operation is improved, for further credit.

Total: 1 mark

(b) Describe how participation in sport and physical activity can improve co-operation.

(2)

Participation in team sports improve cooperation as you have to discuss tactics and speak with your team mates, when playing



In this response, the candidate identifies team sports encouraging co-operation for the first marking point.

They also provide some analysis of how co-operation is improved by referencing 'discussing tactics with team mates'.

Total: 2 marks



Give examples to provide more context and understanding eg:

- discussing tactics
- following the coach's instructions on the pitch

Question 3

This was designed as a differentiating question and therefore it was challenging for candidates to gain the maximum mark of six.

This question differentiated extremely well between candidates, with a distribution of marks between 0 and 6.

Most candidates were able to identify two other long-term risks. Some repeated the health conditions given in the question, of heart disease and osteoporosis, which were not credited.

Answers included depression, obesity, stroke, type-2 diabetes and high blood pressure.

Higher ability candidates gained additional marks by explaining how regular exercise reduced the risk, and a further mark for evaluation.

The most popular answers related to depression and obesity. Numerous candidates identified regular exercise as reducing the risk of long-term depression, due to an increase in endorphine/serotonin levels which provides a 'feel good' factor.

Alternatively, candidates noted that the long-term health risk of obesity can be reduced because regular exercise burns calories which prevents excess fat storage.

Both these developed responses received three marks.

3 Regular exercise can reduce the risk of coronary heart disease and osteoporosis.

Explain **two other** long-term health risks that can be reduced through regular participation in exercise.

(3)

Long-term health risk 1

Reduced risk of obesity because you burn excess calories when exercising in aerobic exercise so, ^{can lose weight and} don't have a build up of excess fat. This also helps to reduce the risk of type 2 diabetes.

(3)

Long-term health risk 2

Reduced risk of depression because taking part in regular exercise can help stress-relief so helps to prevent stress related illness such as depression. Also causes an increase in serotonin which can help to reduce the risk of depression as when serotonin is released it makes us feel good.



This was an excellent response that gains maximum marks.

The candidate identifies obesity and depression as two long-term health risks. This is supported by a reason for how regular exercise reduces each risk.

This is followed by an evaluation of how risk is reduced ie obesity is reduced "because you burn excess calories" so you "don't have a build up of excess fat".

Depression is reduced because regular exercise "causes an increase in serotonin" as when serotonin is released it "makes us feel good".

Total: 6 Marks



Succinct responses can receive maximum marks.

3 Regular exercise can reduce the risk of coronary heart disease and osteoporosis.

Explain **two other** long-term health risks that can be reduced through regular participation in exercise.

(3)

Long-term health risk 1

risk of heart attack as you are more active which makes your body stronger including your muscles so all the blood can go to your heart reducing a heart attack

(3)

Long-term health risk 2

lung failure, by exercising more it expands the capacity of oxygen you get into your lungs which makes them work meaning that they have a less likely chance to fail.



In this response, the candidate has repeated a long-term health risk, which is contained in the question ie heart attack in relation to coronary heart disease.

This response contains nothing that can receive credit.

Total: 0 Marks



Do not repeat information provided in the question.

3 Regular exercise can reduce the risk of coronary heart disease and osteoporosis.

Explain **two other** long-term health risks that can be reduced through regular participation in exercise.

(3)

Long-term health risk 1

Diabetes can be reduced through regular participation in exercise because diabetes type 2 diabetes is caused by lots of fats building up near the pancreas, in the liver so by regularly participating these fats are burnt off.

(3)

Long-term health risk 2

The risk of a stroke is reduced because a stroke is caused by a build up of fat in an artery which means blood can't pass through, or not enough blood, regular participation uses and burns these fats before they can begin to build up.



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Examiner Comments

In this response, the candidate gains credit for both long-term health risks of type-2 diabetes and stroke.

The candidate gains a further mark in relation to stroke and enabling appropriate blood flow.

Total: 3 Marks

Question 4 (a)

This question proved challenging for many candidates with many wrongly identifying B.

As scrummaging requires multiple thought-processes, the correct answer was C.

Question 4 (b)

This question differentiated well, with candidates achieving between 0 and 2 marks.

Candidates were asked to provide two differences between a complex and a basic skill. Some candidates repeated the same point about complex and basic skills, expressing the identical point but from a complex and basic skill perspective eg A complex skill requires high levels of concentration, a basic skill requires low levels of concentration. This only merited one mark.

Other candidates repeated a similar marking point eg Complex skills need repeated practice, basic skills are easy to learn. Again, this merited one mark.

In addition, some candidates provided examples of complex and basic skills, with no explanation of the difference. This was not credited.

(b) State **two** differences between a basic skill and a complex skill.

(2)

1 Basic uses ~~high~~ low levels of concentration.

2 Complex uses high levels of concentration.



This response gains one mark for reference to basic skills using low levels of concentration (the candidate repeats the same point with complex skills using high levels of concentration).

This was typical of many responses.

Total: 1 Mark



Do not repeat the same point – in this case, using the reverse of the same statement.

(b) State **two** differences between a basic skill and a complex skill.

(2)

1 Basic skill needs low amounts of concentration whereas complex needs a lot of concentration.

2 A complex skill needs a lot of practise to be able to do it. For example a basic skill is running whereas a complex skill is a diver doing a somersault.



This response gains both marks.

The candidate makes reference to basic skills needing low amounts of concentration. Although the candidate also refers to complex skills needing a lot of concentration this was not required and gains no further credit.

The candidate then makes reference to complex skills requiring a lot of practice. This also gains one mark.

The candidate provides examples of complex and basic skills which, although unnecessary, demonstrates understanding of the topic area.

A text-book answer.

Total: 2 Marks

Question 5 (i)

This question concerned SMART targets – Specific, Measurable, Achievable, Relevant and Time-Bound.

It was answered very well, with numerous candidates gaining the maximum of two marks.

Candidates could approach the answer from one of three ways for the reason, referencing if the target was:

- too easy
- too difficult
- manageable.

Most candidates could also explain the impact of this.

In addition, if candidates made reference to access to equipment/facilities/swimming pool, then a stand-alone one mark was awarded.

- 5 Pavel is a 100m breaststroke swimmer. He uses SMART targets to improve his performance.

Explain why Pavel's SMART targets should be **realistic** and **time-bound**.

(i) **Realistic**

(2)

Making a target Realistic means making a target that is possible to achieve. If the target is not realistic and is too high, Pavel might become demotivated from his goals. For example, Pavel might try to increase his time by ~~3s~~ 1 or 2 seconds as it would be a challenge but can be done.



In this response, the candidate refers to a realistic target being "possible to achieve". This gains the first marking point.

The candidate then changes tack and states that if the target is too high then this may lead to "demotivation", which merits further credit.

The candidate also gives an example of a realistic target of "1-2 seconds", which would be "challenging but could be done".

If the candidate had not already referred to the target needing to be possible to achieve, then this would also have been worthy of credit for first marking point.

Total: 2 Marks

- 5 Pavel is a 100m breaststroke swimmer. He uses SMART targets to improve his performance.

Explain why Pavel's SMART targets should be **realistic** and **time-bound**.

(i) **Realistic**

(2)

He needs to make sure he can actually complete it as he may not have the ^{correct} facilities. For example, he needs to check that he can access the swimming pool in the times he needs it, otherwise he cannot ~~be~~ improve.



ResultsPlus
Examiner Comments

In this response, the candidate has made reference to the need for correct facilities to make the SMART target realistic eg a swimming pool.

This was credited with one stand-alone mark.

Total: 1 Mark

Question 5 (i)(i)

The candidates were then asked to explain in Q05ii why the target should also be time-bound. Once again, this was very well-answered.

Some candidates confused completing a target within a set time, with the need to beat a swimming time, so consequently did not gain credit.

(ii) Time-bound

(2)

Time bound ~~is~~ ~~is~~ is important
so he can schedual his training
around other things he does on
a day to day ~~base~~ base.



ResultsPlus
Examiner Comments

This candidate is not referring to time in the sense of a goal or deadline, but rather managing his time, so gains no credit.

Total: 0 marks

(ii) Time-bound

(2)

His SMART targets should be time-bound because then Pavel has a specific deadline to meet and can work around this.

Time-bound also means Pavel can assess his progress after the deadline and could change some factors. This will also mean

Pavel will be able to work **(Total for Question 5 = 4 marks)**

hard and stay motivated as he knows when his targets should be met.



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Examiner Comments

In this response, the candidate refers to time-bound meaning a "specific deadline to meet", which gains credit for the first marking point.

The candidate goes on to make reference to "working hard and staying motivated", which gains the second impact mark.

Total: 2 Marks

Question 6 (a)

In this question, candidates were shown an image of a football coach providing feedback to an under 11 football team **after** the game. The question simply asked what the name of this type of feedback is called.

Unsurprisingly, most candidates correctly identified terminal feedback (although extrinsic was also permitted).

Question 6 (b)

In the second part of Q06 candidates were asked to explain why concurrent feedback from the football coach could improve the performance of the football team. Candidates could gain three marks from any of the four bullet points in the Mark Scheme.

Most candidates accessed at least two marks, with the majority stating that concurrent feedback occurred during a game. They accessed the second mark with bullet points two or three.

However, few gained the application of 'impact on performance' mark.

(b) Explain why **concurrent** feedback from the football coach could improve the performance of the football team.

(3)

Concurrent feedback is given during the game, not after. This would help to motivate the team if they are losing at half time, or help player to track back into their position. They can call man on so the players are aware of opponents or commands like 'switch' or 'receive' the ball to keep possession. Small quick tips during game could depend on a successful outcome.



In this response, the candidate makes reference to:

- concurrent feedback taking place "during the game not after" (bullet point 1)
- "motivating the team" (bullet point 2)
- adjusting technique/tactics ie "help player to track back" and "call man on" (bullet point 3).

A "successful outcome" is too vague for bullet point 4 but this answer still merits maximum marks.

Total: 3 Marks

This is an 'explain question' worth 3 marks.

Candidates should try to develop their points, after describing concurrent feedback.

(b) Explain why **concurrent** feedback from the football coach could improve the performance of the football team.

(3)

concurrent feedback is getting
feedback while performing so this
will help the football team up
their game while getting told
feedback



ResultsPlus
Examiner Comments

This response gains one mark for reference to concurrent feedback taking place during the game.

There are no further statements that may be credited.

This candidate could have explained how the feedback improves the players and also the impact on performance.

Total: 1 Mark

Question 7

The vast majority of candidates accessed at least one mark, with many gaining the maximum of two marks.

Some candidates repeated the same bullet point eg 'concentration' and 'blocking out fans', so did not achieve both marks.

7 Mental rehearsal is a technique used by many athletes to improve performance.

State **two** benefits of mental rehearsal.

(2)

1 Performers can prepare what they are going to do before they do it.

2 Performers can block out everything else around them to ensure that they are focused.



This candidate gains credit for statement two related to "blocking out everything around them to stay focused".

There is no credit for statement one relating to preparation, which is far too vague.

Ensure the same point is not repeated – in this example, if the candidate had stated 'performers can block out everything else' in first benefit and then 'so that they are focused' in second benefit then 1 mark only would still have been awarded because this is same marking point.

Total: 1 Mark

7 Mental rehearsal is a technique used by many athletes to improve performance.

State **two** benefits of mental rehearsal.

(2)

- 1 Allows you to visualise the correct technique or best performance so you can replicate this and give your best performance during the match.
- 2 Reduces stress and anxiety as you know what the ideal situation is and you just try to replicate this as well as possible.



This response gains both marks.

The candidate refers to "visualising the correct technique so this can be replicated in performance" and "reduces stress".

Total: 2 Marks

Question 8

Q08 was answered poorly by candidates.

The stem provided candidates with information about the NHS, recommending that teenagers have 8 to 10 hours of sleep a day to maintain the correct work/sleep balance for good health.

They were then asked to explain why a lack of sleep can have a negative impact on **physical** health. Many candidates made vague comments about short-term issues such as irritability, lack of concentration and tiredness, which were not credited. Neither were emotional health effects, such as depression or stress.

One mark was available for any of the health risks given in the Mark Scheme. A further mark was available for reference to giving body systems time to recover/replenish, which most candidates overlooked.

- 8 The NHS recommends that teenagers have 8 to 10 hours of sleep a day to maintain the correct work/sleep balance for good health.

Explain why a lack of sleep can have a **negative** impact on **physical** health.

(2)

*negative lack of sleep can cause an individual to become
drowsy, dizzy and tired. This negatively impacts physical
health as it prevents individuals from physically working to
as best as they should.*



This was a fairly typical response, which gained no credit.

The candidate makes bland assertions about tiredness, drowsiness and dizziness, as examples of negative impacts of lack of sleep.

There is no explanation why adequate sleep is required.

Total: 0 Marks



Answer the question that is asked: here, a clear negative **physical** health impact was needed, eg lowering of the immune system.

- 8 The NHS recommends that teenagers have 8 to 10 hours of sleep a day to maintain the correct work/sleep balance for good health.

Explain why a lack of sleep can have a **negative** impact on **physical** health.

(2)

Sleep allows for rest and recovery and allows adaptations to occur. ~~The~~ Lack of sleep could cause fatigue and increased stress levels. It could also increase blood pressure and chance of stroke.



This response gains both available marks.

The candidate makes reference to sleep allowing for 'rest and recovery'.

The candidate gains further credit for an example of a negative impact on physical health ie increased blood pressure and stroke.

Either of these conditions would have gained credit, although stress on its own would not have gained credit because it is not related to **physical** health.

Total: 2 Marks

Question 9 (i)

This question asked the candidates to state one advantage of using a mechanical aid – in this case a float – to help a beginner learn to swim. The vast majority of candidates were able to state one of the advantages.

9 Figure 5 shows Bella being taught to swim using a float for mechanical guidance.



(Source: © Joe MoJo/Shutterstock)

Figure 5

State **one** advantage and **one** disadvantage of using mechanical guidance when teaching Bella to swim.

(i) Advantage

~~she's being shown~~ she's being shown
now and what to do (1)



This response gains no credit.

The advantage that "she is being shown how and what to do" is too vague and unrelated to the mechanical aid.

Total: 0 Marks

9 **Figure 5** shows Bella being taught to swim using a float for mechanical guidance.



(Source: © Joe MoJo/Shutterstock)

Figure 5

State **one** advantage and **one** disadvantage of using mechanical guidance when teaching Bella to swim.

(i) Advantage

(1)

keeps Bella feel secure and
become more confident in
the water



This response gains one mark for reference to the mechanical aid providing "more confidence".

Total: 1 Mark

Question 9 (i)(i)

This question further asked the candidates to state one disadvantage of using the mechanical aid of a float to help a beginner learn to swim.

Once again, the vast majority of candidates were able to state one of the disadvantages.

(ii) Disadvantage

(1)

A disadvantage is she is not learning about the circumduction at the shoulders to give her that extra help to swim backwards.

(Total for Question 9 = 2 marks)



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This response gains no credit because it is unrelated to the mechanical aid.

Total: 0 Marks

(ii) Disadvantage

(1)

Might become reliant on the float. So doesn't learn how to swim without it.



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Examiner Comments

This response gains credit for reference to the swimmer becoming "reliant on the float".

Total: 1 Mark

Question 10

This question proved challenging for most candidates to gain both marks available.

While the first point was very accessible, few achieved AO2 application point of adapting/altering skills in a game.

10 Coaches use different types of practice structure to teach different skills.

Explain why **variable** practice is used to develop open skills.

(2)

because variable practice is showing someone a video on how to do it also an open skill is simple and would be able to understand quickly



This response gains no credit. The candidate refers to variable practice involving showing a video, which is incorrect.

Total: 0 Marks

10 Coaches use different types of practice structure to teach different skills.

Explain why **variable** practice is used to develop open skills.

(2)

Variable practice is used to develop open skills as it allows the performer to practice a skill in many different situations. Therefore when put in these situations the performer would be more likely to know what to do. Open skills can be affected by the environment therefore skills need to be ~~adaptable~~ adaptable.



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Examiner Comments

This response gains both marks.

The candidate makes reference to performer practising a skill in many different situations, for the first marking point.

The candidate gains further credit for reference to the skill needing to be adaptable to different environments so "performer would be more likely to know what to do".

Total: 2 Marks

10 Coaches use different types of practice structure to teach different skills.

Explain why **variable** practice is used to develop open skills.

(2)

variable practice is practicing the skill in different environments so the performer can gain a understanding. This can be used to develop open skills because of the changing environment the skill is practiced in so it would be suitable.



This response was fairly typical and worth one mark.

The candidate makes reference to practising skills in different environments.

1 mark

Question 11 (a)

This was another data question, which is a requirement of the specification.

This time, candidates were provided with some quantitative data relating to the performance of a tennis player. The candidates were asked to analyse the data to identify two strengths of the tennis player.

Candidates should be encouraged to identify and analyse, using the most straightforward and obvious answers. This question was generally answered very well, with the majority of candidates gaining both available marks.

11 Serena's tennis coach has carried out an analysis of her last match. The data collected is shown in **Table 2**.

1st serve percentage	80%
Aces (service winner)	11
Double service faults	14
Win percentage on 1st serve	73%
Win percentage on 2nd serve	20%
Forehand winners	3
Forehand unforced errors	12
Backhand winners	13

Table 2

Analyse the data in **Table 2** to determine **two** strengths and **two** weaknesses of Serena's performance.

(a) Strengths

- 1 win percentage on 1st serve (2)
- 2 Back hand winners



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Examiner Comments

In this response, the candidate gains both marks, for reference to "win percentage on 1st serve" and "backhand winners", as two strengths.

Total: 2 Marks

11 Serena's tennis coach has carried out an analysis of her last match. The data collected is shown in **Table 2**.

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Win percentage on 2nd serve	20%
Forehand winners	3
Forehand unforced errors	12
Backhand winners	13

Strength

Table 2

Analyse the data in **Table 2** to determine **two** strengths and **two** weaknesses of Serena's performance.

(a) Strengths

(2)

1. Double service faults

2. Forehand unforced errors



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Examiner Comments

"Double service faults" and "forehand unforced errors", are both weaknesses rather than strengths, therefore this response gains no credit.

Total: 0 Marks



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Examiner Tip

Choose the most obvious strengths eg 1st service percentage of 80%

Question 11 (b)

The candidates were then asked to analyse the data to identify two weaknesses of the tennis player. This question was generally answered very well.

Where candidates did only gain one mark it was usually by identifying the number of aces as a weakness when, in fact, it was a strength.

(b) Weaknesses

(2)

1 Win ~~percentage~~ percentage on 2nd serve

2 Forehand winners



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Examiner Comments

This candidate gains both marks for identifying "win percentage on second serve" and "forehand winners" as weaknesses.

Total: 2 Marks

(b) Weaknesses

(2)

1 she gets tired / decreases her performance as ~~the~~ time progresses

2 She notes ~~aces~~ ~~unconsciously~~, without wanting to do them



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Examiner Comments

This candidate has misinterpreted the question and has not analysed the data. Consequently, no credit is awarded.

Total: 0 Marks

Question 12 (a)

In this question, candidates were asked to describe the difference between sportsmanship and gamesmanship.

This was answered well, with most candidates relating their answer to qualities of fairness or playing within the rules. Examples of sportsmanship such as shaking hands at the end of a game were also credited, even if not accompanied by a correct description.

The majority of candidates were able to explain that gamesmanship is bending the rules, again, often providing an example such as time-wasting in football.

Some candidates mistook gamesmanship for deviance and lost a mark. Others managed to confuse the two characteristics and therefore no marks were awarded.

12 During a football match, a player may display **sportsmanship** or **gamesmanship**.

(a) Describe the difference between **sportsmanship** and **gamesmanship**.

Sportsmanship is playing by the rules⁽²⁾,
being honest ~~to~~ and showing respect
Gamesmanship isn't breaking the rules
but bending them such as time wasting.



The candidate gains credit for describing sportsmanship as "playing by the rules" and gamesmanship as "bending the rules".

Total: 2 Marks

12 During a football match, a player may display **sportsmanship** or **gamesmanship**.

(a) Describe the difference between **sportsmanship** and **gamesmanship**.

(2)

Gamesmanship is when a player sticks to the rules of the sport for example not diving in football.

Sportsmanship is when a player does something outside the rules of the sport that benefits other people playing the sport.



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Examiner Comments

This response gains no credit.

The candidate has confused both gamesmanship and sportsmanship, with incorrect descriptions.

Total: 0 Marks

Question 12 (b)

In the second part of this question candidates were asked to explain why it was important for elite performers to demonstrate sportsmanship.

This question differentiated very well, with candidates achieving between 0 and 3 marks.

Candidates could approach this question from two different angles and gain 3 marks from any of the 4 related bullet points.

Either:

- elite performers are role models
- so needs to set a good example
- as behaviour will be copied/influenced by those watching
- which will increase/encourage sportsmanship (at grass roots level)

Or:

- elite performers are always in the media
- so if they demonstrate good behaviour on the pitch this will reflect positively on the sport
- which will increase participation at grass roots level
- and attract/keep sponsorship deals

The vast majority of candidates chose the first route, and on the whole, the question was well-answered with many candidates accessing at least 2 marks

(b) Explain the importance of elite performers demonstrating **sportsmanship**.

(3)

Elite performers should demonstrate sportsmanship as not only does it show they respect the sport and its players but it earns them a good reputation. This may prompt companies to sponsor that performer as they will have a positive influence on the brand's name.



This response gains one mark for reference to gaining sponsorship by showing sportsmanship.

Total: 1 Mark

(b) Explain the importance of elite performers demonstrating **sportsmanship**.

(3)

Elite performers demonstrating sportsmanship sets good role models for young fans and grassroots players. They may then go on to copy the actions of the elite performers, therefore increasing the sportsmanship shown at all levels of the sport from grassroots up to elite performers which ensures the sport is viewed positively with a positive reputation.



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Examiner Comments

This response gains the maximum of 3 marks.

The candidate makes reference to:

- role models (bullet point 1)
- copying the actions of the elite performer (bullet point 3)
- increasing sportsmanship at all levels (bullet point 4)

The candidate makes developed statements.

Total: 3 Marks



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Examiner Tip

Make developed statements by using connecting words such as 'therefore' to link points.

Question 13

This proved a challenging question for many candidates, mainly because consequences for the performer or sponsor were cited, rather than the **sport**.

Hence, few candidates gained a maximum of three marks. Candidates are encouraged to read the question and also note that key words are often written in bold to assist the candidates.

In this case, 'for the **sport**' was highlighted.

The candidates were asked to identify three consequences of deviancy for sport.

Ensure you read the question – the consequences of deviancy must relate to the **sport**, which is highlighted in bold.

13 Deviant behaviour in elite level sport, such as taking performance-enhancing drugs, has consequences for sport.

Give **three** consequences of deviancy for **sport**.

(3)

1 Fines

2 BANS BANS

3 Sent off from the court / pitch.



In this typical response, the candidate has attributed the consequences of deviance to the performer, not the sport, so this gains no credit.

Total: 0 Marks



Key words in questions are often in **bold** – look out for them!

13 Deviant behaviour in elite level sport, such as taking performance-enhancing drugs, has consequences for sport.

Give **three** consequences of deviancy for **sport**.

(3)

1. Bad reputation with drug use
2. loss in participation
3. loss of TV/media coverage and sponsorships



ResultsPlus
Examiner Comments

This response gains the maximum of three marks.

The candidate gives three consequences of deviancy for sport.

- Sport gains a bad reputation
- Loss of participation
- Loss of TV/media coverage and sponsorships

Total: 3 Marks

Question 14 (i)

In Q14i candidates were asked to explain one advantage of sponsorship for **sport**.

Once again, sport was highlighted in bold and answers related to sponsors or performers were not accepted.

Nevertheless, this was well-answered, on the whole, with many candidates stating that sponsorship led to increased income (for the sport) which allowed better facilities to be provided.

14 Explain **one** advantage and **one** disadvantage of sponsorship for **sport**.

(i) Advantage

(2)

Sponsorship helps to bring more money into the sport which can then be filtered down to grass root levels, new clubs, pay rises or making new adaptations for better quality staff for the public such as seating improvements in a stadium.



ResultsPlus
Examiner Comments

This response gains both marks for reference to "bringing more money into the sport", which can be used at grass roots level/pay rises/improvements in stadiums

Total: 2 Marks

14 Explain **one** advantage and **one** disadvantage of sponsorship for **sport**.

(i) Advantage

players earn more money meaning they⁽²⁾
can go professional and have for increase
performance level



ResultsPlus
Examiner Comments

This response gains no credit.

The candidate has answered the question in relation to the performer, not the sport.

Total: 0 marks

Question 14 (i)(i)

In Q14ii, candidates were asked to explain one disadvantage of sponsorship for **sport**. As in Q14i, any answers related to sponsors or performers were not accepted.

Candidates tended to find this part of the question more challenging than Q14i, even though there were more ways to access marks.

A number of candidates identified that the sponsors gained greater control over sport. They went on to gain the developed AO2 applied mark for reference to the fact that this can lead to rule changes or timing of matches being altered.

A few candidates also made reference to minority sports gaining less funding/sponsorship, which can result in participation rates/popularity of these sports declining. This gained credit.

Other candidates made reference to the issue that if sports started to rely on the sponsor's income, which is then withdrawn, the sport could face financial difficulties.

The majority of candidates who gained marks on this question, however, made reference to unethical sponsors, which could bring the sport into disrepute and/or cause a loss of support.

(ii) Disadvantage

(2)

Sponsoring a player could make them feel more pressure to perform well and might make them feel they have to cheat to ~~to~~ keep the sponsorship. For example a netballer might take PED's to perform better and keep their sponsorship.



This response gains no credit.

The candidate has answered the question in relation to the performer, not the sport.

Total: 0 Marks

This is an 'explain' question.

What is the impact of reliance on sponsorship money if it is taken away?

(ii) Disadvantage

(2)

may become reliant on sponsorship money
which can be taken away at any
point.



ResultsPlus
Examiner Comments

This response gains one mark for reference to 'becoming reliant on the sponsorship money'.

There is no linked impact on the sport.

Total: 1 Mark

(ii) Disadvantage

(2)

A disadvantage is sponsorship ~~can~~
~~and~~ can dictate when a match is
played making it a convenient time
for them however maybe an inconvenience
for fans.



ResultsPlus
Examiner Comments

This response gains both available marks.

The candidate makes reference to sponsors gaining more control ie "can dictate when a match is played making it a convenient time for them".

It gains further credit for linked impact and reference to "inconvenience for fans".

Total: 2 Marks

Question 15

The first of the extended answer questions asked candidates to evaluate three personal factors that can negatively impact on an adult's participation in sport (apart from gender and ethnicity, which were provided in the stem of the question).

There were 9 marks available, with a maximum of 3 for each of the AO statements – AO1, AO2 and AO3.

There was a good distribution of marks for this question across Levels 1 to 3. The majority of candidates managed to access a Level 2 mark, with a pleasing number accessing Level 3.

Most candidates were able to gain AO1 marks for statements of fact, such as identifying some, or all, of the other factors, which are age, socio-economic factors, and disability.

If age, disability or socio-economic factors were not stated, then credit was still given where **sufficient evidence** was provided to identify the factor eg adults have less free time due to work/family commitments.

AO2 marks in relation to socio-economic and high cost of membership fees/equipment etc were popular, as were the AO3 statements related to the cost of some sports in comparison to others.

Many candidates recognised that some sports like golf/horse-riding/skiing were not available to those with limited disposable income.

AO2 marks in association with age and time were popular. Few candidates made reference to decreasing flexibility/strength etc as limiting factors or the AO3 marks in relation to injury/recovery.

Surprisingly few candidates made any reference to either life-time sports or masters/veterans competitions.

AO2 marks linked to disability were much more accessible for many candidates. Many candidates made the connection between specialist equipment and/or facilities such as ramps. Some also identified the lack of disability coaches, while the AO3 statements in relation to access of facilities and reduced opportunities were also often provided.

15 Ethnicity and gender are two of the personal factors that can have a negative impact on adults' participation in sport.

Evaluate **three other** personal factors which can negatively impact on an adult's participation in sport.

Socioeconomical disability
age

(9)

Disability can negatively impact on adults participation in sport because if a person is in a wheelchair, for example they would find it hard to find classes or groups to be able to participate. This would also mean that they can take part in some sport, negatively impacting them.

Another personal factor which can negatively impact on an adults participation in sport is age. This is because some sports have an age range that they can play. For example, football, they have different age ranges so only some can play. This therefore ~~could~~ could prevent some adults from participating.

A personal factor which can negatively impact on an adults participation in sport is time/accessibility. Some women have children so have less time to

participate in sports. They could also have a job which takes up more time leaving no time for any exercise or sport.



ResultsPlus
Examiner Comments

This is an example of a Level 2 response.

The candidate gains credit for reference to the following points:

- Disability (AO1)
- Difficulty of finding classes or groups to participate ie reduced opportunities (AO3)
- Age (AO1)
- Reference to time, which is qualified by link to women having children to look after and job (AO2)

The candidate demonstrates some accurate knowledge and understanding, including appropriate use of language, in places.

Some applied knowledge to the context of the question is demonstrated.

Total: 4 Marks

15 Ethnicity and gender are two of the personal factors that can have a negative impact on adults' participation in sport.

Evaluate **three other** personal factors which can negatively impact on an adult's participation in sport.

Age, Disability, Socio-economic

(9)

Age can limit people's participation. ~~Children~~ People aged 16-30 usually have the most choice of different types of sport because there are more clubs available and people aren't as busy with work so have more free time to play. Fitness also decreases with age because people become less flexible and their bones and muscles become gradually weaker. This can mean the older adults find it harder to bounce back from injury. Therefore they are less likely to do contact or rough sports such as rugby because they don't want to be hurt. They are more likely to do non-weight bearing exercises such as swimming but if they are very busy with work they may not have time.

If someone is disabled they may find it difficult to access sports. This is because there are not as many facilities that are accessible for people in wheelchairs or people that are blind. It often needs specialist equipment and teachers but not all leisure centres have this so a lot of disabled people will have decreased participation rates because there is nowhere near them that offers what they need. This may involve ramps for access or adapted team sports.

Socio-economic factors such as where someone lives, what job they have and how much disposable income they have can limit someone's participation. Some sports such as sailing require specialist

equipment which is often expensive so if someone doesn't have enough disposable income they can't afford this so can't take part. If someone wants to do ice skating but doesn't live near an ice rink they may struggle to do this so may choose to do a more accessible sport such as football. This may mean participation in more expensive or difficult to access sports decreases. Finally, if someone works irregular hours or night shifts they may struggle to join sports clubs that meet at a specific time.

Overall, age can mean people are not as strong or flexible so older people may not take part in many sports because they are more likely to get injured and their body can't cope with it as well so younger people tend to play more sports. Disabled people have less access to sport and may find it difficult to play because it is less widely ^{available} ~~available~~ which will decrease participation rates. Some sports



This is an example of a high Level 3 response.

The candidate demonstrates accurate knowledge and understanding throughout the response, containing appropriate use of technical language.

Detailed knowledge is applied to the question.

The response is supported by relevant evidence and fully deserves the maximum mark.

The candidate gains credit for reference to the following points:

- Age (AO1)
- Adults lose flexibility/strength as they get older (AO2)
- Harder to recover from injury as you get older (AO3)
- May not have time if busy with work (AO2)
- Disability(AO1)
- Difficulty to access facilities (AO3)
- Specialist equipment needed (AO2)
- Need for specialist facilities eg ramps (AO2)
- Socio-economic (AO1)
- Sports such as sailing are expensive: if someone doesn't have disposable income they cannot afford this (AO3)
- May need to travel to ice rink if they don't live nearby (AO2)

Consequently, the candidate makes three AO1 statements, five AO2 statements (which is a maximum of 3 marks) and three AO3 statements.

Total: 9 Marks

Question 16

The second extended-answer question asked candidates to evaluate the importance of protein, carbohydrates and vitamins, for an elite power-hammer thrower.

There were 9 marks available with a maximum of 3 for each of the AO statements – AO1, AO2 and AO3.

Once again, there was a good distribution of marks for this question across Levels 1 to 3.

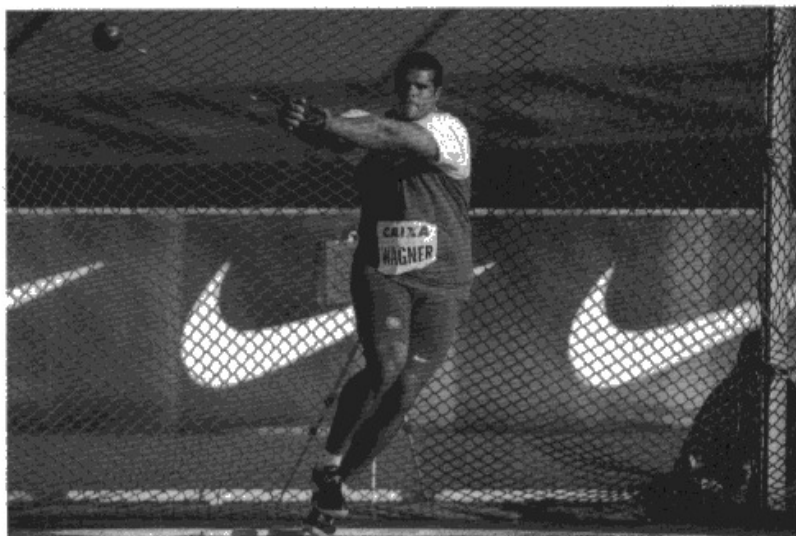
Most candidates were able to gain AO1 marks for statements of fact, such as protein being required for growth and repair while carbohydrates are important for energy.

Many candidates could also apply this knowledge, and it was pleasing to see more candidates access AO2 and AO3 marks than usual. Possibly, this may have been due to the release of the advance information.

One of the most popular developed statements involved protein for growth and repair (AO1) which increases strength/power/force/muscle hypertrophy (AO2) so the hammer can be thrown further (AO3).

Many candidates named minerals such as calcium and iron as vitamins, which was not credited. There has to be a link to the mineral eg vitamin D absorbs calcium to aid bone strength.

16 Figure 6 shows Demitri, who is an elite power athlete, throwing the hammer.



(Source: © Wagner Carmo/Shutterstock)

Figure 6

Evaluate the importance of **protein, carbohydrates** and **vitamins** for elite power athletes such as Demitri.

(9)

Protein is a macronutrient that is important for power athletes as it ~~also~~ ~~the~~ maximises the repair of muscle tissues. Protein don't doing explosive ~~exercise~~ ^{exercise}. Protein should be eaten as soon as possible after Demitri compete because it will help the growth of his muscles (hypertrophy). Protein can increase protein synthesis and so therefore increase the growth and repair of muscles. Because the hammer throw requires power, ~~speed~~ ^{strength}, and speed large muscles are vital so Demitri can use as much power as possible to help him exert more force and throw the hammer further and so perform better. Proteins can also produce small amounts of energy, but it is not their main function. Therefore, proteins are the most important for Demitri as it means he can have bigger muscles to ~~throw~~ ^{throw} the

hammer with more power.

Carbohydrate are another macronutrient that is vital for all performers and people and they are the macronutrient that should be eaten in the largest quantity. Carbohydrate help to produce energy which is important for Benji as he needs to use energy anaerobically to be able to throw the hammer with power and speed. ~~How~~ Carbohydrate can also be stored as glycogen in the muscles to help provide energy for the later use such as in performance. However, carbohydrates are used by endurance athletes more than sprint athletes because they are the primary source of aerobic exercise. Because Benji's hammer throw is anaerobic, it is short and explosive so it uses quickly therefore although carbohydrates are important, because Benji's performance is over quickly he doesn't need to produce energy continuously for prolonged periods of time so doesn't need ~~that~~ large amounts of glycogen stored in muscles.

Vitamins are micronutrients found in fresh fruit and vegetables. They help to maintain a good immune system and are also used for general health and growth. These are important for all people, but especially Benji as he wants to remain healthy and avoid diseases and colds because if he became ill his immune system wouldn't work as effectively so he would have to work at a lower intensity because

oxygen delivery and energy production would be reduced. If he becomes sick, more ill he may have to take a break from training to recover which can lead to his adaptations and progress being lost and so would reduce his performance level / negatively impact on his performance.

There are many different types of vitamins which do different things. Vitamin D helps the body absorb the mineral calcium so is essential to help maintain bone strength and also strong bones, reduce the risk of osteoporosis. Having strong means a reduced chance of injury as bones are less likely to break. Vitamin C helps you remain healthy and keeps you free of (Total for Question 16 = 9 marks)

from colds which again is essential. TOTAL FOR PAPER = 70 MARKS
for B deficiency because without vitamins he may become ill or injured and so may have to stop training which would negatively impact on his performance.



This is an example of a high Level 3 response.

The candidate demonstrates accurate knowledge and understanding throughout the response, containing appropriate technical language.

Detailed knowledge is applied to the question. The response is supported by relevant evidence and fully deserves the maximum mark.

The candidate gains credit for reference to the following points:

Protein

- Protein maximises growth and repair of muscle tissue (AO1)
- Protein should be taken as soon after exercise as possible (AO2)
- Reference to hypertrophy (AO2)
- Ability to throw the hammer further (AO3)

Carbohydrates

- Carbohydrates produce energy (AO1)
- Carbohydrates are used by endurance athletes more often, rather than power athletes (AO3)

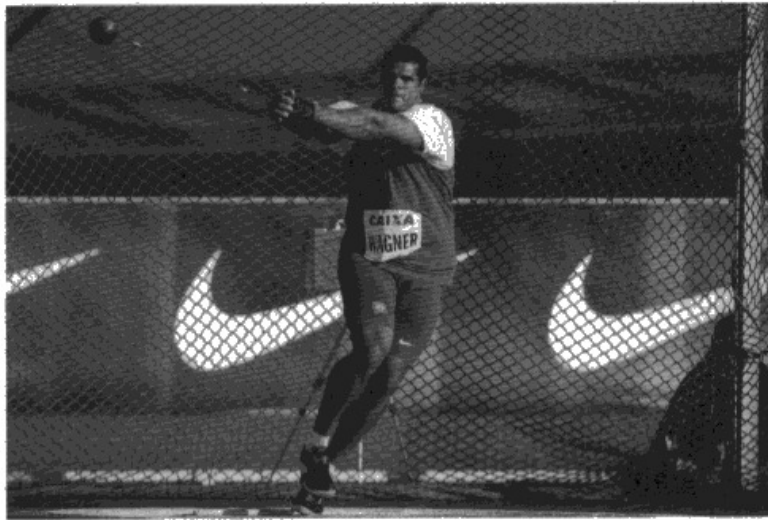
Vitamins

- Vitamins are for general health (AO1)
- Vitamin D helps body absorb the mineral calcium (AO2)
- Bones are less likely to break (AO3)
- Vitamin C keeps you free from colds (AO2)
- So doesn't have to stop training (AO3)

Consequently, the candidate makes three AO1 statements, four AO2 statements (which is a maximum of 3 marks) and four AO3 statements (which, again, is a maximum of 3 marks).

Total: 9 Marks

16 **Figure 6** shows Demitri, who is an elite power athlete, throwing the hammer.



(Source: © Wagner Carmo/Shutterstock)

growth and repair - 15-60 mins after
short term energy
calcium bone density

Figure 6

Evaluate the importance of **protein, carbohydrates** and **vitamins** for elite power athletes such as Demitri.

(9)

Protein is very important for elite power athletes such as Demitri. This is because it is used for muscle growth and repair. They should be taken approximately 30 minutes after exercise or a performance. As a result, Demitri's muscles will grow in size and he will be stronger to throw the hammer further.

Carbohydrates are important for elite power athletes such as Demitri. This is because power events are quick and carbohydrates give short term energy to muscles. As a result, Demitri will have more energy if he eats carbohydrates before

an event.

Vitamins are quite important for power athletes like Demitr. ~~Calcium is an example of~~ Vitamins can be used for ~~increased muscle mass and function of~~ ~~muscles and organs.~~ better function of muscles and organs. This is slightly important because he will feel less fatigued if his organs work well. As a result, he will have more energy to get a good throw.



This is an example of a Level 2 response.

The candidate gains credit for the following statements:

Protein

- Protein is used for growth and repair (AO1)
- Protein should be taken approximately 30 minutes after exercise (AO2)
- Muscles will become stronger (AO2)
- To throw the hammer (AO3)

Carbohydrates

- Carbohydrates give energy (AO1)

Vitamins

No credit is given here

The candidate demonstrates some accurate knowledge and understanding, including appropriate use of language in places.

Some applied knowledge to the context of the question is demonstrated.

Total: 5 Marks

Paper Summary

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

- Identify key words in a question – these are often in bold to draw attention to them eg In both Q13 and Q14 the word *sport* was in bold, to highlight that the consequences of deviance were in relation to **sport** (not the performer or sponsor). Many candidates answered this question incorrectly by stating consequences for players, rather than the sport.
- Use the command words and number of marks allocated to each question to help you with the depth and detail required of responses. For example, 'state' or 'give' such as in Q9(i), 9(ii) and Q13 will require minimal words and no need for explanation or description.
- If asked to provide two or three of something, as in Q04b, 7 or 13, make sure that you do not repeat the same point but in different wording. For example, in Q04b giving 'Complex skills require a lot of concentration' as a difference between a complex skill and a basic skill as well as 'Basic skills require less focus', which is the same point and gains only one mark.
- Pay attention to the command word in the question and the mark allocation. 'Describe', 'explain' and 'evaluate' will need more detailed, linked responses and will be worth more marks, such as Q03.
- Do not repeat examples or information provided in the question. For example, in Q03 many candidates repeated the health risks of osteoporosis and coronary heart disease, which was in the question and clearly not credited.

Grade boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

