

## Script: Pre-recorded Event

Event Code:	9PE0/19P1
Event Title:	Edexcel A Level Physical Education Feedback on Summer 2019: Components 1 and 2

Slide No.	Script (verbatim)
Slide 1	Welcome to this presentation on 9PE0 A level Physical Education, which gives feedback on Summer 2019 examinations: Components 01 and 02. This is a pre-recorded pack and is designed for teachers to receive feedback on our Edexcel Physical Education specification. These two exams were sat for the first time in 2018 and so this presentation gives a chance for you to gain feedback on national performance of candidates, to consider the variation of how candidates performed on different questions and explore the possible reasons why, and to address any frequently asked questions and common issues.
Pronunciation	
Slide 2	We begin with a short introduction and an overview of the course.
Pronunciation	
Slide 3	There are two examination components to A level PE. Component 1 is the Scientific Principles of Physical Education, 9PE01 and is a 2-hour 30-minute exam, comprising 140 marks and worth 40% of the qualification. Component 2 is the Psychological and Social Principles of Physical Education exam, 9PE02, a 2-hour exam, comprising 100 marks and worth 30% of the qualification. Units 9PE03 and 9PE04 – practical and performance analysis – are not covered in this presentation.
Pronunciation	
Slide 4	We will first look in more detail through component 1.
Pronunciation	



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Slide 5	<p>In terms of the main strengths of performance, candidates did tend to tackle the majority of the paper with answers that were lengthy enough to gain credit.</p> <p>Some definitions were well learnt, but the topic guides and the <i>Inside Track</i> magazine do need to be used to support understanding. There were some gaps evident in knowledge which we will explore more fully question by question. Many of these were topics that were new to the specification.</p>
Pronunciation	
Slide 6	<p>In terms of areas where candidates could have performed better, there are some clear areas that can be developed, despite a good performance overall.</p> <p>The answer booklet is designed to indicate how much to write for questions. There is no need for lengthy extended responses which go beyond this. The quality of writing is far more important than writing more and more content.</p> <p>There is intentionally no textbook so that content remains live over the life of the specification. However, it was clear that not all centres are accessing the range of materials provided by Edexcel to support candidates. Those who are reading <i>Inside Track</i> magazine articles and using the topic guides have more relevant content to draw upon.</p> <p>This was especially evident in new topic areas such as priming, determinants of running performance and tests of anaerobic capacity where candidates often gave poorer answers.</p> <p>A large number of answers were difficult to read and, as part of the preparation for the exam season, it is essential that centres check they can read their candidates' writing when they are working under a time pressure.</p> <p>Another area that needs improvement is the ability of candidates to develop their answers with application and analysis in extended answer responses.</p> <p>When using examples ensure these support answers and are given where asked for. They need to be specific.</p> <p>It is also important that candidates answer the question set and have a focused response on this area of the specification.</p>



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Pronunciation	
Slide 7	We now move to look at individual questions. The paper will often begin with more accessible marks and 'define' questions are a good example of AO1 recall questions. There are many key terms in the specification which need to be learnt; the topic guides can support understanding with this. Question 1 is a good example of this. Most candidates knew the term <i>agonist</i> but were not always specific enough about the term <i>antagonist</i> and it opposing the agonist. This example scored maximum marks.
Pronunciation	
Slide 8	Here is another example of a well-learnt definition. A definition could be of any word in the specification. Make sure candidates know them! This scored maximum marks.
Pronunciation	
Slide 9	<p>Question 2 is on Newton's Law. This Newton's Law was not as well-known and candidates sometimes confused it with other laws.</p> <p>The simpler the example for each law, the better candidates will understand it and it will be easier for them to recall in the exam. Those candidates with confusing lengthy examples struggled to recall them accurately.</p>
Pronunciation	
Slide 10,	Slides 10 and 11 are examples of candidates scoring maximum marks with both the correct law and then an appropriate example used to back it up. A clear and concise answer is preferable.
Slide 11	This is the second example of a candidate scoring maximum marks with the correct law and an appropriate example
Pronunciation	
Slide 12	For question 3, using the specification to understand each of the command words is an important way to prepare the candidates for this type of question.



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	<p>A summary is not simply naming the stages. Candidates lost marks by only naming the stages.</p> <p>In this question, and in all questions where an order is needed, the correct order or sequence of events is important. Sometimes the order was incorrect here.</p>
Slide 13	<p>In a 'summarise' question, bullet points can be used for clarity. This candidate clearly summarises each stage and scores maximum marks.</p>
Slide 14	<p>For question 4, candidates need to understand the difference between structural and functional. This was much better understood than in previous years.</p> <p>Many answered this in bullet points and scored well as they ensured they made enough points.</p> <p>There were some errors in mentioning ventilation elements, such as diaphragm and intercostals. The respiratory system extends from the nasal cavity to the alveoli.</p>
Slide 15	<p>The definition of partial pressure in question 5a was generally well known though some candidates talked about amount of gas or concentration rather than pressure of the gas.</p> <p>Question 5b was also generally well known though answers sometimes referred to oxygen rather than air, or to concentration rather than pressure.</p> <p>Ventilation and respiration are different and it is important that candidates understand this. It is also important that this question is not about diffusion or concentration of gas. There will be an article in <i>Inside track</i> on this in the Autumn edition.</p>
Slide 16	<p>This is an example of a well-learnt definition for question 5a. These must be learnt from the specification or topic guides.</p>
Slide 17	<p>In the next three slides are some examples of answers to 5b, all of which gained maximum marks.</p> <p>This is an example of a question scoring maximum marks</p> <p>This is another example of a question scoring maximum marks</p>
Slide 18	
Slide 19	



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Slide 20	<p>For question 6, the most common answers were mitochondrial density, myoglobin and capillary density. This content was well known.</p> <p>For an 'explain' question answers needed to be linked; in this case characteristics of slow twitch muscles fibres to their suitability for endurance activities.</p> <p>Slide 21 shows an example of a maximum scoring answer.</p> <p>'Explain' questions will often have a context to link the answer to: it is important to notice this in explain questions.</p>
Slide 21	<p>This shows an example of a maximum scoring answer. 'Explain' questions will often have a context to link the answer to: it is important to notice this in this type of question.</p>
Slide 22	<p>This is a good succinct answer scoring maximal points – candidates do not have to write lots, just have the correct type of answer for the command word. Knowledge of the demands of the command words is essential – these can be found in the specification.</p>
Slide 23,	<p>In question 7 the ability to link points was again essential as it was another 'explain' question.</p> <p>The following pages contain examples.</p> <p>In this instance the link was between structural and functional. There are some examples in the coming pages of maximum scoring answers.</p>
Slide 24,	<p>This is an example of a maximum scoring answer. Explain must have a link, in this instance the link if between the structural and the functional</p>
Slide 25	<p>This is an example of a maximum scoring answer. Again the link here is between the structural and the functional for the explain question.</p>
Slide 26	<p>In this question on priming exercise there seemed to be a lack of understanding about how to apply the knowledge of what priming exercise is to the specific question asked. Many candidates</p>



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	<p>simply explained priming exercise itself. In this case, priming exercise linked to warming up.</p> <p>Perhaps last year's question has been on their mock exam question and rather than apply knowledge to the question asked they have tackled it with a 'write all you know' approach. It is important that candidates answer the specific question that has been asked.</p>
Slide 27	<p>The next set of questions are all 8-mark questions. All 8-mark answers should be tightly focused on the question asked. Technical terminology is important in all questions.</p> <p>In question 9 both the nervous and muscular system needed to be covered. How they interact together was less well understood. Question 10 was specific to subsequent training but too often candidates did not focus on subsequent training; to access the top band the range of ways this could be approached needed to be covered.</p> <p>In question 11, to score highly all aspects of the question needed to be covered. Some candidates only covered limited movements, while others did not include the examples. Those who worked logically through all the elements scored best.</p>
Slide 28, Slide 29, Slide 30, Slide 31	<p>This is a top band answer to question 9. This example can be seen in full in your delegate booklet.</p> <p>This is an example of a maximum scoring answer to question 10.</p> <p>This is another top band answer to question 10 and cleverly links the knowledge to the FITT principle. This example can also be seen in full in your delegate booklet.</p> <p>This answer scored a maximum mark for question 11.</p> <p>Remember that 8-mark questions require a sustained response. Knowledge of the command words will help candidates form the correct style of response.</p>



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Slide 32	<p>Question 12 was a 15-mark extended essay. In this type of question, the quality of analysis and linking discussion is of greater importance than writing more and more pages.</p> <p>Answers must fully focus on the question asked and candidates should not just write all they know about fatigue, as in this instance in question 12.</p> <p>Better candidates used more technical language accurately and apply it to the question.</p>
Slide 33	<p>So we now move to the second part of the paper.</p> <p>Question 13 is a define question: remember definitions must be learnt as per the specification or the topic guides. These are A01 recall questions.</p> <p>In this case the most common error was not using the word <b>maximum</b>.</p>
Slide 34	<p>Question 14 answers showed that submaximal and maximal exercise are not well known. Duration and intensity were the most common answers that candidates gave. Some errors that candidates made were in linking maximal and submaximal to fitness tests rather than answering the question asked. It is really important that candidates underline key words and focus answers on the question asked.</p>
Slide 35	<p>For question 15, although parachutes were known, the advantages and disadvantages were not well known.</p> <p>Answers should be structured as advantages and then another paragraph for disadvantages when guided to do so.</p> <p>Often the question should lead candidates as to how to structure their answer – if there are two elements, subheadings can be useful.</p>
Slide 36	<p>In question 16, understanding of the benefits of using technology to monitor work rate for games players was sometimes confused with discussing the technology itself.</p> <p>Noticing the specific question asked of you is important.</p> <p>The answer structure should ensure enough points are covered, for example, 4 marks should be four distinct points.</p>
Slide 37	<p>We will now look at examples for question 16.</p>



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Slide 38	This is an example of a maximum scoring answer for question 16.
Slide 39	Question 17 specifically asked for the methods to measure or calculate intensity. It was well answered, with candidates knowing a range of methods. Most common answers given were RPE, Karvonen and the 1 Repetition Max method.
Slide 40	This example of an answer to question 17 scored 5 marks for clearly outlining five things.

Slide 41	The next two questions, 18 and 19, were not well answered. Protocols of all the tests in the specification could be examined. Wingate was not well understood. There are a range of resources used to support understanding of the course which can be used with teachers and students: articles in <i>Inside Track</i> and the topic guides are of particular use here.
Slide 42	This is an example of a maximum scoring answer to question 18.
Slide 43	This is an example of a maximum scoring answer to question 19.
Slide 44	Here's another example of a maximum score for question 19.
Slide 45	On calculation questions, such as question 20, it is good to show working out on calculations and to ensure rounding is done correctly on answers. There was some confusion with the term 'split time'. Remember that candidates will need calculators in exams.
Slide 46	In question 21, SAQ was well known but not all candidates remembered to use linked points which an explain question demands. The link in this case was its application for games players.
Slide 47	In Question 22, forces affecting the projectile motion were well known but not all candidates were able to talk about all three, most often missing out lift. They also sometimes missed assessing them using examples. For Question 23, those candidates who knew suitable fitness tests were often able to explain them but not always able to





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	examine the most suitable by balancing pros and cons. Not all candidates were able to come up with suitable tests.
Slide 48	Here is an example of a top band answer covering all 3 forces for question 22.

Slide 49	And here is an example of a top band answer for question 23.
Slide 50	<p>For the question 24 essays, in order to access the best marks, answers need to include analysis.</p> <p>The most common error candidates made was to focus their answer on injury rehabilitation and not on prevention of injury, as in the question.</p> <p>Well-structured responses covering a range of technical examples are needed for this question.</p>
Slide 51-56	<p>Here's two examples of top band essays. Some of these examples can be seen in full in your delegate booklet.</p> <p>Please move through the next few slides at your own speed and rejoin me on slide 57.</p>
Slide 57	<p>We will now move onto Component 2 and start with a short review of the major features seen from this summer's examination.</p> <p>This is the second year of the specification and centres have been able to draw upon last summer's examination in order to prepare their candidates to good effect for this summer's series.</p>
Slide 58	<p>Let's start with the points-based questions. Many candidates were able to answer some of the points-based questions to good effect, receiving full marks.</p> <p>Candidates answered the four extended questions with more clarity, structure and depth of knowledge, and with both the mean and mode scores increasing compared to last summer.</p>



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	Centre staff are acting on previous advice and guidance and preparing their students to better effect.
Slide 59	<p>Now let's look at areas for development.</p> <p>Despite some interesting, coherent and informative responses written by candidates, few accessed a Level 5 mark largely due to the depth of applied knowledge required at this level, and in part due to time management. Question 16 appeared in many cases to be 'rushed'.</p> <p>The range of marks achieved between the two sections, A and B, indicate that candidates have been well prepared to demonstrate their knowledge and understanding across these sections, and while not exactly equal between the two sections, the total mean mark score for each was reasonably similar.</p> <p>The range of marks between the A and the E grade boundaries has been extended this year and this shows a healthy discrimination between candidates placed at these levels of award.</p> <p>Acting on candidate performances from this summer a few key points have emerged:</p> <p>By reviewing the command words and their meanings candidates will be more confident on each question demand and this will also help structure responses.</p> <p>Centre staff should continue to prepare students for the extended writing questions through practice in developing a structure when writing, particularly in producing shorter, more discrete paragraphs, and to include both an introduction and a final conclusion or summary.</p> <p>One feature which seemed to reoccur was writing excessively long examples to support the points being made. This both wasted valuable writing time but also tended to become anecdotal and subjective with no actual proof of their validity.</p> <p>Many candidates included relevant factual details which supported the response well; however, factual details should be accurate and avoid the guessing of dates or events.</p> <p>Some responses contained sweeping and over-generalised statements, which while having some association with the question demand had no factual or 'academic accuracy'. An example of this being that the commercialisation of sport began with the 1984 Olympic games.</p>



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	<p>It is recommended that students avoid the use of bullet points in their responses. Where it is felt that this aids the quality of a response it is recommended that students only use a minimum number of bullet points in the extended writing questions. One or two would be sufficient per question as appropriate. Points-based answers naturally lend themselves to distinct 'points' and these should still be given in full sentences unless a few words as answers will suffice, as in Question 1 – 'identify'.</p> <p>Time management of the paper is a key strategy to gaining the best mark possible. One strategy would be to complete the extended writing questions first. These can always be revisited if additional content comes to mind and content can be added to the conclusion. This can be done section by section – answer the two extended responses for Section A first, then the points-based questions, followed by the two extended questions for Section B and then the points-based questions.</p> <p>Both staff and students can use the mark scheme to help build a candidate's depth of knowledge. The mark scheme contains indicative content for the levels-based questions and is therefore a way of reviewing these topic areas and establishing common understanding.</p> <p>Learning definitions from the specification glossary is advised and while the particular definition has to be learned accurately, some minor leeway will be given to the text as long as the key words and meaning are retained.</p>
Slide 60	<p>Let's move on to question 1. The command word <b>identify</b> requires candidates to establish or indicate who or what someone or something is. In this question candidates were required to identify three factors that affected information processing in the <b>context</b> of skill acquisition and the overall remit of a physical education</p>



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	<p>paper. Some responses were excluded from credit as they did not fit this remit.</p> <p>This question allowed for a wide range of responses and candidates demonstrated a sound knowledge of information processing and factors that affect our ability to respond to environmental demands. Typically, the number of stimuli presented, age, the intensity of a stimulus and the overall detection, comparison and recognition pathway were popular responses. However, some candidates found it difficult to identify three acceptable factors in their responses or wrote over-long explanations which were not required. Looking at the slide, this would be a good answer.</p>
Slide 61	<p>In question 2, the command word <b>summarise</b> requires candidates to express the most important facts or ideas about something – in this question, the three laws of learning as detailed by Thorndike. A significant number of candidates were able to identify the three laws and produce ‘textbook’ accurate summaries. Where confusion existed, this was invariably when summarising the ‘Law of Effect’ and a reference to feedback with the emotional link between the learner and rewarding behaviour. However, this was a well-answered question for many candidates who were able to access full marks through an accurate summary of each law.</p>
Slide 62	<p>Question 3. The command word <b>explain</b> requires candidates to detail how and why, in the meaning of something with reasons. A linked point must be made – explanation <i>and</i> example. For this question candidates were asked to detail the established explanations of fixed and distributed practice, and, through a suitable sporting example, show applied reasoning for their explanations.</p>



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	<p>This demand provided candidates with a cognitive challenge because often a question on practice types sees fixed practice usually paired with variable (or random) practice, and distributed practice with massed practice as alternative forms. As a consequence, many students missed two of the marks through reference to the incorrect practice type. Distributed practice seemed to prove more difficult to explain than that of fixed practice. Examples given were of variable quality and some, such as simply running, were too general to be worthy of credit. It may be useful to advise candidates of the necessity to provide specific examples for such questions.</p>
Slide 63	<p>Question 4. The command word <b>analyse</b> required candidates to explore the issue of how technology can be used to enhance skill acquisition and improve performance, thus requiring answers to contain detail in a methodically and ordered way to explain and interpret this area of study. This question was identified with an asterisk and allowed candidates to use their knowledge and understanding from across the course of study. While this allowed candidates to include content from across component 02 it was acceptable to also include appropriate content from components 01 and 04.</p> <p>This first extended answer provided students with a wealth of material in the area of technology for developing skill and aiding performance. The most commonly analysed methods were video recordings, wearable technology and GPS/heart rate monitoring. Despite the amount of technology available, many candidates' responses were too narrow in their focus and failed to provide sufficiently detailed applied examples. Simply put, a greater range of examples were needed to access a level 4 and 5 mark. All sports have embraced technological developments and candidates would not be short of examples. It was pleasing to see those from Formula 1 or golf, for instance.</p>



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	<p>Judgements remained at a fairly basic level and lacked a full substantiation, with very few candidates considering the negative impacts of technology such as cost and inaccuracy. For those candidates who did draw content from across the component 02, and further from the wider specification, the application and structure given in their responses was written to good effect, applying physiological benefits of technology to help answer the question.</p> <p>Although there were detailed inclusions, the key area for all candidates was to analyse <b>how</b> technology has enhanced skill acquisition and improved performance rather than merely naming several forms of technology in sport. Candidates should prepare for the answering of these asterisk questions by engaging in linking concepts and areas of the specification together.</p>
Slide 64	This is an example detailing the impact, for question 4
Slide 65	<p>Question 5. The command word <b>define</b> demands a response from candidates that is a statement of translation. Definitions are contained in the specification and candidates were credited if their response reflected the wording found in the glossary.</p> <p>In their attempts to define anxiety candidates provided a variety of responses. The students who knew this did well by stating the negative aspect of stress and adding information, though unnecessary, on state/trait anxiety. Common mistakes were to list emotional responses such as fear and nervousness or to just refer to anxiety as the 'effect of stress'. A strategy for future study would be for candidates to establish a more exact familiarity with the specification glossary.</p>



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Slide 66	<p>Question 6. The command word <b>describe</b> is open ended and requires candidates to account for something without reasons. This provided candidates with the opportunity to offer a range of suitable responses in providing a symptom for each type of anxiety.</p> <p>This question proved successful for well-informed students who were able to provide a cornucopia of symptoms of both cognitive and somatic anxiety. Such students were clearly aware of the distinction between cognitive and somatic anxiety, namely psychological and physiological responses, and noted this in their answers.</p>
Slide 67	<p>Here is a good example of Question 6 scoring maximum marks</p>
Slide 68	<p>Question 7. The command word <b>describe</b> required candidates to provide an account of the two performance types commonly identified in achievement motivation; not only naming the two types but also to offer established descriptions found in established texts.</p> <p>This proved to be a good question where candidates attained well, identifying a NAF and NACH performer type. Most were able to identify a characteristic for both of these performers and very few did not respond correctly to the command word.</p> <p>Those who struggled to achieve marks on this question did so because they confused the topic with motivation and thus described intrinsic and extrinsic motivation or described an extrovert and introvert performer.</p>
Slide 69	<p>Question 8. The command word <b>summarise</b> allowed candidates to express the most important ideas about how a coach would <b>minimise</b> social loafing.</p> <p>This question provided a good opportunity for candidates who had thoroughly learned the topic of social loafing to apply this</p>



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Slide 70	<p>knowledge by stating three factors, ways or strategies that could be used by a coach to reduce it. A wide variety of responses were creditworthy and candidates drew from a wide range of correct material. Popular answers included monitoring, perhaps using GPS, applying rewards or punishments, and reducing group sizes. Some suggestions would not minimise social loafing, as asked in the question.</p> <p>Here is an example of a question 8 answer.</p>
Slide 71	<p>Question 9. The command word <b>discuss</b> for the second extended answer question allowed candidates to write freely on leadership styles, drawing from the indicative content. Discussions should explore issues, lines of reasoning and situations, articulating different viewpoints. A conclusion or summative statement would enhance and thus draw the discussion to a conclusive point. Candidate responses distinguished effectively between those who had a basic knowledge of this topic area and those who had a detailed understanding. Almost all candidates were able to apply the three leadership styles of an Autocratic, Democratic or Laissez-faire style by a coach to affect individuals and teams alike. Some candidates, as a consequence, were able to do this in significant detail, exploring both the advantages and disadvantages of each and applying this to individuals and team scenarios with occasional reference to coaching styles. Many also successfully referenced preferred styles of leadership to cognitive and autonomous learners and to elite performers. These applied examples of application to learners in either the cognitive or autonomous stages or in a sporting context generally were well written – if on occasions overly long.</p> <p>The direction of the question was towards discussion on leadership styles – of which the main three are referred to in the specification – though other styles were also credited, such as</p>





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	<p>transformational and situational leadership. Only the higher achieving candidates were also able to consider the importance of the group, leadership selection, the situation, and the qualities of the leader, reflecting on the work of Chelladuri and Fielder.</p>
Slide 72	<p>This is an example of a good first paragraph for this question.</p>
Slide 73	<p>And here is an example of a good conclusion.</p>
Slide 74	<p>Question 10. The command word 'define' in the context of this question required candidates to detail the concept of the 'melting pot' based on public school boys attending either Oxford or Cambridge universities and combining their own versions of games to form a unified code.</p> <p>Almost all candidates were able to offer a response to this question. However, a degree of accuracy in the wording in responses should demonstrate understanding of the concept, its origins and the role of the public schools. Responses were expected to reflect definitions found in the specification glossary. Some confusions existed with colonial expansion and the role of the army and church. There were some excellent detailed responses, worthy of more than one mark available.</p>
Slide 75	<p>Question 11. The command word <b>outline</b> allowed candidates to write a brief account of non-linked points on the concept of sports franchising. Direction was given by the demand for two advantages and two disadvantages.</p> <p>Overall this question was not well answered by students, with only a small minority able to score marks for advantages. Students did not answer with specific reference to 'franchises' – the system of sports structure and ownership with entry into a league, such as the NFL in the USA – and students appeared confused between</p>



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	<p>this and the wider concept of commercialisation - as seen through general references to merchandising or sponsorship. Candidates, though, were more successful in providing disadvantages and seemed to score higher for this section. Atypical answers which were worthy of credit included the removal of the fear of relegation, financial security in the overall brand or the ability to move a franchise to a new location/city.</p>
Slide 76	<p>Question 12. The command word <b>examine</b> required candidates to offer justification or exemplification of the issue of whether the nation's population is becoming increasingly unhealthy. It was a requirement to offer analysis or evaluation on the topic. This was a levels-based question based on three levels of credit.</p> <p>In some respects, the responses seen were a little disappointing as many of the candidates failed to respond to the command word.</p> <p>A positive reflection is that the analysis of data provided support for those achieving a higher level marked response. These higher level answers offered interesting opinions on the state of the nation's health, with critical analysis of the data, in particular, the validity of measuring methods such as the BMI for obesity.</p> <p>Unfortunately, this also seemed to hinder an examination of the state of the nation's health, as few considered factors that contribute to the healthiness or otherwise of the UK. The perception in many responses seen was that candidates focused more on writing generic and simplistic interpretations of the information provided, rather than using this to <b>support</b> their answers. This instruction is included in the question outline.</p> <p>As a levels-based question, candidates were expected to write with a coherent structure, examining both sides of the debate on the view that the nation is becoming increasingly unhealthy, and utilise the conflicting information from the table to form a final</p>



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	<p>conclusion. The indicative content contained in the mark scheme will support a review of this topic.</p> <p>Here's an example of a good introduction to this question.</p>
Slide 77	
Slide 78	<p>Here's an example of some analysis including data in this question.</p>
Slide 79	<p>Question 13. The command word <b>describe</b> in the context of this question required candidates to 'account' for four roles of a national governing body, without reasons. This would allow candidates to write the identified roles in any order.</p> <p>This appeared to be a relatively straightforward question on first examination and allowed candidates to show an awareness of the generic roles found atypically from all Governing Bodies. Most candidates were able to score well on this question, though a common error was to confuse the current role of NGBs with that of their 19th century counterparts. Links to an International Governing Body were essential if simple statements on forming rules or laws was given; however, credit was given when candidates contextualised this – such as the FA policy on the introduction of VAR. Common answers were: financial responsibility, promoting grass roots participation, overseeing the selecting national teams and talent identification.</p>
Slide 80	<p>Here is an example for you to look at.</p>
Slide 81	<p>Question 14. The command word <b>describe</b> for this question required candidates to account for three ways that increased television coverage has benefitted the sports supporter and was not limited to any particular sport as such, or viewing medium.</p>



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Slide 82	<p>A wide variety of candidate responses were seen which tallied with the mark scheme. This question saw candidates score well and demonstrate their knowledge of the modern viewing experience.</p> <p>A common error was to provide information that did not relate to the viewer but rather to the team, club or activity.</p> <p>Examiners were seeking those answers which were objective in nature as opposed to subjective. Increasing sports participation is hypothetical and creating role models or 'making it more enjoyable' is subjective.</p> <p>Atypical answers included a wider coverage from around the world, 24/7 coverage and a cheaper alternative than attending live sports events.</p> <p>Here is an example of a response to this question.</p>
Slide 83	<p>Question 15. The command word <b>discuss</b> for this levels-based question required candidates to explore the issues of 'equality' for those with a disability in sport. This question was identified with an asterisk and allowed candidates to use their knowledge and understanding from across the course of study. While this allowed candidates to include content from across component 02 it was acceptable to also include appropriate content from components 01 and 04.</p> <p>This question provided candidates with an opportunity to demonstrate their knowledge and understanding of those with disabilities when taking part in sport, in terms of opportunities, provision, inclusion and athlete esteem. This topic area has numerous issues to discuss and examples to support the points made.</p> <p>The general standard was varied, with many students failing to grasp the fact that there is a requirement to discuss how both</p>



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	<p>equality and inequality still exists. Few candidates included content on the range of disabilities and the issues faced by all of those with disabilities; for example, those with learning disabilities. The majority of discussions focused on wheelchair sports or blind football. Common themes centered on development of specialist equipment, provision at leisure complexes and the existence of the Paralympics. Many candidates correctly identified the stigma associated with those participating who have a disability, the better facilities and power of the Paralympic movement. Much of the work was descriptive and therefore short on specific named examples, such as the Activity Alliance, and some candidates missed the opportunity to create coherent discursive paragraphs in this question. An example of this would be the Paralympics and the International Paralympic Committee in its creation of global opportunities for those with disabilities, but the underlying inferiority of the movement in terms of logo, timing and media coverage. Factual information was used effectively, however some candidates showed confusion when detailing the lack of opportunities for disabled and abled-bodied athletes to compete directly against one another, which was not the intention of the question or a directive of the disability sports movement. Almost all candidates included a conclusion, albeit brief at times, which detailed their final opinion on the level of equality now experienced by those participating with disabilities.</p>
Slide 84	Here is an example of analysis and a logical conclusion to a paragraph.
Slide 85	Here is an example of a good final conclusion.
Slide 86	Question 16. The command word <b>evaluate</b> required candidates to use analysis to make, or form, a judgement. This question linked



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the two core topic areas of **commercialisation** and the impact it has had on **global sport**. The final judgement should therefore reflect a candidate's ability to evaluate the said impact, both positively and negatively.

Many candidates covered the material well and were able to evaluate both the positive and negative impact of commercialisation on global sport. Statements regarding the financial benefits provided breadth in the consideration of how this funding improved sport on a global level, reflecting the concept of the 'golden triangle', while statements outlining the negative impact provided a balanced viewpoint of the pitfalls of 'Americanisation' and the pressures of performing in a global spotlight.

Atypical examples of credited candidate responses would include: the increase in sports deviancy, the rise in labour migration and its domestic impact and not least the power and impact of the media, increased earnings of elite sports stars, better facilities and, in particular, the wider TV coverage with its varying effects on the viewing experience. Some candidates wrote a very narrow response, reflecting impacts on the UK solely and in particular referring only to football, and therefore did not answer the question. Many candidates incorrectly detailed 'commercialisation' as commencing with the 1984 summer Olympics, while this concept has been in evidence for over a century. Those accessing the higher level marks wrote with structure and made insightful comments while showing a wider balanced appreciation of the central themes associated with this topic area, thus enabling them to draw a definitive evaluation. Time management for some students was an issue.

Slide 87

Here is an example of a very good introduction.



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Slide 88	Here is an example of some good analysis and opinion.
Slide 89	<p>Some final summarising review comments:</p> <ul style="list-style-type: none"><li>• There is no substitute for applied academic knowledge and candidates will always vary in this respect.</li><li>• Well-learned topics must still be applied correctly to the command word used in the question.</li><li>• It is vital to complete the extended answers with structure, shorter, more distinct paragraphs and correctly applying the response to meet the demand of the command word.</li><li>• Planning a strategy to answering the questions set and then completing the paper on time is an essential consideration.</li></ul>
Slide 90	<p>Further support:</p> <p>Please contact the Physical Education team for support: see details on the slide.</p>