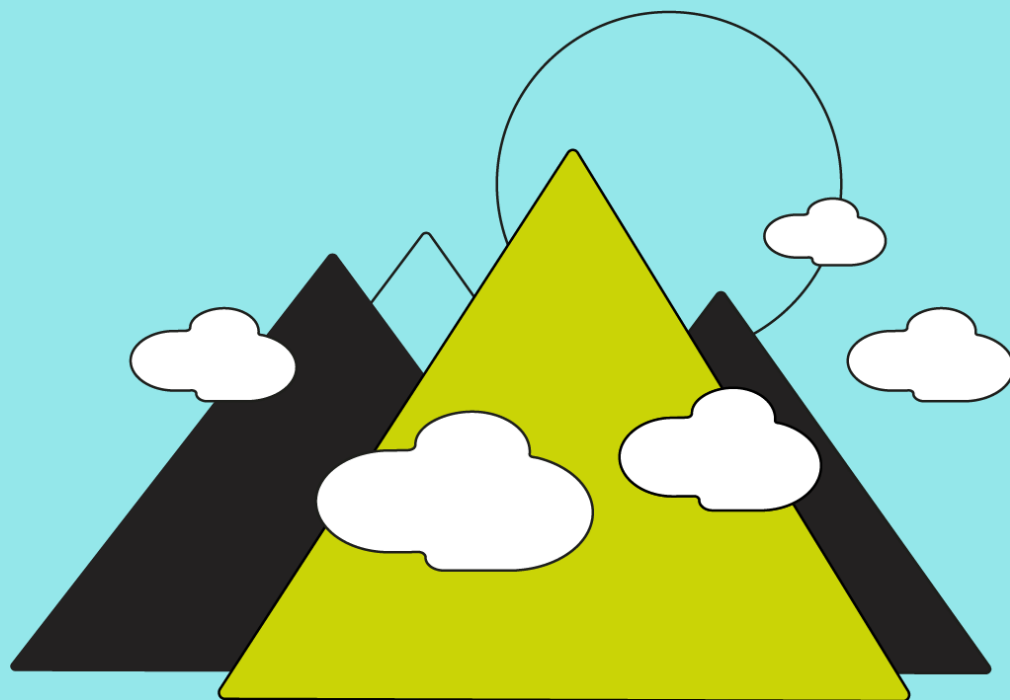
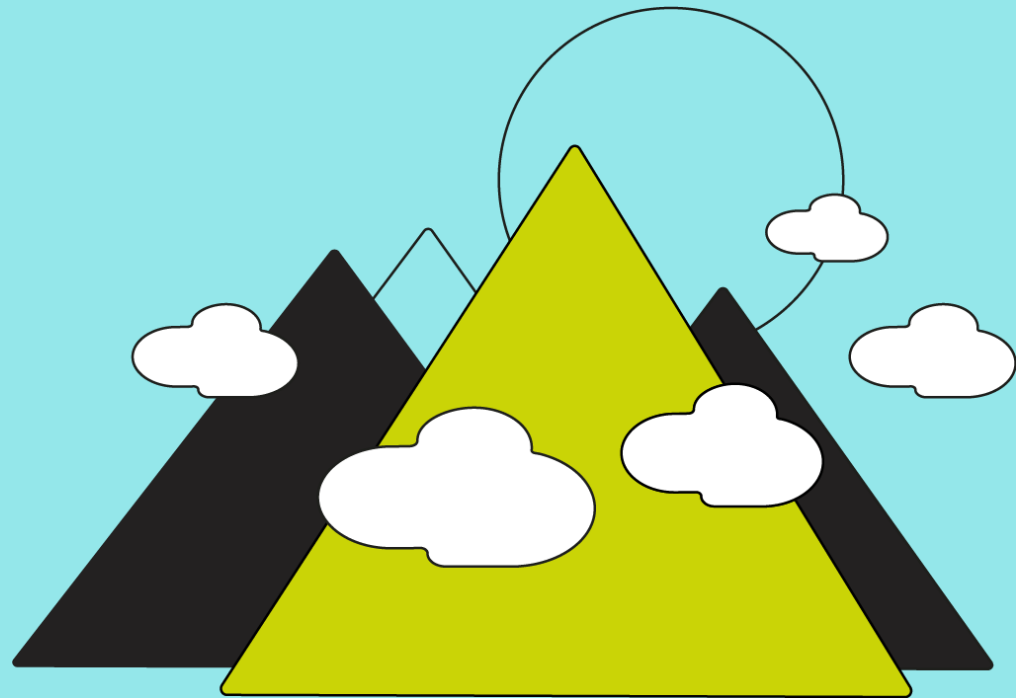


Pearson Edexcel A Level Physical Education Feedback on Summer 2022

Components 1 and 2



Physical Education



During the event delegates will

- Receive feedback on national performance of candidates in components 1 and 2 from Summer 2022
- Consider the variation of candidate performances on different questions and possible reasons why
- Receive guidance and support on the extended answer questions
- Look at the examiners report

Agenda

- Welcome and Introductions
- Session 1 – Grade boundaries and cumulative percentages for Summer 2022 papers 1 and 2
- Session 2- Deep Dive on paper 1-look at the questions and advice to include the extended answer responses.
- Session 3 – Deep Dive on paper 2 – look at the questions and advice
- Session 4 – Guidance and Support on the extended answer questions for paper 2
- Session 5- Further Support

Structure of the Course

Component 1: Scientific Principles of Physical Education

(*Component code: 9PE0/01)

Written examination: 2 hours and 30 minutes

40% of the qualification

140 marks

Content overview

- Topic 1: Applied anatomy and physiology
- Topic 2: Exercise physiology and applied movement analysis

Biomechanics is embedded within the content of Topics 1 and 2.

Component 2: Psychological and Social Principles of Physical Education

(*Component code: 9PE0/02)

Written examination: 2 hours

30% of the qualification

100 marks

Content overview

- Topic 3: Skill acquisition
- Topic 4: Sport psychology
- Topic 5: Sport and society

Grade Boundaries Final Award

Physical Education														
A level overall grade boundaries						Max Mark	A*	A	B	C	D	E	U	
9PE0	A Level Physical Education					Subject	360	237	220	191	162	133	105	0
01 02 03 04														

9PE 01 2019	A - 64	E - 31
9PE 01 2022	A -77	E - 33

Grade Boundaries for unit 2:

2019: A* - 63 A - 56 B - 49 C - 42 D - 36 E - 30

2022: A* - 52 A - 48 B - 41 C - 34 D - 28 E - 22

Examination Assessment Objectives (AOs)

There are 3 AOs which determine the quality of the response

AO1 – Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport

- Interpreted as knowledge in isolation

AO2 – Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport

- Interpreted to be the examples and applied explanations given

AO3 – Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport

- Key determining factor: interpreted as the ability to show knowledge and understanding through analysing, evaluating and discussing – linked to AO1 and AO2

Examination Assessment Objectives (AOs)

AOs are driven through the **COMMAND WORDS**

Students are recommended to become familiar with these and the potential marks available to them

- Marks have been lost as result of the incorrect understanding of the command word
- AO1 – Classify, Give, List, Name. State, Define, Identify and Outline – 1 mark
- AO2 – Describe – 2-4 marks

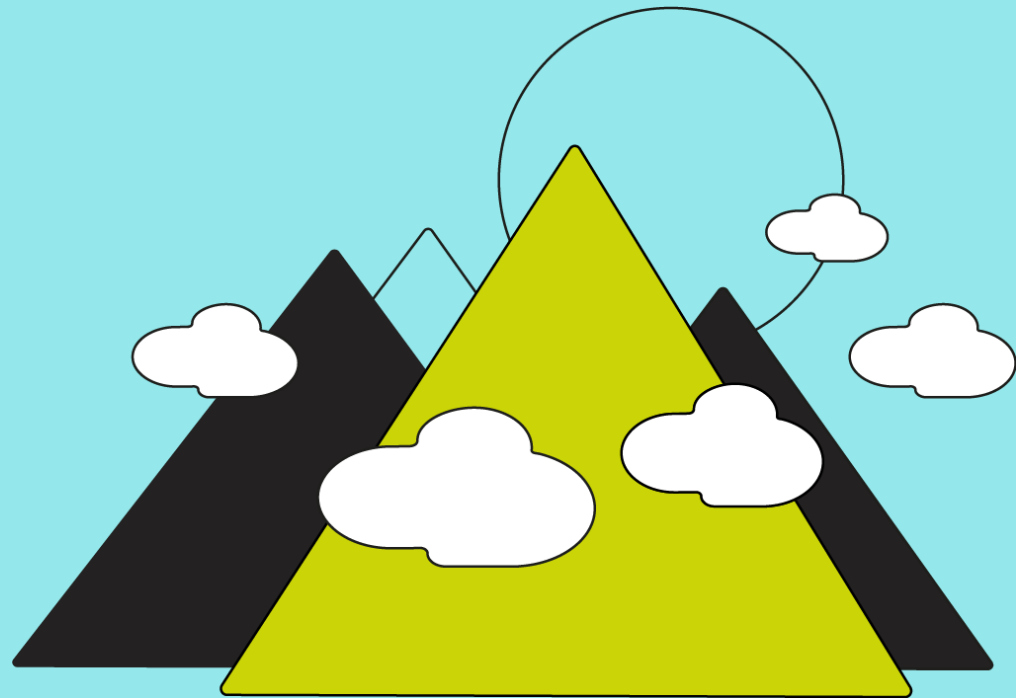
Combined AOs

- Explain – AO1 or 2 (2-6 marks)
- Assess - AO2 and AO3(4 marks each)
- Examine – AO1 and AO3 (4 marks each)
- Justify – AO2 and 4 (4 marks each)
- Summarise – AO1, or 2 or 3 (2-6 marks)

Extended responses:

- Discuss AO1 and AO3 - (5 /10 marks)
- Evaluate or Analyse AO2 and AO3 - (5/10)

Session 1 – A deep dive on paper 1



Paper 1 – A deep dive on paper 1 Scientific Principles

Strengths

- Good use of Advanced Information
- AO1 knowledge of Facts

Areas to Develop

- Application of AO1 knowledge
- Analysis skills in extended writing
- Using the specific context in levels based answers

Question 1

Definitions can be asked on any terminology.
Candidates must ensure they know all definitions.

In these examples, the definitions are well learnt.

1 Define the following:

(i) stroke volume

volume of blood ejected from the heart per
beat

(1) Q01i 1 1

(ii) cardiac output

volume of blood ejected from the heart
per minute

(1) Q01ii 1 1

(Total for Question 1 = 2 marks) Q01_Total 2 2

Question 2

Linked points must be made in explain questions. These are good examples of linking information.

2 Explain how venous return affects stroke volume and cardiac output.

(4) Q02 2 2

As venous return increases, stroke volume also increases during exercise. There's a higher oxygen demand for the working muscles.

~~more~~ A higher volume of blood enters the ventricles so there's a greater contraction force generated. This causes more blood to be ejected from the heart per beat. The cardiac muscles stretch and contract allowing this to happen. Therefore, heart rate and stroke volume increase, so cardiac output also increases. This is Starling's Law

(Total for Question 2 = 4 marks) Q02_Total 2 2

3 Summarise why an endurance athlete might have bradycardia.

Q03

4

4

Endurance training allows cardiac hypertrophy so there's a greater cardiac output. It causes the heart chamber walls to be thicker so the left ventricle can pump the same volume of blood out the heart with less effort, increasing stroke volume. There's an increased number of capillaries around the heart allowing more gas exchange. Increased number of capillaries around the muscles so more oxygenated blood flow. Increased haemoglobin content so more oxygenated blood flow. Therefore heart works less hard to pump same amount of blood around heart. Lower resting HR ($<60\text{bpm}$)

(Total for Question 3 = 4 marks,

Q03_Total

4

4

Question 4 – identification is AO1 understanding

4 Identify **three** movements possible at the ankle joint.

(i)

dorsiflexion

(ii)

plantarflexion

(iii)

inversion

(1) Q04i 1 1

(1) Q04ii 1 1

(1) Q04iii 1 1

(Total for Question 4 = 3 marks)

Q04_Total 3 3

Question 5

In this example the student has not given the muscle group so this scores the three marks for the muscle contraction but it is not detailed enough in the example - the sporting example is Ok but without the muscle group the marks cannot be awarded. For example, holding a plank the abdominals are contracting isometrically.

Type of muscle contraction	Summary of the muscle contraction	Sporting example
Concentric	when the muscle is contracting and shortening in length (1)	For example the jumping phase of a 3 point shot in basketball (1)
Eccentric	when the muscle is contracting and the lengthening. (1)	For example the preloading phase of jump squatting. (1)
Isometric	when the muscle is not contracting but staying the same length (1)	For example holding a plank (1)

Question 6

(4) Q06

4

The myelin sheath is responsible for insulating the axon when electrical impulses pass down it. The dendrite is responsible for collecting the electrical impulses and sending them to the axon. The cell body is responsible for the control of the electrical impulse and the axon terminals is responsible for passing the impulse to the muscle fibres.

Question 7

- 7 Outline **four** possible healthy lifestyle changes to reduce the risk of cardiovascular diseases.

(4) Q07

4

4

Increase the amount of exercise done per week to prevent obesity and reduce stroke risk.

Stop smoking so lung tissue cells won't be damaged and gas exchange will be more efficient, as the alveoli won't be damaged.

Reduce / stop alcohol consumption so blood pressure will be lower so risk of stroke is reduced.

Reduce consumption of LDL cholesterol and high sugar foods to reduce blood pressure, obesity and stroke risk.

Question 8

8 Following the resting stage, describe the remaining **four** stages of muscle contraction.

(4 Q08

4

Excitation - an action potential is travelling through the muscle.

Contraction - overlapping of actin and myosin, this is where movement is produced.

Recharge - the muscle is resynthesising ATP and calcium ions are becoming available.

Relaxation - protein filaments stop overlapping and return to their resting state.

(Total for Question 8 = 4 marks Q08_Total

Question 9

- 9 Following a period of strength training, an athlete may have more powerful muscular contractions.

^{Musculo-skeletal + neuro}
Examine the structural adaptations that would enable this to occur.

(8) Q09

6 6

Muscle hypertrophy occurs so greater force can be produced. Increased capillary density of muscles so increased gas exchange. Increased elasticity of muscles so more flexible. Increased muscle mass so stronger contractions are able to be produced. Increased gas exchange at slow twitch fibres. Increased oxygenated blood flow so can train harder for longer without fatigue.

Increased motor unit recruitment, increased motor unit summation, increased nerve innervation timing and increased vesicles containing ACh allow muscles to have a greater force production.

All or none law allows all muscle fibres in motor unit to contract at same time to their max. extent for wanted contraction force. Wave summation increases nerve impulse frequency so stronger contraction force generated.

10 Examine the physiological processes occurring in the fast component of recovery.

(8) Q10

4

4

During the excess post exercise oxygen consumption (EPOC), there's an oxygen deficit after exercise. O_2 is used to return body back to pre-exercise state by replenishing this O_2 deficit. A component of this is the alactacid oxygen debt, which is fast.

In the alactacid debt, the first amount of oxygen consumed is used to resaturate the myoglobin to form oxymyoglobin. It's also used to resaturate the phosphagens to form phosphocreatine (PC). This PC replenishment takes roughly 3 minutes. After a 2-3 minute recovery, the exercise can be repeated.

This allows the body to return to homeostasis by replenishing the ATP-PC stores, resaturating myoglobin, removing lactate and H^+ , increasing oxygenated blood flow and vasodilation of capillaries.

Before a competition a coach can taper the training program down in terms of frequency but maintain high intensity to replicate competitive environment. Appropriate use of ^{carbohydrate} ~~carbo~~-loading to ensure adequate glycogen stores present as a form of energy and ~~avoid~~ ^{delay} fatigue.

During a competition the coach can use game management to slow down play and allow his athletes to recover their energy. They can also call for time-outs to allow for replenishment of ATP-PC stores. Use of rolling substitutions will enable greater rotation between players hence increasing time for them to replenish energy lost and delay fatigue. Tactical strategies such as keeping possession in goalmouth and lying deep in a defensive shape allows further outfield players for example strikers to recover quicker.

After a competition utilising the two-hour window of opportunity to resynthesise glycogen via adequate nutrition for example a large carbohydrate meal or supplements such as whey protein to repair muscle damage and promote protein synthesis. Use of sports drinks to stabilise electrolyte levels or top up glycogen stores for example hypotonic/hypertonic sports drinks. During the competition run and more stretching ^{drives onto the field of play}

Question 12

12 Discuss how the cardiovascular and respiratory systems function both individually and in conjunction with each other.

(15) Q12

7

7

The cardiovascular (CV) system is made up of many components. Arteries carry oxygenated blood away from the heart to respiring muscles. Veins carry deoxygenated blood back towards the heart to become oxygenated again. Capillaries remove waste products and supply cells with necessary requirements.

The respiratory system is made up of different components. The alveoli ~~are~~ is where gas exchange occurs, allowing blood to be oxygenated or deoxygenated. The alveoli are surrounded by a large capillary network which is their blood supply from the CV system. It allows blood to be slowed so diffusion time is longer for more efficient gas exchange. The capillary walls are one cell thick so it has a short diffusion distance so ~~it's faster~~ ^{concentration and} PO_2 out of the alveoli into the blood, saturating the haemoglobin to oxyhaemoglobin. This then travels in the blood to respiring muscles to supply them with oxygen. CO_2 diffuses out of the blood and into the alveoli, from a high pCO_2 to low, down the pressure gradient.

During pulmonary circulation, deoxygenated blood is pumped from the heart, to the lungs, then back to the heart. In systemic circulation, oxygenated blood is pumped from the heart, to the rest of the body then back to the heart. O_2 supplied from the lungs is transported by the CV system around the body allowing it to function.

During inspiration, there's a greater atmospheric air pressure than inside lungs so air enters to be travelled around body. Expiration allows removal of CO_2 so the blood pH isn't affected.

During exercise in the CV system, muscle temperature increases. O_2 blood flow increases due to exchange at respiratory system. ~~As~~ Vascular shunting occurs so more O_2 blood flows to higher priority muscles. Capillaries vasodilate for more O_2 blood flow.

During exercise in the respiratory system, forced expiration increases so more CO_2 expired to prevent blood pH changing. Increased nerve transmission to increase breathing rate and increased oxygenated blood flow.

This extended answer did not explore the way the systems work together in enough depth.

During recovery, both systems are involved in EPOC. The elevated oxygenated blood flow ^{+ oxidation} allows the removal of lactate and H^+ so blood acidity is reduced. It also allows resaturation of myoglobin.

The CV system uses venous return and vascular shunting in order to maintain their exercise intensity. ~~Forced~~ Inspiration and expiration increase during exercise to supply O_2 needed for these both to work.

Definitions must be learnt

SECTION B – Exercise physiology and applied movement analysis

Answer ALL questions. Write your answers in the spaces provided.

13 Define the following:

(i) speed

distance divided by time taken

(1) Q13i 1 1

(ii) velocity

A displacement of speed
includes distance with speed.

(1) Q13ii 0 0

(iii) acceleration

How much an object can increase
in speed.

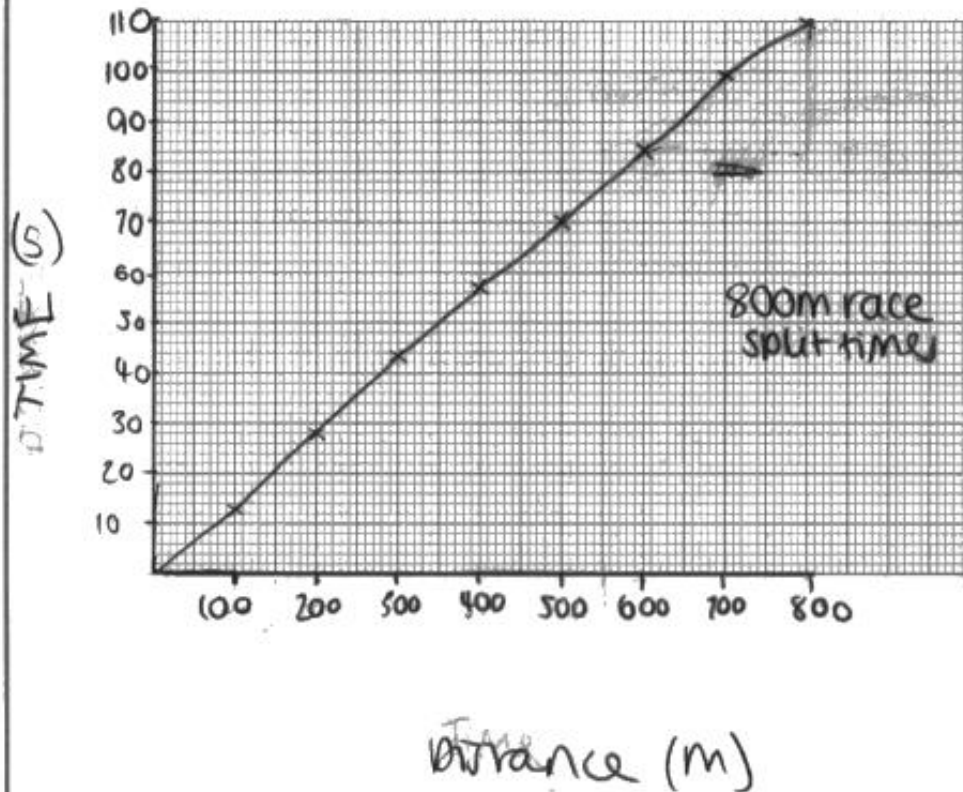
(1) Q13iii 0 0

(Total for Question 13 = 3 marks)

Q13_Total 1 1

Be able to plot graphs accurately

(a) Plot a graph of distance against time for this data set.



(3) Q14a

3

3

UNITS ARE ESSENTIAL

(b) Calculate the speed of the athlete at 600 m and 800 m.

Speed at 600 m	$\frac{d}{t} = \frac{600}{84} = 7.14 \text{ m/s}$ (1)
Speed at 800 m	$\frac{d}{t} = \frac{800}{110} = 7.27 \text{ m/s}$ (1)

Q14b

2

2

(c) Calculate the average acceleration between 600 m and 800 m.

(3)

Q14c

2

2

$$\text{distance} = 200 \text{ m}$$

$$\text{Time} = 110 - 84 \\ = 26$$

$$800 \text{ m} - 600 \text{ m} = \\ 7.27 - 7.14 = 0.13 \text{ m/s}^2$$

~~$$\text{Speed} = \frac{\text{distance}}{\text{time}}$$~~

~~$$= \frac{200}{26} = 7.69 \text{ m/s.}$$~~

Outlining is not listing

15 Outline **five** strategies that can be used to prevent sporting injuries.

15
Q15

- Protective equipment can protect against contact injuries
for example gum shields in rugby.
- Conditioning - such as aerobic, strength and mobility training
make an athlete less likely to be injured.
- Correct technique - reduces unnecessary stress on joints and
muscles which can lead to overuse injuries.
- Playing at the correct level - for example weight classes
in boxing reduce the risk of a physical mismatch.
- Effective preparation for performance eg. a warm up
~~reduces~~ increases muscle temperature and elasticity so
reduces the risk of soft tissue injuries.

(Total for Question 15 = 5 marks) Q15_Total

Question 16

16 Outline the **five** stages of POLICE in the rehabilitation of injuries.

(5) Q16

Protection - for example strapping or stopping the activity to prevent further injury.

Optimal loading - applying some resistance to the area to strengthen supporting muscles/joints and promote the rate of recovery.

Ice - cold reduces pain and inflammation by restricting blood flow.

Compression - applying pressure with a bandage or compression clothing will restrict blood flow and reduce inflammation.

Elevation - elevating a limb above the heart reduces blood flow, this can reduce inflammation or bleeding.

(Total for Question 16 = 5 marks)

Q16_Total

Question 17

BLEEP

17 Outline the protocol for the multi-stage fitness test.

(5) Q17

- Warm up
- Set up recorded voice
- cones set up 20m distance
- listen to recording
- have rest between bleeps & shortly
- ~~continue to~~ running between cones
- Need to make the cones before next bleep
- Record time and a level of where the athlete got to
- ~~compare results~~ cool down
- compare results to class and national average.

(Total for Question 17 = 5 marks) Q17 To

(b) Summarise the advantages and disadvantages of plyometric training.

(6) Q18t

Advantages:

- Improves ~~the~~ speed and power by overloading muscles ~~and~~ eccentrically to force a rapid concentric contraction.
- Easy to perform and little specialist equipment is required.
- Can be very specific to sporting movements such as bounding, which is specific to sprinting or depth jumps which improve vertical jumps in basketball.

Disadvantages:

- High injury risk due to high forces involved, risk of acute injuries such as ACL rupture.
- Incorrect technique can lead to chronic injuries due to stress on joints.
- Extremely demanding so can cause fatigue very quickly.
- Time consuming as lots of rest is needed between sets.

Slide 19

19 Using examples, summarise the **two** main classifications of common sporting injuries and their causes.

Q19

Classification of common sporting injuries	Cause	Example
Acute injury (1)	impact or external force sudden. (1)	Dislocation (1)
overuse / chronic injuries (1)	gradually over time caused by overworking a muscle (1)	Stress fracture (1)

One test for aerobic power is the gas analysis test. This test is valid in measuring $\text{VO}_2 \text{ max}$. This is because it uses machinery and technology to indicate oxygen consumption and release. This means that results can be relied on when tracking progress. Furthermore, it is adaptable to different sports. For example, a runner can run while being tested with the mask on, and a cyclist can cycle. This ~~means~~ is because diff movements can be manipulated as it does not need to be carried out on a specific surface. As a result, it is an adaptable test which many athletes can use. However, its accessibility may be limited. This is because it involves high technology, expensive equipment. This means that some athletes may not be able to use it.

Another test for aerobic power is the MSFT. This test is cheap and simple. This is because many people can be tested at once, on any surface, using limited equipment. (cones, tape measure, CD). This means that the test is practical and available. As a result, anyone can use the test. However, its validity can be questioned. This is because it is only a prediction of aerobic power as no technology is used. This means that it may not actually be testing what is intended, meaning it may lack validity.

Aerobic power can be tested based on a variety of fitness tests.

Can be judged on a 12min Cooper run as tests for aerobic power in a athlete over how far they can run over a 12 min continuous period. This can help test for ~~test~~ an athlete's aerobic power by allowing the athlete's aerobic system to kick in over a longer period of time. Another fitness test which is used to measure aerobic power would be gas analysis as it can analyse the air expelled during exercise but may not be as effective as the 12min Cooper run which more directly links to aerobic power. Another test which would help measure aerobic power would be the ~~wingate test~~ ~~wingate test~~ ~~step~~ Harvard step test where men would keep with 25 steps a minute and women 22 whilst keeping same intensity for 3 minutes to test for an athlete's power over longer time than Margaria-Kalamen test.

21 Using examples, examine how dietary supplements can be used to enhance sporting performance.

(8 Q21

Caffeine enhances performance in sports ~~req~~ that require fine movements and high reaction times such as table tennis. This is because caffeine increases alertness and concentration. As a result, the ability to respond to stimuli is heightened, allowing return of serves to be more efficient. Furthermore, caffeine is good for aerobic sports such as ~~for~~ long distance. This is because it facilitates breakdown of fats for energy. This enables longer durations of movement, delaying OBLA and fatigue.

Another supplement used is creatine. Creatine is ~~most~~ ~~can~~ enhances performance in more power and speed based sports such as weightlifting. This is because it replenishes PC stores, allowing PC to be more accessible to be broken down into phosphocreatine. As a result, ATP can be synthesised and ~~one~~ high amounts of energy can be released for powerful muscle contractions. This allows weightlifters to lift heavier weights, enhancing performance.

Another supplement that enhances performance in power based sports is BCAAs and protein. This is because protein synthesis increases and muscle growth is facilitated. As a result, athletes can produce powerful contractions ~~such as sprint~~ ^{to enable better per}formance such as sprint faster in 100m.

(Total for Question 21 = 8 marks Q21_Totat

21 Using examples, examine how dietary supplements can be used to enhance sporting performance.

(8) Q21

creatine can be taken to increase ATP ~~production~~ resynthesis. An advantage of this is it prolongs use of the ATP-PC system, delaying the lactic acid system and therefore OBLA. However, creatine can be known to also lead to muscle cramp and weight gain. A 200m sprinter could use creatine because they would benefit from more ATP resynthesis. Protein supplements such as protein powder can be used. Advantages are muscle repair and muscle hypertrophy. Disadvantages are liver and kidney damage. A rugby player might take protein supplements to aid tackling opponents. Caffeine might be used to enhance performance. Advantages are increased heart rate and alertness. Disadvantages are dehydration. A football goalkeeper might use caffeine as they would need increased alertness and reaction time to block a goal. Advantages of alcohol in sport are increased relaxation. However it can cause dehydration. A darts player might use this to relax themselves before a shot, in moderation. Overall I think there are many supplements to enhance performance, but which one you use depends on your sport, position, gender, age, body type.

*22 Analyse how an athlete can use periodisation to prepare for an Olympic or World Championship event.

Use your knowledge and understanding from across the course of study to answer this question.

All athletes ~~period~~ use periodisation to structure their training over a prolonged period, usually with one large long term goal for example to medal at the olympics. Periodisation involves three main ~~one~~ cycles, macro cycle, meso cycle and micro cycle. All with differing uses. In this essay I will analyse how an athlete will use ~~the~~ periodisation to achieve optimal performance at sporting competition. (15) 14:22

Macro cycles are long term periods of training, for example an Olympic cycle or football season. They involve three distinct phases. ~~Some~~ preparation phase, in which an athlete completes a general conditioning and develops their skill. So for an Olympic ~~sprint~~ marathon runner this will involve training to develop their endurance levels. Via long duration continuous training to boost cardiovascular and respiratory system adaptation. ~~In this period the athlete will~~ Such as capillarisation of the alveoli and muscle increasing oxygen by gaseous exchange efficiency. As well as hypertrophy of the myocardium and respiratory muscles such as the diaphragm. ~~Also to allow for~~ Interostern hypertrophy will allow for the body to create a larger thoracic cavity promoting oxygen into the body. ~~Appropriate~~ In this preparation phase an athlete such as Bob Elsie Kipchoge

will use techniques such as training at altitude to increase performance. Training at altitude for a prolonged period leads to increased production of ~~erythropoietin~~ Erythropoietin (EPO). EPO is responsible for red blood cell production in the bone marrow. Increased EPO will stimulate increased red blood cell production, in turn leading to gains in an athlete's VO_2 max when they return to sea level. This technique will hugely enhance performance.

As well as the preparation phase there is the competition phase. This for an Olympic athlete would be their Olympic competition. This phase involves maintaining fitness levels as well as refining skill. Ensuring correct technique, this in turn can aid exercise economy largely. The volume of energy required to maintain a constant velocity. In the competition phase an athlete is aiming to peak and save energy. This is when an athlete is at optimal bodily functions for performance. This is achieved via tapering. This is a decline in training load and intensity prior to competition to allow for peaking. ~~This is often achieved in peaking~~ is often achieved alongside the use of nutritional management and supplement use. For example, the use of carb loading. This involves reducing carb intake in the beginning of a week of an event while maintaining a high training load, then later in the week reducing training load and increasing carb intake. This forces the body to supercompensate as it is forced to store higher levels of glycogen. This is vital for an endurance athlete such as Mo Farah as it will delay the onset of fatigue in a race. Allowing them to

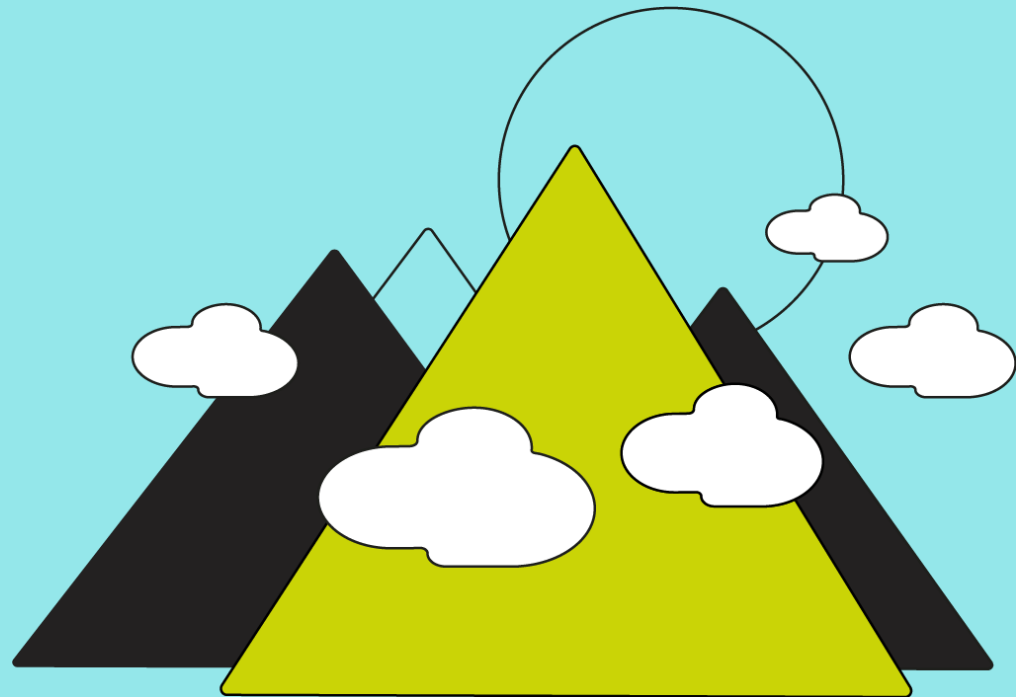
work for longer at higher intensities prior to the onset of blood lactate accumulation.

Additionally is the ^{transition} recovery phase, this involves rest and recovery post competition. In this period an athlete will still complete some work up to half way total season prior to start of next season. May use recovery methods such as hypoxic tent or hyperbaric chambers.

Within each macro cycle is a 4-12 week ~~macro~~ micro cycle. These are repeated within the macro cycle. These cycles involve specific focuses for development. Such as agility for a football player. Within a macro cycle there is also a 1 week micro cycle. This is a specific week of training repeated within the macro cycle.

In conclusion, effective periodisation is key for all athletes to be able to plan and monitor development towards a main goal. Within macro cycles and the different phases it is crucial to adopt strategies to benefit development and best allow for peaking such as altitude training and load loading. It is crucial also to have established macro and micro cycles to develop sport specific skill.

Session 2 – a deep dive on Paper 2



A deep dive on Component 2 – Psychological and Social Principles of Physical Education

Key points:

The examination series final grade boundaries were lower than 2019!

- Candidates failed to fully utilise the Advanced Notice/Information given to centres prior to the examination – clear gaps in candidate knowledge and understanding evident
- Candidates had no real examination experience at GCSE or AS level to build on
- No evidence of candidates failing to complete the paper in the examination allotted time of 2 hours
- Section A and B scored reasonably equal marks – no difference in these two areas
- The paper can be analysed through the points-based items worth 32% of the paper v. levels-based items worth 68% of the paper – how did these two different demands perform?

Review the performance of the paper in the summer 2022 examination

Grade Boundaries:

2019: A* - 63 A - 56 B - 49 C - 42 D - 36 E - 30

2022: A* - 52 A - 48 B - 41 C - 34 D - 28 E - 22

Analysis:

- Mean marks on the extended items were the main cause for this drop 6/15 down to 4.5/15 (approx.) – x 4 extended items = 6 marks difference
- Item 3 and Item 11 worth a combined 5 marks proved difficult for candidates to access marks (Hick's law and Corporations in Sport)
- Total on these two item issues = a potential 11 marks additionally available

Review the performance of the paper in the summer 2022 examination

Additional Observations:

- The paper was deemed to be accessible to distinguish between the range of abilities undertaking GCE - a Level 3 award
- The standard of spelling, punctuation and grammar was consistent with previous series
- No evidence of a lack of sufficient 'writing space'
- Use was made of additional examination sheets indicating candidates had sufficient time to complete the paper with additional content

Examination Assessment Objectives (AOs)

Feedback on the application and understanding of the command words;

- This year in some cases candidates did not fulfil the command requirements
- Producing for instance a *list* rather than a full summary....

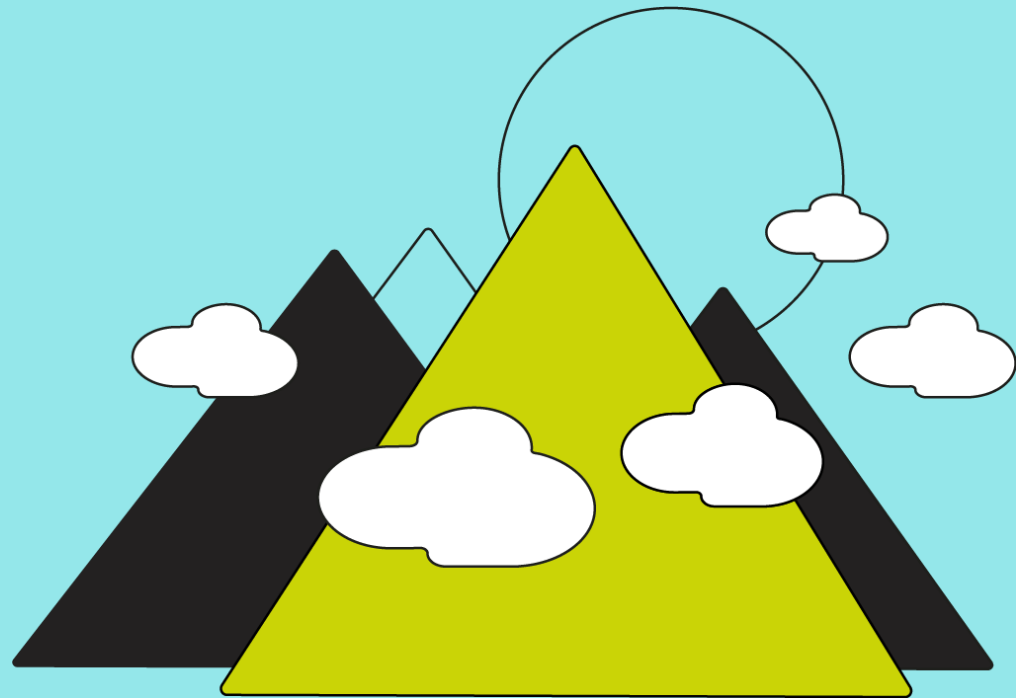
means Q.15 required candidates to *summarise* any four characteristics – this
express the most important facts or ideas about something...using full
sentences

Candidates in these cases listed four characteristics and scored zero

This becomes more evident in the extended levels responses where there is often a lack of analysis, evaluation or to a lesser extent discussion

(Further detail will be included in later slides)

It is worth stressing the need to
prepare candidates to fully
understand the command word
meanings



Component 2 – A deep dive on paper 2

Psychological and Social Principles

Strengths

- Improved structure of extended items responses
- AO1 - knowledge for many was good
- AO2 - Appropriate and accurate from some candidates
- AO3 - Threads of analysis and evaluation seen from the higher marked responses

Areas to Develop

- Indifferent use of advanced information
- Application of AO2 - limited range of examples and outdated
- AO3 Analysis and evaluation skills in extended writing
- Depth of knowledge for extended items
- For extended items marked with an* limited use of the wider specification

Component 2 – A deep dive on paper 2

Psychological and Social Principles

The paper divides into Sections A and B both worth 50 marks or 50% each of the final paper

This contains a combination of points-based and extended levels-based responses

Points based items = 32% while levels-based items = 68%

- In order to provide feedback to centres and to their future students the following slides will focus on these different items rather than section A and B separately
- Common themes will be established
- Common guidance will be given
- Anecdotal evidence suggests as a % of marks available when looking at points-based v extended levels assessed items, on the papers viewed the points-based items are achieving a much higher % of their allocated marks - 32 marks to points/ 68 marks to extended items

Component 2 – A deep dive on paper 2

Psychological and Social Principles

Points based items

- The following slides will focus on those items marked as 'points'
- This means each correct point will gain a single mark if the command word has been used or applied correctly
- Points based items examine the **breadth of knowledge and understanding** of a candidate

Item 1 – 3 Stages of Learning

Strengths

- Mark of /3 and a mean mark of 2.34/3 achieved
- Most candidates identified the three stages correctly
- Most Described - An account of something with reasons, 2 or 3 of the stages correctly

Areas of improvement

- Vague and varied 'descriptions' seen especially for Stage 2 – Associative Stage
- Some descriptions lacked detail and were mere generic statements such as a beginner, middle stage or final stage with no description
- Incorrect spelling of the stages seen on a few occasions

Item 1 – 3 Stages of Learning

Full Marks 3/3

Fitts and Posner's three stages of learning include: cognitive, associative and autonomous. In the cognitive stage, the athlete is a beginner and they are learning a skill, by copying a model or instructed by a coach. In the associative stage, the learner has grasped the basic concepts of the skill but is still learning through trial and error to try and achieve a fluent movement. In the autonomous phase, the athlete can perform the movement without conscious ~~over~~ thought, the movement is fluent and automatic.

Item 2 – Types of Guidance

Positives

- Mark of /4 and a mean mark of 2.96/4 achieved
- Majority candidates identified the four types correctly
- Most Outlined - A brief account of non-linked points, the 4 types correctly
- Over-all a well answered item

Negatives

- Some confusion on the exact understanding of mechanical or manual guidance
- Some outlines included incorrect examples to support their responses

Item 2 – Types of Guidance

Full Mark 4/4

2 Outline the **four** main types of guidance used when coaching a skill.

- verbal ✓
- visual ✓
- Mechanical ✓
- Manual (4) ✓

The first type of guidance is verbal, this is where the coach tells the learners how to do the skill, and tells them what it should feel like. The next type is visual guidance, in this the coach will either demonstrate the skill or use an athletes video with perfect technique to show the learners so they can try mimic it. The next guidance type is manual, this is where the coach manually moves or supports a learner with their hands e.g. holding a gymnast in a handstand. The final type of guidance is mechanical, this is the use of equipment to help or aid the learner e.g. using a harness in trampolining promotes safety.

(Total for Question 2 = 4 marks)

Item 3 – Hick's Law - *Explain - How or why, meaning of something with reasons*

Positives

- Mark of /3 and a mean mark of 0.21/3 achieved
- Those candidates that knew Hick's Law gained a mark

Negatives

- Numerous blank or incorrect responses indicating this area of the specification had not been taught
- Where knowledge of Hick's Law was seen many did not know the two types of simple and choice reaction time
- Majority of candidates scored zero

Item 3 – Hick's Law

Hick's Law is to do with the reaction time to stimuli. As the number of possible stimuli increase so does the reaction time as more selective attention must occur and the brain has to filter out more information. For example, in tennis a player only has to react to the ball and therefore will have a decreased decision making compared to a footballer who has to gain note of the ball, opponents, teammates and a more interactive audience.

Item 5 – Achievement Motivation -*State* requires candidates to recall of a fact or an example

Positives

- Mark of /2 and a mean mark of 1.34/2 achieved
- Most candidates were able to gain mark on this item

Negatives

- Those candidates who did not know this topic scored zero with few scoring 1

Item 6 – Personality Theories - *Outline - A brief account of non-linked points*

Positives

- Mark of /4 and a mean mark of 2.89/4 achieved
- Most candidates were able to gain marks on this item
- A well- known topic from most candidates – trait theory and Hollander popular

Negatives

- Most candidates who were able to identify one type but then failed to outline a second theory

Item 6 – Personality Theories

Full Marks 4/4

One theory of personality is trait theory suggesting behaviour is a function of only our personality (made of stable enduring qualities) this is on the nature side of the nature nurture debate. Another theory of personality is the interactionist theory claiming behaviour is a function of both our environment and our personality - Murrays and Hollanders models underpin this.

Item 7 – Factors Affecting Arousal - *Outline - A brief account of non-linked points*

Positives

- Mark of /2 and a mean mark of 1.35/2 achieved
- Most candidates were able to gain marks on this item
- A most candidates were able to answer scoring 1 or 2 marks
- Numerous answers acceptable from across the component

Negatives

- Some candidates duplicated responses gaining only 1 mark

Item 8 – Bandura Self-Efficacy theory - *Identify – establish or indicate who or what someone or something is*

Positives

- Mark of /2 and a mean mark of 0.52/2 achieved
- Where known the candidates scored 2/2 – past performances and vicarious experiences popular responses

Negatives

- Disappointing responses from many candidates
- Many did not know this care topic of the specification
- Easy opportunity to pick up 2 marks

Item 10 – Emergence and development of modern day sport - *Identify – establish or indicate who or what someone or something is*

Positives

- Mark of /2 and a mean mark of 1.06/2 achieved
- Where known the candidates scored 2/2 – public schools, industrialisation and travel popular responses

Negatives

- Confusions existed on the exact era of modern day sport – pre-1880 - c1840
- Many included the wider concept of commercialisation or the formation of NGBs – wrong era

Item 11 – Corporations v Geographically based teams -

Give – recall of a fact or an example

Positives

- Mark of /2 and a mean mark of 0.72/2 achieved
- Few candidates fully understood the difference between the two

Negatives

- Confusions existed on what a corporation is – eg. F1 or Cycling teams
- Confused with general topic of commercialisation
- Failure to apply to the item demand of ‘competing for’
- Area for further development in centre teaching

Item 11 – Corporations v Geographically based teams

(2)

less passionate players and fans, as it is more of a job rather than for pride. less communication/chemistry in the team as it could be players from all over the world rather than the same country.

Item 12 – Functions of an IGB - *Describe - An account of something with reasons*

Positives

- Mark of /3 and a mean mark of 1.73/3 achieved
- Many candidates given the benefit of doubt given an IGB will have many functions that overlap with a regional GB or NGB
- Some excellent examples given to support responses

Negatives

- Functions only related to an NGB
- Some candidates only gave a 'list' and no description
- Area for further development in centre teaching

Item 12 – Functions of an IGB

- To oversee ~~general~~ ~~ford~~ organisation of international fixtures e.g. the World cup.
- to issue punishment to ~~pt~~ any cheating or deviance
e.g. issue bans / fines
- To regulate NGB's
- To decide / organise rules for competitions such as World cup or UEFA champions league.
- To train officials for international competitions.
- Oversee transfers of players / coaches internationally.

Item 13 – Golden Triangle - *Define – statement of translation*

Positives

- Mark of /1 and a mean mark of 0.58/1 achieved
- Simple and well-established topic – definitions must be exact
- Use of the Specification Glossary
- Many candidates scored full marks with the correct combination of sport, sponsorship and the media.

Negatives

- Confusions with the generic term 'commercialisation' and/or 'business' rather than sponsorship.

Item 15 – Mob Games - *Summarise - express the most important facts or ideas about something*

Positives

- Mark of /4 and a mean mark of 2.75/4 achieved
- Generally - a well answered item
- Well-established topic
- Majority candidates scored some marks

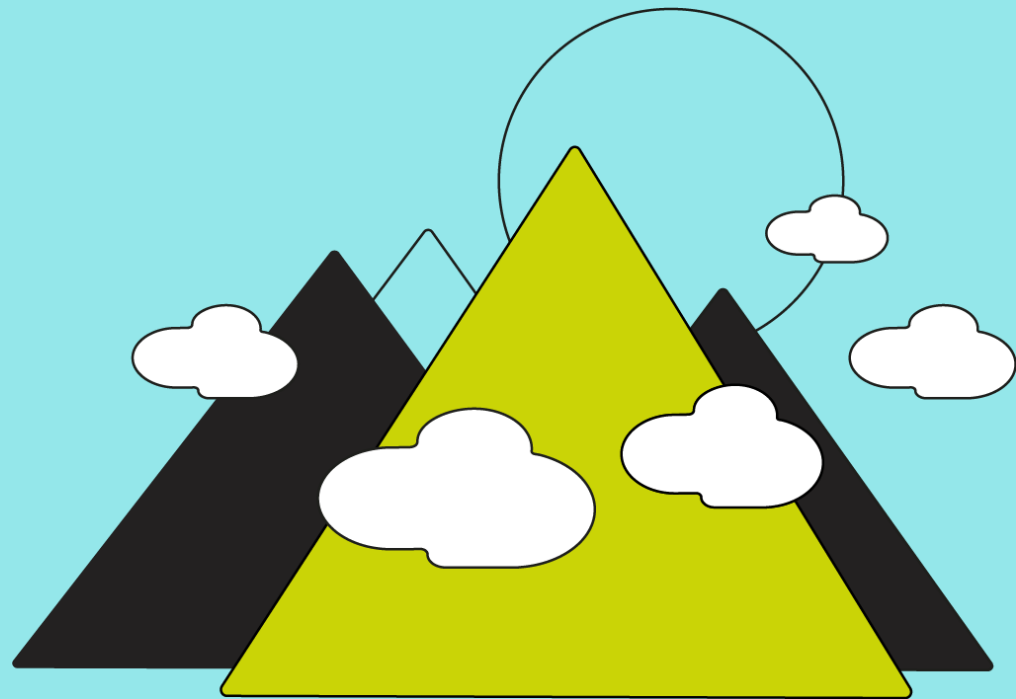
Negatives

- Summarise requires detail – full sentences and content
- Candidates lost marks for producing a simple *list*

Points Assessed Items – future examinations

- Marks available equal points to be made – aim to provide a full response
- Know the command word meanings
- There is no substitute for knowledge – cover the specification
- Focus on areas where gaps in knowledge and understanding (AO1) and applied examples are missing (AO2)
- Make examples for AO2 contemporary – many outdated

Session 3 Guidance and Support on the extended answer questions in paper 2



Levels based Assessed items – extended responses

- 68% of the paper or 68/100 marks
- 1 x 8 mark item
- 4 x 15 mark items
- 2 of these 15 mark extended responses have an * which denotes the opportunity to include knowledge and understanding from across the component
- * items - Maximum level if no wider content a level 3 or 7-9 marks

Levels based Assessed items – extended responses

Key Point – Extended Items examine the ***depth of knowledge*** of a candidate

- 68% of the paper or 68/100 marks
- 1 x 8 mark item across 3 levels
- 4 x 15 mark items across 5 levels
- 2 of these 15 mark extended responses have an * which denotes the opportunity to include knowledge and understanding from across the component - ***these also allow for a breadth of applied knowledge and understanding to be examined***
- Extended items demand a structure to the response – see slide 40

Levels based Assessed items – extended responses

Extended responses require candidates to show a depth of knowledge which is applied and for the AO3 demand show either *analysis, evaluation or discussion*

2022 saw a drop in mean marks across all 5 extended due to the following key reasons:

- Clear lack of depth of knowledge and understanding on the topic
- Failure to answer the specific question
- Incorrectly applied examples
- Distinct lack of use of the knowledge and understanding of the wider component for
* items
- Lack of analysis or evaluation
- Failure to fully utilise the Advanced Notice/Information given to centres

Levels based assessed items – extended responses

Item 4 - Learning theories Mean mark of 4.15/15 or level 2

Positives

- Many candidates could recall the major learning theories and apply these to the command word of analyse
- Applied examples to coaching
- Some excellent examples given to support responses
- Analyse – examine something methodically and in detail it, typically in order to explain and interpret it

Negatives

- Some confusions of operant and classical conditioning – core topic
- Social learning theory not fully analysed
- Confusion as some candidates wrote about teaching styles or personality theories
- Lack of a firm conclusion or even no conclusion based on the analysis

Levels based assessed items – extended responses

with stopping. Skinner established operant conditioning (learning via reinforcement/punishment) through his work on rats in 'Skinner's box'. Positive reinforcement can be used by coaches by adding a positive stimuli in response to a well executed performance e.g. a medal, negative reinforcement could also be used (removing something bad) e.g. if a sprinter gets a certain time they don't have to do laps. Reinforcement strengthens 'stimulus-response' bonds whereas punishment e.g. not being able to compete, weakens it. However some may argue their use of animals is unethical and their findings may not be applicable to humans.

Levels based assessed items – extended responses

Item 9 – Attribution theory Mean mark of 4.15/15 or level 2

Positives

- Many candidates understood attribution theory and could apply this to the command word of analyse
- Applied examples used effectively
- Wider exploration of learned helplessness, attribution re-training and mastery orientation seen
- Analyse – examine something methodically and in detail it, typically in order to explain and interpret it

Negatives

- Lack of depth of knowledge beyond the four factors
- Analysis did not include a critique of the theory
- Lack of use of the wider component knowledge – applied to the item demand
- Lack of a firm conclusion or even no conclusion based on the analysis

Levels based assessed items – extended responses

Paragraph

Weiner claimed high achievers attribute success to internal factors and failure to external factors. For example an elite level gymnast may say they won due to their high abilities or lost due to ~~test~~ luck on the day. Weiner claimed this leads to a self serving bias which maintains task persistence, motivation and self esteem. He claimed coaches should attribute in this way to restore pride after a loss.

Levels based assessed items – extended responses

Item 14 – Olympic Model Mean mark of 2.13/8 or level 2

Positives

- Many candidates understood who Peter Ueberroth was and some detail of the role he played in the 1984 games
- Detail tended to focus on the wider concept of commercialisation
- *Examine – Justification or exemplification of a point using analysis or evaluation*

Negatives

- Lack of depth of knowledge beyond simple 'commercialisation'
- Generic statement about 'selling'
- Little analysis
- Confusions on the LA organising committee and the USA government
- Too much detail on the games of 1968, 72 and 76
- Many responses saw candidates write everything they knew about the Olympics of that era in general
- Poor application to future games

Response Extract

(5)

Peter Ueberroth was an American businessman ~~tasked~~ tasked with being president of the Olympic organising committee. The LA government refused to fund anything for the games. Therefore Ueberroth used sponsors to fund the games.

Companies such as McDonald's and Coca Cola paid tens of millions in order to sponsor the games as the games had millions of people watching. Ueberroth also sold the rights to use the Olympic logo on company products, further raising money. He sold the TV rights for the games to one company in a blind auction, generating massive amounts of revenue.

In order to reduce spending Ueberroth used pre-existing facilities and merely refurbished them. For example, an Olympic village was not built, instead using university dormitories.

The LA games became the first to turn a profit of approximately 250 million dollars and so became a blueprint for how to run an economically viable games.

Levels based assessed items – extended responses

Item 16 – Participation in Sport and Physical Activity

Mean mark of 4.81/15 or level 2

Positives

- The highest mean mark of all 4 x15 mark extended responses
- Better use of the data than seen in previous series
- The extent of the the analysis was good from many
- Many candidates were able to offer reasons and factors for the difference in participation
- *Analyse – examine something methodically and in detail it, typically in order to explain and interpret it*

Negatives

- Lack of depth of the wider knowledge across the component for an * item
- Some limited and correct analysis using the data
- Where factors such as age, gender or race where initially identified these were not then fully explored in detail
- Lack of a conclusion

Levels based assessed items – extended responses

Paragraph

Finally, gender barriers are prominent in sport leading to unflattering names such as 'This girl can'. The aim was to overcome stereotypes / prejudice against women in sport to reduce fear and increase participation. Women may have a lack of opportunities e.g. a women's football team or simply lack the self-esteem and motivation. Mass participation events such as park run or London Marathon can help both break barriers and

Levels based assessed items – extended responses

Paragraph continued

promote participation generally. However only 30% of marathon runners are female so some would argue promoting initiatives for minority groups is more important than mass participation events generally. This is how mass participation events and gender impact trends in 21st century sport.

Levels based assessed items – extended responses

Item 17 – Ethics and Deviancy

Mean mark of 4.16/15 or level 2

Positives

- For those candidates that understood the concept of ethics then many responses were interesting and informative showing analysis to form an evaluation
- Popular topics were drug abuse or gamesmanship
- Many candidates were able to offer reasons and factors for the difference in participation
- *Evaluate – use analysis to make a judgement*

Negatives

- Many candidates had some knowledge and understanding but failed to answer the question
- Many wrote what was a list a doping violations
- Lack of understanding of what the role of ethics means
- Most candidates wrote extensively on drugs or banned substances in sport but failed to mention other forms of deviancy such as abuse, integrity or match fixing applied to the role of ethics
- Dated examples showing a lack of current knowledge – often over explained
- Evaluations limited

Levels based assessed items – extended responses

Item 17 – Ethics and Deviancy

This is an example of a clear and concise introduction which demonstrates the candidate's knowledge and an understanding of this topic area. Terminology and concepts are sufficiently explained to inform the reader.

Ethical behaviour is behaviour in line with moral norms displaying fairness, integrity, responsibility and respect. Deviant behaviour in sport is behaviour that differs from the perceived social/legal norms. In the 21st century there has arguably been a rise however some would argue deviance in sport has always existed.

Levels based assessed items – extended responses

Item 17 – Ethics and Deviancy

This is an example of a concise conclusion. While additional content can always be added it demonstrates concise writing can carry good effect and show understanding.

In conclusion deviance in sport is on the rise. As sport continues to increase in standard the pressures will also increase simultaneously; this can cause athletes to act deviantly and disregard the ethics of the sport because they are blinded by the competitive nature. Alongside this the increase in technology allows new ways of performance enhancing drugs to be administered so therefore they will become more accessible and harder to detect.

Levels based Assessed items – extended responses

key points for future examinations

- Know and understand the command word!
- Extended items require depth and some breadth
- No substitute for knowing topics in depth...teach well, develop understanding
- Practice answering items under examine conditions - timed
- Introduce wider component knowledge for all items practiced – be prepared
- Write with the suggested structure....

Levels Based Assessed items – key points for future examinations

Write a **short plan** on the paper – the key points you wish to use, underline key words in the question....use them in your response as often as possible

Write with a structure....this helps produce a full and logical response

- Firstly, write an **Introduction** of 4-6 lines – shows understanding of the item demand, definitions explained, context set
- Secondly, The **Body of text or Response**

Guideline: 6-8 **dedicated paragraphs** each **6-10 lines covering a** different linked objective point

- Write in chronological order where applicable but the paragraphs need to link together
- Use link words or phrases such as: consequently, however, as a result, additionally etc....this will show understanding
- You must include a conclusion – this can include a subjective element showing what the candidate understands – judgements! This should be twice as long as the introduction
- Begin with **‘In conclusion and by way of summary’** – this will identify to the examiner the final stage you are at and channel candidate thoughts

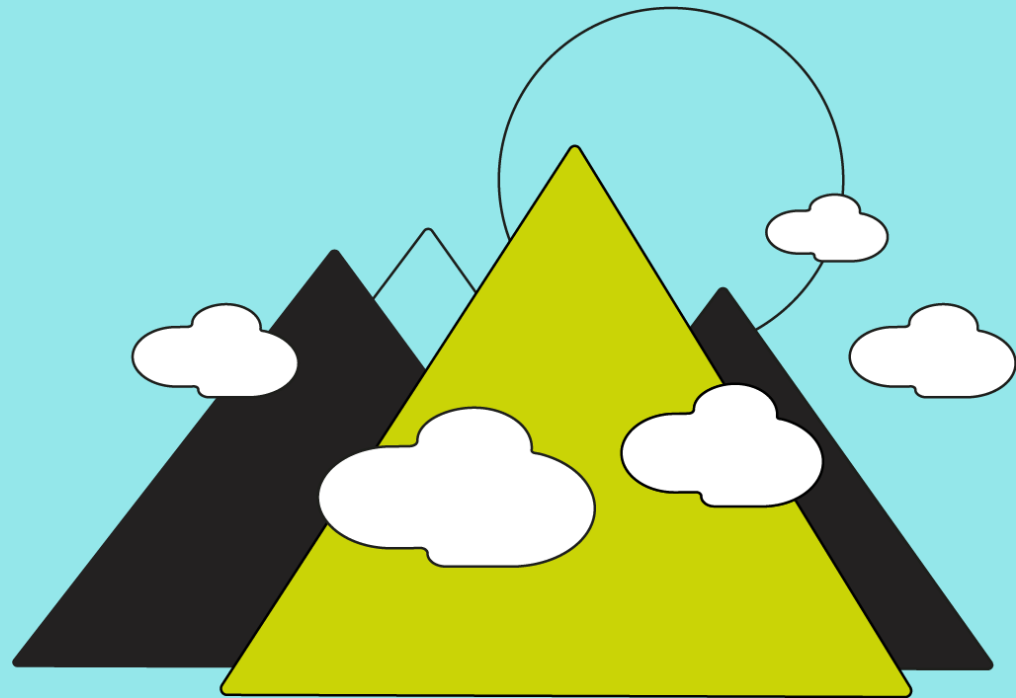
Further Suggestions:

- Lots of practice in class – in real time.
- Get students to write essays collaboratively, say in 3s – this encourages exchanges of approach, style and content.
- Cut out paragraphs from different answers and ask them to create the optimum answer. Compare and contrast / link to mark scheme.
- Encourage students to answer level-based questions first – often time defeats them as they attempt the final questions on the papers which carry high marks.
- Peer marking in 2s / 3s using mark schemes - debate and discuss.
- Colleagues to blind mark work – then debate and discuss.
- Get students to self-mark work using mark schemes; then teacher checks, compares and discusses.
- Get students to rank order 3 -5 pieces of work and compare outcomes. Once rank order is established get them to identify which mark band they would assess the work and then the mark.

Further Suggestions:

- Make sure candidates do not re-write answers to questions with broadly similar topics. Offer similar (but different) questions on topics in class / homework / internal exams so that students understand the need to focus on the specific question being asked.
- Underline key words to help focus answers.
- For 15 mark extended responses questions, encourage 3 minutes thinking / planning time. Make a plan on the question paper.
- Ensure understanding / requirements of the different command words.
- Suggest prompts / sentence starters to aid organisation. For example, in 'discuss' questions they might include a paragraph that considers two or more sides of the debate: *One view would be that , whilst an alternative opinion might be*
- Practice * questions for self / peer / teacher marking to ensure they have included content from across the specification.
- Get students to create their own essay questions with linked mark schemes, then set them to peers for homework, then they mark the work produced.

Session 4 – Further Support



Further Support

- Inside Track
- [Examiners Reports](#)
- Ask the Examiners Service
- [Topic Guides](#)

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