



Mark Scheme (Results)

Summer 2019

Pearson Edexcel GCE
In Physical Education (8PE0/02)
Component 2 Psychological and Social Principles
of Physical Education

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Question Number	Answer	Additional guidance	Mark
Q01	<p>A situation or practical example may be given (1 mark for any of the following)</p> <p>Playing a different team</p> <p>Chasing a win/holding the lead</p> <p>Playing on a different surface</p> <p>Change in weather conditions</p> <p>Substitutions/change of style by opponents</p> <p>Injuries</p> <p>Having prior knowledge of the other team/opponent's tactics or style of play</p> <p>Tendencies of the official</p> <p>Existing tactics not working</p> <p>Player sent off/sin bin</p> <p>Other team/opponent has same tactics</p>	<p>Credit should be given for relevant responses that may not be listed in the answer guidance.</p> <p>Do not credit simply improving performance as the question asks for "adjust".</p>	(1)

Question Number	Answer	Additional guidance	Mark
Q02	<p>A maximum of two marks from the following items</p> <p>Part (accept pure part) (1)</p> <p>Progressive part (1)</p> <p>Whole (1)</p> <p>Whole-part-whole (1)</p>	<p>Accept either pure part or part but not both.</p> <p>Do not credit massed, distributed, fixed or variable as these are listed as structures not methods.</p>	(2)

Question Number	Answer	Additional guidance	Mark
Q03	<p>A maximum of 3 marks from the following three items.</p> <p>Cognitive/ideas/cognitions/thoughts: Performer's thoughts about an object (1)</p> <p>Affective/emotional: Performer's feelings/emotional responses towards an object (1)</p> <p>Behavioural/actions: How a performer acts when faced with an object (1)</p>	<p>The command word is describe. Do not allow a list of emotional, cognitive etc without any attempted description.</p>	(3)

Question Number	Answer	Additional guidance	Mark
Q04	<p>Answers must contain a summary of each of Thorndike's three laws (a maximum of 2 marks for each law)</p> <p>Exercise (1)</p> <p>Summary (1) – If the correct response is practised regularly and with correct technique this will strengthen the SR bond</p> <p>Effect (1)</p> <p>Summary (1) – If performance of the skill is satisfying to the performer then it is more likely to be learned and remembered correctly. The satisfaction can be internal and/or external</p> <p>Readiness (1)</p> <p>Summary (1) – If the performer is physically and mentally prepared to perform the skill, it will be learned more effectively</p>	<p>Candidates must summarise each of Thorndike's laws. 1 mark for identifying the law 1 mark for the summary</p>	(6)

Question Number	Answer	Additional guidance	Mark
Q05	<p>Over-arousal</p> <p>Explanation (1) – Heightened psychological arousal leads to a lack of ability to exert self-control/ become over-stimulated/ leads to frustration. E.g. often the performer will end up striking an opponent (1)</p> <p>Under developed moral reasoning</p> <p>Explanation (1) – Aggression is justified by the performer because they feel it is an acceptable response. They have a lack of moral understanding/ do not understand sportsmanship. E.g. they do not understand why they should not harm (1)</p> <p>Bracketed morality</p> <p>Explanation (1) – As aggression is seen to be acceptable in some situations, performers are able to moralise the use of aggression in sport. Aggression is part of learned behavior. Unrelated external factors affect aggression. E.g. boxing/martial arts (1)</p>	<p>There must be an explanation of each identified cause of aggression (1 mark). If this is accompanied by a suitable example then award the second mark. Examples will not be credited in isolation</p>	(6)

Question Number	Answer	Additional guidance	Mark
Q06	<p>AO2 = 4 marks, AO3 = 8 marks</p> <p>An analysis that gives all sides of the issue and any implications, including details about how and why each of the four styles is beneficial in coaching, that includes the following indicative content:</p> <p><u>Command</u></p> <ul style="list-style-type: none"> - Totally coach led therefore, no input from learners (AO2) - Preferred by beginners because they lack knowledge (AO3) - Best in situations of perceived danger (AO2) - Best for large groups (AO2) - Does not promote decision making which may explain low numbers of experts (AO3) - Examples could be rock climbing, kayaking (AO2) <p><u>Reciprocal</u></p> <ul style="list-style-type: none"> - Coach led but includes decision making from group (AO2) - Develops thinking skills as they have to teach each other. (AO2) - Not recommended for beginners hence the low scores in the responses (AO3) - Requires time to set up (AO2) - Feedback leads to better understanding which could explain intermediate response as they still need some feedback (AO3) - Examples could be simple passing skills in football, netball or rugby (AO2) <p><u>Guided discovery</u></p> <ul style="list-style-type: none"> - Coach provides task with one outcome which could explain the high score for experts (AO3) 	Candidates must refer to all four of the coaching styles and make reference to the data in their answers to access bands 3 and 4	(12)

- Learners decide how it should be done **(AO2)**
- Requires skills to be well learned so good for intermediates and experts **(AO3)**
- Focus on environment not skill execution **(AO3)**
- Time consuming **(AO2)**
- Examples could be devising tactics in team games for specific situations **(AO2)**

Problem solving

- Problem set with numerous outcomes which improves decision making **(AO2)**
- Requires performers of high ability **(AO2)**
- Preferable for experts because skill levels are high **(AO3)**
- Requires learning time to develop **(AO2)**
- Examples could be setting team strategies **(AO3)**

The indicative content is a guide to the responses candidate may give. Other valid responses which answer the question correctly can be credited as appropriate.

The candidate's response must be read in conjunction with the level descriptor below in order to give the appropriate mark. For example, a response that is firmly in the level would receive the middle mark in the level, a response that is just into the level would receive the bottom mark in the level, a response which nearly reaches the next level would receive the top mark in the level preceding it.

Level	Mark	Level descriptor
0	0	No rewardable content
1	1 – 3	<p>There are limited links between theory and practice. Limited technical language supports isolated elements of knowledge and understanding(AO2).</p> <p>Limited analysis of the factors that underpin performance and involvement in physical activity and sport (AO3).</p> <p>Analysis is not used to make a judgement (AO3).</p>
2	4 – 6	<p>Makes few links between theory and practice. Basic technical language supports some elements of knowledge and understanding(AO2).</p> <p>Attempts some analysis of the factors that underpin performance and involvement in physical activity and sport (AO3).</p> <p>Analysis may not be used to make a clear judgement (AO3).</p>
3	7 – 9	<p>Makes some links between theory and practice. Some appropriate technical language supports a good knowledge and understanding (AO2).</p> <p>Good analysis of the factors that underpin performance and involvement in physical activity and sport (AO3).</p> <p>Uses analysis to make a judgement but without full substantiation (AO3).</p>
4	10 -12	<ul style="list-style-type: none"> ● Makes strong links between theory and practice. <p>Appropriate technical language supports a very good knowledge and understanding(AO2).</p> <ul style="list-style-type: none"> ● Comprehensive analysis of the factors that underpin performance and involvement in physical activity and sport (AO3). ● Uses analysis to make a clear judgement and supports this with examples (AO3).

Question Number	Answer	Additional guidance	Mark
Q07	<p>One mark for any of the following. Allow other relevant points (to a maximum of 3 marks)</p> <p>Reduction in Health Care costs (1)</p> <p>Improved health/reduction of amount of illness (1)</p> <p>Improved mental health (1)</p> <p>Improved working standards/productivity due to a fit workforce (1)</p> <p>Increased benefits resulting from social opportunities (1)</p> <p>Reduction in crime (1)</p> <p>Increased chances of global success/wider participation base (1)</p> <p>National “feel-good” factor (1)</p> <p>Social cohesion/ breaks down barriers/stereotypes (1)</p> <p>Education attainment (1)</p> <p>More jobs in health/fitness sector (1)</p> <p>Increase media/entertainment (1)</p> <p>Benefits minority sports (1)</p>	<p>As there are a large number of benefits that are possible, it is likely other acceptable responses may be offered and should be allowed</p>	<p>(3)</p>

Question Number	Answer	Additional guidance	Mark
Q08	<p>One mark for any of the following (to a maximum of 3)</p> <p>Increase in standard of domestic competitions (1)</p> <p>Opportunities for performers from poorer nations (1)</p> <p>Improvement in techniques and tactics (1)</p> <p>Positive stereotypes/increases cultural understanding (1)</p> <p>Opportunities for performers to extend their careers e.g. Dan Carter (1)</p> <p>Opportunities to compete for other nations (1)</p> <p>Increasing standards for weaker nations in global sport (1)</p> <p>Foreign coaches bringing new ideas (1)</p> <p>Better global media coverage for players/teams (1)</p> <p>Higher wages for players/ transfer fees/ increased revenue for clubs (1)</p> <p>Escape from political situations/conflict (1)</p> <p>Widens participation base (1)</p> <p>Opportunity to play with best players (1)</p> <p>Appropriate weather conditions e.g. snow for winter sports (1)</p>	Other appropriate responses will be accepted	(3)

Question Number	Answer	Additional guidance	Mark
Q09	<p>Reduction of available recreational space meant that</p> <ul style="list-style-type: none"> • specific dimensions were included for games • team numbers were reduced <p>Factories and communities led to</p> <ul style="list-style-type: none"> • emergence of factory teams representing communities • emergence of town teams • development of competition • affluent middle class financed activities • building of stadia <p>Changes to society resulted in</p> <ul style="list-style-type: none"> • reduction in working hours • introduction of laws • regular scheduling of fixtures <p>Spectators were created because</p> <ul style="list-style-type: none"> • people were able to follow their local team and watch from the stands • increased leisure time to watch <p>Loss of agricultural traditions meant that</p> <ul style="list-style-type: none"> • the farming year became less important and festival days were less significant • decrease in traditional games • stadiums <p>Loss of recreational space led to</p> <ul style="list-style-type: none"> • fields were built on reducing green space and places to play <p>Pollution and health resulted in</p> <ul style="list-style-type: none"> • factories creating pollution and associated diseases 	<p>Marks are awarded for the bullet points rather than the subheadings. Bullet points must be linked to subheadings to gain marks.</p>	<p>(6)</p>

Question Number	Answer	Additional guidance	Mark
Q10	<ul style="list-style-type: none"> • Higher investments from corporations/high wages for players • Enhancement of product design for corporations which raises standards • Supporters associate with image as opposed to geographical location • Supporters can follow top level sport even if it is not in close proximity to where they live • Increased financial support • Supporters can follow performers rather than teams • Develops player loyalty • Global events attract a wider audience/sports spread across world <ul style="list-style-type: none"> • increases popularity and profile • Increased investments from TV and sponsorship/bigger prizes • Attracts the best performers • Best coaches/training facilities/venues • Prize money increases • Venues e.g. Etihad constructed to hold more supporters and provide more entertainment 	Other relevant points will be credited	(6)

<u>Question Number</u>	<u>Answer</u>	<u>Additional guidance</u>	<u>Mark</u>
*Q11	<p>AO1 = 4 AO3 =8</p> <p>Reward acceptable answers. Responses may include, but are not limited to the following:</p> <p>A discussion that gives all sides of the issue and any implications, including details about how the British Empire and other factors contributed to the increase in the development of international sport, that includes the following indicative content:</p> <p style="text-align: center;">AO1</p> <p><u>Social basis</u></p> <ul style="list-style-type: none"> • Spread of popular games – football, rugby and cricket • 1st recognized international fixture – USA v Canada at cricket 1844 • Rise of international fixtures in 1870s/England v Scotland/Home nations/Ashes • Colonial association with British sports • Games spread by soldiers, teachers, missionaries etc. • Commonwealth Games • Involvement in Olympics (William Penny-Brookes), Much Wenlock • Use of rules to civilize native populations • Structure and organisation of games/NGBs leading to IGBs <p><u>Skill acquisition and sports psychology</u></p> <ul style="list-style-type: none"> • Development of national cohesion • Aggressive/assertive play associated with rugby in certain countries <p><u>Applied anatomy and physiology</u></p> <ul style="list-style-type: none"> • Knowledge of body systems taught to “savages” <p><u>Exercise physiology and movement analysis</u></p> <ul style="list-style-type: none"> • Preparation methods for matches (especially tests) • Awareness of exercise and its benefits <p style="text-align: center;">AO3</p>	<p>To attain the top mark band candidates must present a balanced discussion where they mention aspects of international sport not strongly linked to the British Empire and/or the negative effects of colonisation.</p> <p>Examples drawn in from other areas of the specification will be credited.</p>	(12)

Social basis

- Transport to other countries with associated increasing awareness of “colonial cousins” and use of colonies to spread Christianity
- Different colonial identities expressed in chosen activities
- The British education system was copied by the colonies
- Desire to encourage physical fitness in colonies to stock British armies

Skill acquisition and sports psychology

- Development and enhancement of British tactics in team games led to “brands” of play

However

A01

Social basis

- Football has evolved most strongly in Europe and South America
- USA has its own unique games as has China. USA stages World series events
- Olympics were originally Greek only and World Cup Football trophy is named after a Frenchman

A03

Social basis

- Colonisation by the Empire not always seen as positive
- Resentment and low representation from indigenous peoples in some countries e.g. South Africa
- Cultural kickback can have negative associations

Skill acquisition and sports psychology

- Development of attitudes across the world has evolved from the Empire

	<p>e.g. Australia never give in, USA “win at all costs”</p> <p><u>Exercise physiology</u></p> <ul style="list-style-type: none"> • Muscle fibre types e.g. African sprinters • Genetics e.g. Kenyan runners <p>The indicative content is a guide to the responses candidate may give. Other valid responses which answer the question correctly can be credited as appropriate.</p> <p>The candidate’s response must be read in conjunction with the level descriptor below in order to give the appropriate mark. For example, a response that is firmly in the level would receive the middle mark in the level, a response that is just into the level would receive the bottom mark in the level, a response which nearly reaches the next level would receive the top mark in the level preceding it.</p>		
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Level	Mark	Descriptor
0	0	No rewardable content
1	1-3	<ul style="list-style-type: none"> • Limited understanding of the factors that underpin performance and involvement in physical activity and sport. This is communicated in a basic way with simple or generalised statements (AO1). • Limited analysis of the factors that underpin performance and involvement in physical activity and sport (AO3). • Analysis is not used to make a judgement (AO3).
2	4-6	<ul style="list-style-type: none"> • Attempts some understanding of the factors that underpin performance and involvement in physical activity and sport and expresses ideas with some clarity (AO1). • Attempts some analysis of the factors that underpin performance and involvement in physical activity and sport (AO3).

		<ul style="list-style-type: none"> • Analysis may not be used to make a clear judgement (AO3).
3	7-9	<ul style="list-style-type: none"> • Evidence of some understanding of the factors that underpin performance and involvement in physical activity and sport. Communicated in a logical writing structure (AO1). • Good analysis of the factors that underpin performance and involvement in physical activity and sport (AO3). • Uses analysis to make a judgement but without full substantiation (AO3).
4	10-12	<ul style="list-style-type: none"> • Comprehensive understanding of the factors that underpin performance and involvement in physical activity and sport. Communicated in a logical, clear writing structure (AO1). • Comprehensive analysis of the factors that underpin performance and involvement in physical activity and sport (AO3). • Uses analysis to make a clear judgement and supports this with examples (AO3).