



Mark Scheme (Results)

Summer 2025

Pearson Edexcel Advanced Level
In Physical Education (9PE0)
Component 02 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.

Section A

Question Number	Answer	Additional guidance	Mark
Q01	A practice environment that has alternative forms of activity, situations and conditions thereby the skill is applied to different situations. (AO1)	Do not accept multi-skill development	(1)

Question Number	Answer	Additional guidance	Mark
Q02	- Law of effect Rewarding a behaviour increases the probability of the correct behaviour strengthening the S-R bond / punishment decreases the probability of the incorrect behaviour. - Law of exercise The more frequently a stimulus and response are associated with each other the more likely the particular response is to follow the stimulus / practice makes permanent strengthening the S-R bond. - Law of readiness Learning is dependent on the learner's physical and mental readiness and capability to perform a skill which strengthens the S-R Bond. (AO1)	1 mark for each law correctly outlined	(3)

Question Number	Answer	Additional guidance	Mark
Q03	Features: • Capacity: Storage of large amounts of information for long periods of time. • Duration: Technically unlimited but affected by association with importance, effect, reinforcement and recall. • Encoding: The ability to perceive and understand the meaning of the important features of a situation, and to change this information into a form which can be stored in the LTM. Accept – semantically, pictorially, acoustically, episodically. • LTM – explicit knowing facts / implicit – knowing how to do something • Recall: The ability to retrieve information in suitable/desirable form e.g. motor programme or a visualisation. • Multistore memory (MSM): the flow of information between three permanent storage systems of memory: the STSS, the STM and the LTM. (AO1)	1 mark for each correctly summarised component	(4)

Question Number	Answer	Additional guidance	Mark
Q04	Description must refer to correction during movement. Example: • Changing action during a tennis serve due to wind affecting the ball toss • A batsman in cricket changing shot due to ball movement – spin/bounce • GK changing direction to save a deflection. (AO2)	1 mark for description allied to 1 mark for sporting example	(2)

Question Number	Indicative Content	Mark
*Q05	AO2 = 5 marks, AO3 = 10 marks Students who only draw their answer from one area of study will not be able to gain marks beyond Level 4. AO3 marks will be rewarded for the examination of something methodically and in detail, typically in order to explain and interpret it. Reward acceptable answers. Responses may include, but are not limited to the following. Indicative content: Practice methods: applied/analysed • Knowledge and understanding of practice methods and structure as a coach and for a performer and their impact on performance. • Practice methods as part, progressive part, whole, whole-partwhole. • Practice structure as in massed, distributed, fixed and variable. Guidance methods: applied/analysed Verbal, visual, manual, mechanical, augmented: • Correct understanding of skill breakdown – preparation, execution and recovery • Learners in different stages of development • Coaching styles • Application of skill classifications • Application of Learning theories Use of Aids: Analysed • Training aids – learning harness in trampolining, Dortmund ball feeder/cricket/tennis bowling machines • Video – feedback on technique/guidance from biomechanics coach • Heart rate monitors to improve race pace/exercise intensity/and recovery allied to technical developments • Force detectors – mouth guards/head guards rugby to apply correct techniques • Wearable technology to develop stride length and running economy – running economy technique • GPS/inertial sensors/accelerometers/VBT (velocity-based training – S&C) all data used to skill production – personal/team data to impact skill acquisition • Understanding tactics – Prozone – when to use a particular skill • Specialist software – mechanical analysis on performance	

- Pre-post-game analysis – video/skill learning and production
- Recording audio – rhythm in swimming/underwater
- Clothing – neoprene support technologically advanced to supplement and aid skill acquisition – mechanical support
- Nike/Adidas running shoes (Alphafly 2/ Adizero)
virtual reality – immersive training recreates real time skill learning environment
- Smart stadiums – can impact skill demands
- Pressure sensors – determine frequency and accuracy of technique to strike a football.

*** Wider content:**

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. Where applicable candidates are free to apply any aspect from component 02 and 01 that has content valid to technology aiding skill acquisition.

- Provide feedback – what has been observed/analysis
- Technology used to measure, monitor and optimise performances
- To analyse movement – biomechanics/technical development
- To develop tactical awareness allied to skill development – practice type
- Transfer of skill – aided by technology data
- STM/LTM – training aids to improve decision making and skill production.

Physiology:

Sports testing enables weaknesses to be identified and programmes developed – Correcting muscle imbalance to improve physical performance

Monitoring HR – Lactate analysis set running pace.

Psychology:

Music – control anxiety and aids fluent skill production

Bio-measures to aid learning to highlight onset of stress/anxiety as an aid technical production

Goal setting/mental rehearsal/visualisation to aid concentration in skill learning.

Social:

Provisions in the community, elite and the use of wearable technology trends.

The candidate's response must be read in conjunction with the level descriptors 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	• There are limited links between theory and practice. Limited technical language supports isolated elements of knowledge and understanding (AO2). • 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	• Makes few links between theory and practice. Basic technical language supports some elements of knowledge and understanding (AO2). • Attempts some analysis of the factors that underpin performance and involvement in physical activity and sport (AO3). • Analysis may not be used to make a clear judgement (AO3).
3	7–9	• Makes some links between theory and practice. Some appropriate technical language supports a good knowledge and understanding (AO2). • 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	• Makes strong links between theory and practice. Appropriate technical language supports a very good knowledge and understanding (AO2). • 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).
5	13 – 15	• Makes many insightful and significant links between theory and practice. Appropriate technical language supports a significant level of knowledge and understanding (AO2). • Sophisticated analysis of the factors that underpin performance and involvement in physical activity and sport (AO3). • Uses analysis to make a fully informed judgement and supports this with examples (AO3).

Question Number	Answer	Additional guidance	Mark
Q06	- Traits are enduring, and are a relative predisposition to behave in a certain way - Genetically given/inherited innate e.g. introvert/extrovert - Traits are viewed as being consistent across a wide variety of different situations - Not affected by the environment Characteristics are arranged in a hierarchy (AO1)	1 mark for each point of outline	(2)

Question Number	Answer	Additional guidance	Mark
Q07	Subjective – personal/enjoyment/fun - Objective – performance time/distance/weight Outcome/product – result/winning - Performance – enhanced performance /Improved PB/Improved performance data - Process – focus on technical/tactical/physiological/psychological Aspirational – goals set to meet targets/achieving honors/time conditioned Accept as on specification - Realistic – suitable and appropriate to the performer. Only accept short/medium- and long-term goals at one mark max (AO2)	1 mark only if the correct goal setting type as summarised. No mark for only naming a goal setting type. Do not accept: Specific, measurable, achievable, time bound, evaluated, reviewed	(4)

Question Number	Answer	Additional guidance	Mark
Q08	Decrease in performance due to the presence of others. (AO1)	1 mark for correct definition/ close wording	(1)

Question Number	Answer	Additional guidance	Mark
Q09	Steiner: Actual productivity is the performance seen • Group/potential productivity is best possible performance that could be produced Minus faulty processes those factors such as injury, motivation problems or co-ordination problems. (AO2)	1 mark for the correct description of each correctly identified component No mark if component is not named.	(3)

Question Number	Indicative Content	Mark
Q10	AO1 = 5 marks, AO3 = 10 marks Reward acceptable answers. Responses may include, but are not limited to the following. AO3 marks will be rewarded by the exploration of issues, lines of reasoning and situations, articulating different viewpoints. A discussion that gives all sides of the issue and any implications, including details about how and why, such as whether aggression is innate or socially learned. Underpinning this is the discussion of nature v nurture as the causal determinant or the interactionist perspective. Indicative content: Definition: In sport, behaviour intended to harm another person, either physiologically or psychologically, outside the laws of the game. Types of aggression: • Hostile – deliberate intent to do harm physical/mental – associated with anger • Channelled – feelings of aggression channelled into positive action – hard tackle but within the laws • Reactive – retaliation/linked to hostile intent to harm • Instrumental – aggression used to secure reward or to achieve an external goal such as a victory. Boxing v harm to others which is incidental. Theories for aggression: • <i>Instinct</i> (Lorenz) – innate biological drive to be aggressive causing feelings catharsis • <i>Social learning</i> (Bandura) – observing and interacting with others thus learning to be aggressive • <i>Aggressive-cue hypothesis</i> (Berkowitz) – A cue triggers aggressive behaviour such as '99' call • <i>Frustration-aggression hypothesis</i> – Frustration increases the likelihood of aggressive behaviour and arises from aggressor being unable to attain an instrumental goal. Causes of aggression: • Over-arousal – lack of control of physical and mental functions/an excessive or abnormal degree of arousal • Underdeveloped moral reasoning – it is okay to commit acts of violence/aggression/inflict harm (see no fault) • Bracketed morality – okay to commit aggressive acts in sport but not in normal role in society. <i>Grey area</i> – where assertion overlaps with aggression and vice versa	

	Application to specific sporting situations: contact sports v noncontact – rugby v basketball (aggression v assertion) Sports that use harm (aggression) – boxing (AO1) 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 descriptors 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.	(15)
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Level	Mark	Level descriptor
0	0	No rewardable content.
1	1–3	- 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). - Little analysis of performance due to limited application of relevant skills and techniques in physical activity and sport (AO3). - Analysis is not used to make a judgement (AO3).
2	4–6	- Attempts some understanding of the factors that underpin performance and involvement in physical activity and sport and organises or expresses ideas with some clarity (AO1). - Attempts some analysis of the factors that underpin performance and involvement in physical activity and sport (AO3). - Attempts to apply relevant skills and techniques in physical activity and sport to analyse performance (AO3). - Analysis may not be used to make a clear judgement (AO3).
3	7–9	- Evidence of some basic understanding of the factors that underpin performance and involvement in physical activity and sport and offers a logical clear writing structure (AO1). - Evidence of some analysis of the factors that underpin performance and involvement in physical activity and sport (AO3). - Some application of relevant skills and techniques in physical activity and sport to analyse performance (AO3). - A judgement may be given but with limited substantiation (AO3).
4	10–12	- Key issues are explored, but not all viewpoints may be addressed. The answer is generally well organised, communicated with clarity but may lack precision (AO1). - Analyses the factors that underpin performance and involvement in physical activity and sport (AO3).

		• Application of relevant skills and techniques in physical activity and sport to analyse performance (AO3). • Uses analysis to make a clear judgement and supports this with examples (AO3).
5	13 – 15	• Excellent knowledge and understanding of factors that underpin performance and involvement in physical activity and sport. Communicated in a coherent writing structure with clarity and precision (AO1). • Sophisticated analysis of the factors that underpin performance and involvement in physical activity and sport (AO3). • Uses analysis to make a fully informed judgement and supports this with examples (AO3).

Section B

Question Number	Answer	Additional guidance	Mark
Q11	• Industrialisation – move from predominantly working on the land/rural to urban factories, timed daily work, organised, class system, sport a release from work, factory teams, town and city rivalries • Urbanisation – mass migration of population from rural to urban living environments and sports growth (1880 – 80% rural/20% urban population; 1900 80% urban/20% rural population) • Education – wider literacy in society, school compulsory. Read about sport/write about sport, generated interest • Transport developments – ability to travel within an urban environment; travel between towns/cities fixtures established, leagues national and international. • Establishment of NGBs, rules, codification, leagues • Formalisation of playing areas/stadiums for sport, playing professional, technical developments in kit/equipment • Legislation – Half-day Act, Reductions in blood sports (AO1, AO2)	1 mark for each correctly identified component and a suitable summary	(4)

Question Number	Answer	Additional guidance	Mark
Q12	Sports has adopted those features of American sport – process of Americanisation • Kits – more visually bold/jazzier • Team names – e.g. Warwickshire Bears/Sale Sharks • Match day experience – half-time show and entertainment package / Tv ads • Commercialisation increased - Increased sponsorship, advertising and association with a team brand • TV exhaustive, multi cameras, game and data analysis – before/during/after • Adoption of pay per view • Sport becoming 'entertainment'/product • Better stadiums – spectator experience • Change of season – Super League (RL) • Increase in substitutions – Premier League • Increased American ownership • Salary caps in rugby • TV rights deals escalating • Merchandising • Increased media coverage – press, radio, Tv • Match day hospitality increased • Franchising – Hundred Cricket • Adoption of Lombardian win ethic (AO2)	1 mark each point Do not accept lists – one-word points.	(4)

Question Number	Answer	Additional guidance	Mark
Q13	• Bending the rules/laws of a sport to gain an unfair advantage without actually breaking the rules • Time wasting/simulation e.g. faking injury/diving/shirt pulling/ false appealing – cricket (AO2)	1 mark explanation 1 mark example	(2)

Question Number	Answer	Additional guidance	Mark
Q14	• Openly supported and promoted 'games'/cross country as a way to channel energies – for the benefit of the pupils • Playing as alternative to poaching and fighting local boys – used as a form of social control • Introduced school House sport • Promoted role of sixth form/prefects as sports leaders • Saw sport as character building 'Cult of Athleticism' • Linked sport to moral values/integrity – concept of 'Muscular Christianity' (AO1)	1 mark for each correctly identified way Do not accept Oxbridge Melting Pot/ Globalisation Colonial diffusion	(2)

Question Number	Indicative Content	Mark
Q15	AO1 = 4 marks, AO3 = 4 marks Students who only show achievement against AO1 will not be able to gain marks beyond Level 1. AO3 marks will be rewarded by justification or exemplification of a point using analysis or evaluation. Reward acceptable answers. Responses may include, but are not limited to the following. Indicative content: Factors: • Opportunity – time/facilities • Access – mobility/travel • Esteem – disabled persons feel less included and can also experience a lack of confidence or negative attitudes of others • Social acceptance of disabled athletes as sports performers – equal with non-disabled • Rise in games provisions – Olympic Movement/Invictus Games • Increased media coverage/support • Legislation to limit discrimination • Greater social acceptance of disabled individuals as equals • Increased technology enables participation – prosthetics • Rise in funding from NGBs enable full time disabled athletes • Other associated bodies/groups – The English Federation of Disability Sport/National Disability Sport Organisations • Diversity in sports –visually impaired/hearing impaired • Role models – David Weir/Tanni Grey-Thompson • 11 million people in UK now have a disability – not uncommon • Performances across a range of sports/disciplines with world records continually broken/closer to non-disabled • NGBs obliged to promote opportunities/social equality • Athletes have to undergo testing to prove their disability • Major championships are still split into non-disabled/ disabled e.g. Olympics – Paralympics • Some examples where disabled/non-disabled have competed with and against each other Use of data applied to the above factors: • Disabled people have a lower level 22% of participation v non-disabled 36% – reflecting opportunities, provisions and esteem • Lower levels of opportunity 41% v non-disabled 70% will affect participation in activities • Enjoyment – closer data disabled 66% v non-disabled 78% indicating activity is enjoyable suggesting once active it is productive • High demand to be more active for disabled people 77% v nondisabled 54%. Can providers increase opportunities activity and decrease barriers for disabled people?	

	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 descriptors 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.	(8)
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Level	Mark	Level descriptor
0	0	No rewardable content.
1	1–2	- Some accurate and relevant knowledge (AO1). - Simple or generalised statements supported by limited evidence (AO1). - Limited balancing of ideas against each other (AO3). - Limited evaluative statement (AO3).
2	3–5	- A good level of accurate and relevant knowledge (AO1). - A line of reasoning is presented and supported by some evidence (AO1). - Examines a wide range of ideas, balancing ideas against each other (AO3). - An evaluative statement which is relevant (AO3).
3	6–8	- A high level of accurate and relevant knowledge (AO1). - Articulates a clear viewpoint with clarity and precision which is well substantiated (AO1). - Critically examines a wide range of issues balancing ideas against each other (AO3). - Clear evaluative statement which is thorough and focused (AO3).

Question Number	Indicative Content	Mark
*Q16	A02 = 5 marks, A03 = 10 marks Students who only draw their answer from one area of study will not be able to gain marks beyond Level 4. Reward acceptable answers. Responses may include, but are not limited to the following. A03 marks will be rewarded by the exploration of issues, lines of reasoning and situations, articulating different viewpoints. Indicative content: Relationships are a two-way process with both positive and negative factors. Overview Sports and the media have both a global and a local scope of operation and are bound together in a complex network of intra/inter relationships. Four mediums to be explored: TV, radio, press and social media – each expanded, each influence – positive/negative, each responsive to consumer needs and the advances of technology. These relationships have and are changing. Rise in social media. Historically rise in TV/print media in depth of coverage, range of coverage. Contextualisation: factors related to media and sport: • Rise in social media – X (formerly known as Twitter), Facebook, instant alerts (data/figures) • Media can be both constructive and destructive – campaigns can persuade public opinion • Sports media generally promote and reinforce a distinctive set of values associated with capitalism, nationalism, patriarchy and racism • The media production process emphasises spectacle, drama and personalisation – ‘make or break’ • While the media have demonstrated a considerable capacity to influence the character and development of sports, little evidence of resistance to commodification from sports bodies and the athletes themselves • Sport used to facilitate ‘sports washing’. Positive relationship: • Money – media companies pay for the rights to show a sporting event. Also, sports shown on the TV generate more sponsorship – enables better product • New companies will affect Sky/BT rights bid Amazon/TNT	

- Education – spectators/fans become more knowledgeable/critical; media can campaign on cause – racism, drug use, status of women in sport
- Television influence participation rates in certain sports (when Channel 4 showed volleyball between 1980 and 84, affiliation rose by 70%. When table tennis was no longer covered, participation dropped by a third)
- Role models – TV/newspapers develop role models Inspiration – media brings sport to people who may not normally get to experience it otherwise. This can encourage people to get involved
- Coaching aid – watching professionals on the TV can help you learn a technique/develop own performance
- Rise in hard copy resources, magazines, etc. depth of sports coverage vastly improved; Rise in the print media FourFourTwo 4700 copies p.c.m
- Rise in specialist sports coverage F1 Super League netball
- Podcasts – detailed coverage of all areas
- Broadcasts – instantaneous sporting action to a large audience relaying drama e.g. multi cameras F1 cockpit, referees camera/microphone
- When British teams do well in a sport at the Olympics there is often an increase in grass roots participation
- Cheap medium compared to film/theatre
- Minority sports brought into public domain
- Helps participants reach superstar status
- Raises performer earnings
- Develops academic standing of sport in qualifications, sports science books, journals, podcasts, videos
- Can sport give a higher status in society
- Media used to promote events and used as a source of revenue through charity fundraising – e.g. London marathon

Negative relationships:

- Places athletes under pressure to perform more regularly than is good for them –injuries/burn out
- Players become public figures where their every move is scrutinised
- Reinforces negative stereotypes e.g. female athletes/athletic form/body image
- Bids for TV contracts have seen a decline in terrestrial coverage and an increase in cable/satellite/mobile/tablet use
- Increased promotion of gambling
- Increased 'drama' of the problems in sports world. Sensationalism sells papers
- Participation in sport is falling and this is partly attributed to too much watching of sport. However, studies such as the report of the 'Wolfenden Committee on Sport 1960' suggest watching sport on TV may actually positively influence people to take up a sport
- Spectatorism could be on the decline for lower standard events because it is more comfortable to watch sport from home. One reason why football clubs charge large fees to TV companies wanting to televise the match.

- Focus is often on the critical element of sport e.g. a violent incident or a challenge to the referee
- Deals between sporting bodies and the media can favour certain sports e.g. Adidas and FIFA
- Overload – There is a lot of sport on TV. Features heavily on TV schedules particularly at weekends not good for nonsports viewers
- The power of the small number of major media companies raises important issues of the access and equity, especially with the growth of pay to view sports events
- Bias – only the really popular sports get much attention on the TV and in newspapers, etc. This doesn't help encourage people into the less popular sports
- Lack of attendance – for matches that are shown on TV, ticket sales often drop
- Attention – sport stars often complain of too much intrusion being paid to their private lives
- Demands – the media can put pressure on the organisers of sporting competitions to make the viewing experience better for TV audiences. Some sports have had to change to be more amenable to media coverage. For example, in a previous Olympics, the marathon was run at a time which suited TV companies, even though it was the hottest time of the day; 100m/KO times changed for prime time viewing.

Wider content:

Media/sport linked to globalisation, athlete abuse, corruption, marketing and commercial exploits/exploitation, increases in costs for bidding/staging international competitions, increases in deviancy due to rewards, loss of established sporting ideals, increased political involvement – shop window effect.

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 descriptors 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	• There are limited links between theory and practice. Limited technical language supports isolated elements of knowledge and understanding (AO2). Limited analysis of the factors that underpin performance and involvement in physical activity and sport (AO3). • 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	• Makes few links between theory and practice. Basic technical language supports some elements of knowledge and understanding (AO2). • Attempts some analysis of the factors that underpin performance and involvement in physical activity and sport (AO3). • Analysis may not be used to make a clear judgement (AO3).
3	7–9	• Makes some links between theory and practice. Some appropriate technical language supports a good knowledge and understanding (AO2). • Good analysis of the factors that underpin performance and involvement in physical activity and sport (AO3). • Use analysis to make a judgement but without full substantiation (AO3).
4	10–12	• Makes strong links between theory and practice. Appropriate technical language supports a very good knowledge and understanding (AO2). • 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).
5	13 – 15	• Makes many insightful and significant links between theory and practice. Appropriate technical language supports a significant level of knowledge and understanding (AO2). • Sophisticated analysis of the factors that underpin performance and involvement in physical activity and sport (AO3). • Uses analysis to make a fully informed judgement and supports this with examples (AO3).

Question Number	Indicative Content	Mark
Q17	A02 = 5 marks, A03 = 10 marks A03 marks will be rewarded for the use of analysis to make a judgement. Reward acceptable answers. Responses may include, but are not limited to the following. Indicative content: Context – talent identification underpins the sporting pyramid from mini sections/junior school through to Olympic and professional sport. Talent development concerned with the procedures and processes that performers undertake in order to reach their maximum potential leading to professional/international level. GB continues to reach targets and world top four summer Olympic medal table and paralympic medals. Professional teams/Olympic sports continue to compete well in international tournaments in a wide range of sports Provision: • UKSI – four home countries/National Sports Institutes • UKSI sport – World Class programmes e.g. British Athletics – Olympic Podium/Olympic Podium Potential/Olympic Relay/Olympic Confirmation Level • UKSport wider programme: six stages: Podium, Podium Potential, Performance Foundations, National Age Group Programme, Regional Programmes, County Programmes/Talent Clubs, Community Sport – Schools/University Clubs • Advanced Level Apprenticeship Scheme (AASE) – provides training and development 16–19-year-olds – excel in sport in 2015, 2500 athletes in scheme • Enhanced facilities – Institutes • Sports science driven/ English Institute of Sport • Coaching now a profession • Talent process still linked to traditional routes • Institutes: Higher educational routes (Bath/Loughborough Universities) • Campaigns: From Home 2 The Games This Girl Can With You LTAD programmes, scouting systems, schools pathways to international. • Uniting the Movement 2021–31 Specific sports: e.g. Great Britain rowing – Start programme • 18 NGBs supported through NDF funding	

- UKSport– Talent recruitment Phases 1,2 and 3 and then confirmation
- UKSport 2012–31 Development Plan to invest and develop sport
- Professional Sport e.g. Football Academies from 9 years of age/Football Foundation
- UK Sport – invest Lottery funding 70% Central Funding to NGBs and funding athletes directly – Athlete Performance Award (APA) up to £65000pa to individual athletes
- 2021 UK Sport/EIS are collaborated with Team GB, ParalympicsGB and 19 Olympic Paralympic sports launching of 'From Home 2 The games' – for 11–23 ages and the journey to elite representation in Olympic Sport.

Historical influences:

Legacy a successful history of recruitment / development This Girl Can 2015
Sporting Giants 2007 Girl4 Gold 2008
Power2Podium 2011
Discover Your Gold 2016
Powering Success Inspiring Impact 2021

Processes:

- Selections – NGB driven or overseen by professional clubs, camps, established pathways, LTAD pathways
- School sport to area/county/regional/national selection still an avenue ESFA/Netball England
- Influences: Professional sport – the need to deliver new performers, Olympic programmes funded by medal successes, trends/media, media coverage make or break a sport
- NGB Olympic pathways talent identification and routes/LTAD

Issues for evaluation:

- School sport declining over last 30 years, impact on elite
- Exploitation – burn out factor
- Performer abuse emerging as a world issue
- Late developers often overlooked
- Dominance of football
- Fewer medals less funding
- 'Arms race' as countries seek to gain successes in major events demands increased investment
- Funding withdrawal as general economic pressures impact
- Funding levels always an issue – what if withdrawn?
- Moves towards personal exercise and fitness over team sports
- Sports science now a well-established and well subscribed higher educational option route into a career outside of performing – Will there be enough employment opportunities?

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 descriptors 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.	(15)
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Level	Mark	Level descriptor
0	0	• No rewardable content.
1	1–3	• There are limited links between theory and practice. Limited technical language supports isolated elements of knowledge and understanding (AO2). • 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	• Makes few links between theory and practice. Basic technical language supports some elements of knowledge and understanding (AO2). • Attempts some analysis of the factors that underpin performance and involvement in physical activity and sport (AO3). • Analysis may not be used to make a clear judgement (AO3).
3	7–9	• Makes some links between theory and practice. Some appropriate technical language supports a good knowledge and understanding (AO2). • 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	• Makes strong links between theory and practice. Appropriate technical language supports a very good knowledge and understanding (AO2). • 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).

5	13–15	• Makes many insightful and significant links between theory and practice. Appropriate technical language supports a significant level of knowledge and understanding (AO2). • Sophisticated analysis of the factors that underpin performance and involvement in physical activity and sport (AO3). • Uses analysis to make a fully informed judgement and supports this with examples (AO3)
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