



Examiners' Report

June 2023

GCSE Physical Education 1PE0 02

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Introduction

This component assesses candidates' knowledge and understanding of the factors underpinning participation and performance in sport and physical activity.

To be successful, candidates needed to develop knowledge and understanding of the contribution that sport and physical activity make to health, fitness and well-being and how these can impact on their own performance.

Some questions are contextualised by reference to any of the activities in Component 3. Questions are structured to elicit different levels of response from candidates using the Assessment Objectives (AO) AO1, AO2 and AO3, see Specification p.39.

The paper was the first of the new-style sectioned papers. Section A comprises questions from Topic 1 of the specification – Health, fitness and well-being. Section B comprises questions from both Topics 2 and 3 – Sport Psychology and Socio-cultural influences.

Section A and Section B both began with multiple-choice questions designed to be accessible for candidates. Two of the questions in Section B involved interpreting data, which were answered extremely well. However, some questions were more demanding than others, for example Q06(a).

Q06(a) asked candidates to identify an example of deviance in sport. The options were accepting referee's a decision in hockey, blood doping in athletics, shaking hands at the end of a netball match and verbally insulting a batsman in cricket.

Several candidates selected the incorrect example with verbally insulting a batsman in cricket being the most incorrectly-stated example, which is an example of gamesmanship, not deviance.

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

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

A growing number of candidates provided well-structured, well-organised responses, even to the most challenging questions. For example, many candidates developed their ideas, following a point through in greater depth for 'describe and explain' questions, rather than only providing a more generalised approach to their responses.

Candidates and centres should be congratulated on the preparation of the candidates for this examination. A full range of marks was achieved across each question.

Question 2 (a)

The candidates were provided with a scenario of a girl called Cassandra moving to a new school and joining the netball club to make some new friends. The question then asked for the candidates to state this type of health benefit.

The only answer was:

- Social

Not surprisingly given the context, this question was extremely well-answered. However, a significant minority of candidates gave an incorrect response of emotional health or just simply wellbeing, which was not credited. Neither were answers related to socialising nor socialisation, because this is an activity, rather than a benefit.

2 Cassandra has recently moved to a new school.

To help her make friends she has joined the netball club at school.

(a) Identify the **type** of health benefit for Cassandra when making new friends.

(1)

Social



The candidate states the correct type of health benefit of social.

Total: 1 mark

In this question, the **type** of health benefit is highlighted in bold to assist the candidates to arrive at the correct answer.

2 Cassandra has recently moved to a new school.

To help her make friends she has joined the netball club at school.

(a) Identify the **type** of health benefit for Cassandra when making new friends.

(1)

mental health



ResultsPlus
Examiner Comments

Incorrectly, the candidate states the type of health benefit as mental.

Total: 0 marks



ResultsPlus
Examiner Tip

Read the question carefully.

2 Cassandra has recently moved to a new school.

To help her make friends she has joined the netball club at school.

(a) Identify the **type** of health benefit for Cassandra when making new friends.

(1)

She can stay healthy as she'd be enjoying the sport



ResultsPlus
Examiner Comments

This response gains no credit. Reference to 'staying healthy as she will be enjoying her sport' does not answer the question.

Total: 0 marks



ResultsPlus
Examiner Tip

Ensure a **type** of health benefit is stated, not a description.

Question 2 (b)

Candidates were then asked to state two emotional health benefits that joining the school netball club could have for the girl called Cassandra.

Two marks were available for any of the following benefits:

- Stress relief/reduce anxiety/depression/take mind off exams
- Makes her feel good/release endorphins/serotonin/dopamine/feel happy
- Improves self-confidence/self-esteem
- Aesthetic appreciation

Once again, this question was generally well-answered, although some candidates repeated the point related to depression/anxiety/stress relief or self-confidence/self-esteem.

Some candidates also gave social benefits, such as making friends, which were not credited.

(b) State **two** emotional health benefits that joining the school netball club could have for Cassandra.

(2)

1 Increased confidence

2 Decreased stress or anxiety.



This response gains both marks available for reference to 'stress relief' and 'increased confidence'.

Total: 2 marks

When asked to provide two of something, as in Q02b, make sure that you do not repeat the same point using different wording.

For example, stress relief and reduced anxiety or increased self confidence and increased self-esteem, do this.

(b) State **two** emotional health benefits that joining the school netball club could have for Cassandra.

(2)

- 1 Improve her self-esteem due to positive intrinsic and extrinsic feedback
- 2 Improve in confidence.



ResultsPlus
Examiner Comments

In this response, the candidate repeats the same marking point ie 'improved self-esteem and improved self confidence'. Consequently, only 1 mark is awarded.

Total: 1 mark

Ensure that if happiness is stated, this is in context of emotional help. This candidate has linked happiness with the release of endorphins, which is worthy of credit.

However, if happiness had been stated linked to making friends this would not have been credited because it is a social benefit.

(b) State **two** emotional health benefits that joining the school netball club could have for Cassandra.

- 1 Exercise will release endorphins making her feel happy (2)
- 2 Reduced risk of depression.



This response also gains both marks for reference to 'happiness caused by the release of endorphins' and 'reduced risk of depression'.

Total: 2 marks

Question 3 (a)

Candidates were asked to state two factors that affect optimum weight, apart from bone structure.

The only possible answers were:

- Height
- Sex/gender
- Muscle (girth)

This question was well-answered, although some candidates stated age, diet or type of sport being played, which were all incorrect. Some candidates also repeated bone structure, which was given in the question.

3 Bone structure is one factor that can affect optimum weight.

(a) State *two other* factors that can affect optimum weight.

(2)

1 muscle mass

2 height



ResultsPlus
Examiner Comments

This response gains both available marks for reference to muscle mass and height.

Total: 2 marks



ResultsPlus
Examiner Tip

Ensure muscle **mass** (as in this case) or muscle **girth** is stated, not simply muscle.

3 Bone structure is one factor that can affect optimum weight.

(a) State **two other** factors that can affect optimum weight.

(2)

1 Diet

2 type of training method



In this response there is no credit for reference either to diet or type of training method.

Total: 0 marks

Question 3 (b)

The candidates were then provided with a BMI scale with the height and weight statistics of an international rugby player, which were placed on the scale in the obese region. The candidates were asked to explain why the rugby player would be considered at his optimum rate, even though rated as obese on BMI scale.

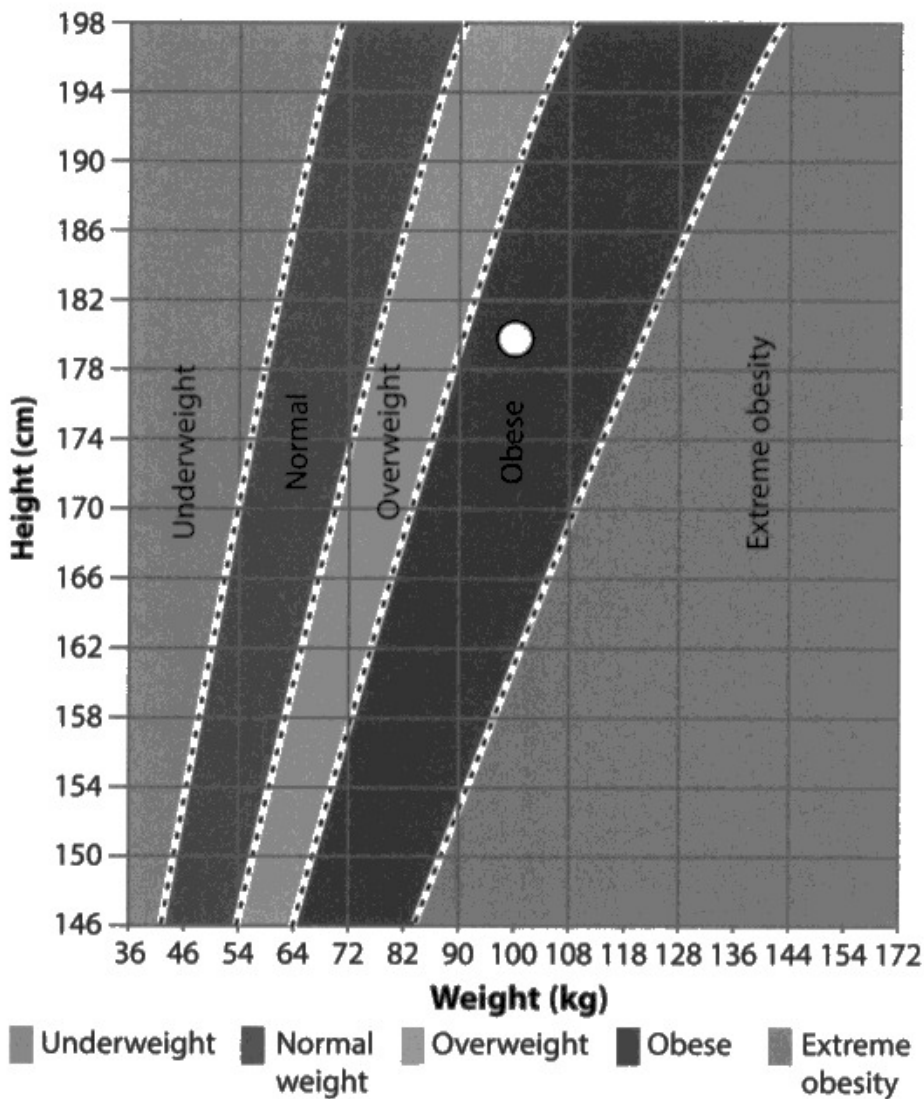
Candidates were credited with any of the following bullet points:

- Reference to player has increased muscle (girth)/player has a lot of muscle/increased bone density
- Application to game eg to tackle, barge past players, push in scrum
- BMI table uses height and weight/does not differentiate between muscle and fat/does not consider muscle (because it uses weight only)/muscle is **denser** than fat.

The majority of candidates gained two marks for the first two marking points, related to increased muscle mass and its application in a game, such as tackling.

Few candidates gained the justification mark for referring back to the BMI chart as to why the rugby player was considered obese.

Taylor is an international rugby player. He is 180 cm tall and weighs 100 kg. On the BMI scale in **Figure 1** this would place him in the obese category indicated by the white dot.



(b) Explain why a rugby player such as Taylor is considered at his **optimum** weight even though he is rated as obese on the BMI scale as shown in **Figure 1**.

(3)

because his optimum weight is mostly muscle mass which would still ~~add~~ add weight to his BMI also his optimum weight has to be heavy ~~and~~ in order to block attackers and successfully tackle them



ResultsPlus
Examiner Comments

This response gains two marks for reference to weight being 'mostly muscle mass' and its application to the game 'so that he can block attackers and successfully tackle them.'

There is no reference to the BMI chart.

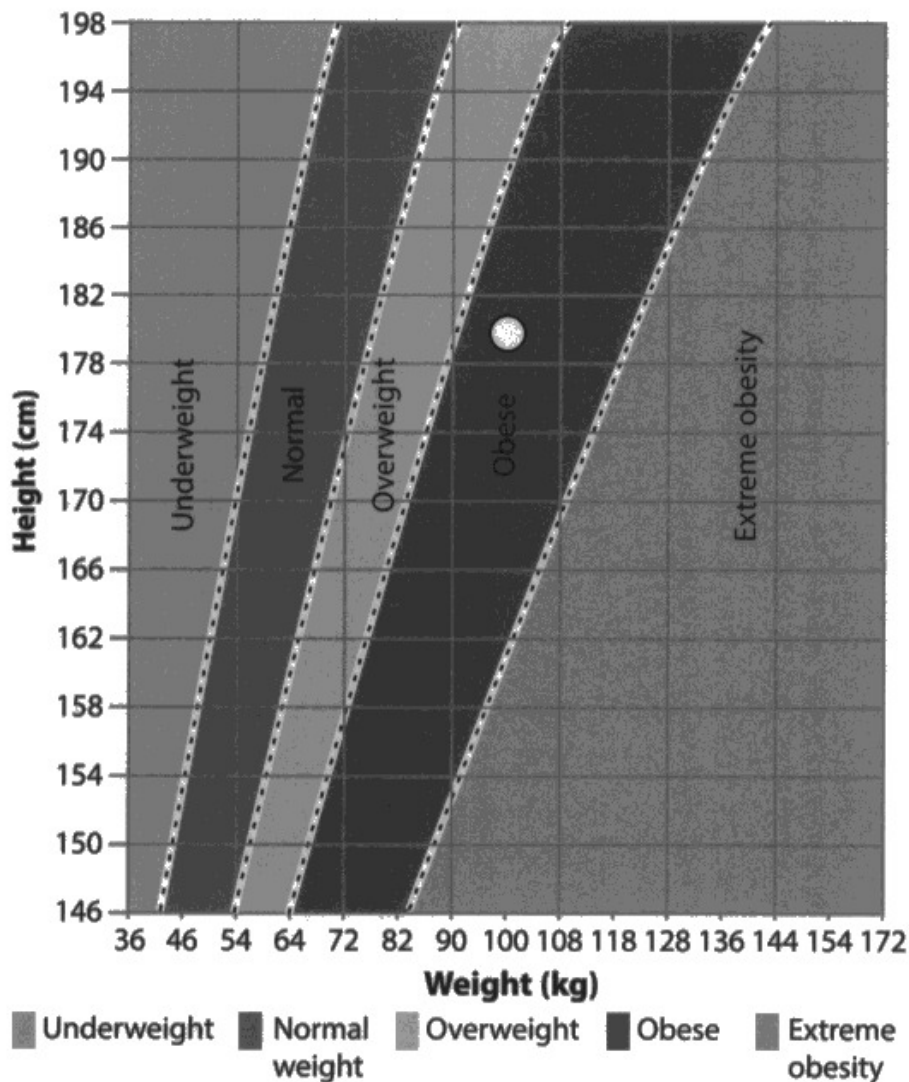
Total: 2 marks



ResultsPlus
Examiner Tip

Ensure that there is some reference to the BMI table in your answer.

Taylor is an international rugby player. He is 180 cm tall and weighs 100 kg. On the BMI scale in **Figure 1** this would place him in the obese category indicated by the white dot.



(b) Explain why a rugby player such as Taylor is considered at his **optimum** weight even though he is rated as obese on the BMI scale as shown in **Figure 1**.

(3)

BMI scale does not take in factors such as muscle mass, so if you have high muscle mass, you could be put in a category like obese. Therefore, Taylor is considered to be at optimum weight as ^{it means} he has lots of muscle mass that can be beneficial in rugby for example to tackle a player.



This response gains the maximum of three marks available.

The candidate makes reference to the BMI chart not taking into account muscle mass. The candidate gains further credit for reference to Taylor being at his optimum weight 'as he has lots of muscle mass' which is beneficial when 'tackling a player'.

Total: 3 marks

Question 4 (a)

In Q04a candidates were provided with a scenario of a boxer called Sarah, who is training in preparation for a boxing match. The candidates were told that she can only fight boxers of similar weight, therefore she needs to maintain her weight.

The question asked candidates to explain, using the energy balance equation, how Sarah could maintain the correct weight.

Candidates were awarded four marks for any of the following five points:

- Energy/food/calories in **equals**
- Energy/food//calories out/burned
- Otherwise, weight will vary/gain weight/lose weight
- If she eats too much, she will be too heavy for weight **category/fight**
- If she eats too little, she will be too light for weight **category/fight**

The majority of candidates gained at least two marks for this question, being able to identify both sides of the energy equation ie energy in = energy out. Most also referred to weight gain and/or loss if this equation is not maintained, for a third mark. However, few candidates accessed either of the final two marking points in relation to being too heavy or too light for the weight category or boxing match, as a consequence.

4 Sarah has been training in preparation for a boxing match.

She can only fight other boxers of a similar weight, therefore she needs to maintain her weight.

(a) Explain, using the energy balance equation, how Sarah can maintain the correct weight.

(4)

To maintain weight, the amount of energy Sarah intakes is ~~this~~ the same amount she needs to expenditure. Even though the intake energy give body nutrients once they are removed fat can remain which is why the same amount needs to be expenditures. This can be done through ~~z~~ regular exercise.



ResultsPlus
Examiner Comments

In this response the candidate gains two marks for reference to 'maintain weight, the amount of energy Sarah intakes is the same amount she needs to expenditure'.

There is no reference to weight gain or loss and no reference back to the impact on the boxing match.

Total: 2 marks



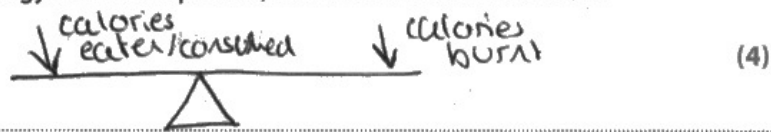
ResultsPlus
Examiner Tip

Ensure reference is made to how this impacts on the boxing match.

4 Sarah has been training in preparation for a boxing match.

She can only fight other boxers of a similar weight, therefore she needs to maintain her weight.

(a) Explain, using the energy balance equation, how Sarah can maintain the correct weight.



to maintain weight you would consume the same amount of calories ~~and~~ as calories burnt to make sure no weight is gained or lost. If Sarah was to consume more calories than burnt, she would be on a calories surplus which would increase her weight and make her unable to fight in her weight category. If Sarah burnt more calories she would lose weight.



ResultsPlus
Examiner Comments

This response gains all four available marks.

The candidate makes reference to the energy equation by stating 'to maintain weight you should consume the same amount of calories as calories burnt'. This gains the first two marks.

Further credit is then given for reference to 'if Sarah was to consume more calories than burnt she would gain weight and if Sarah burnt more calories she would lose weight'

Finally, the candidate refers back to the question, stating that if she 'increased her weight it would make her unable to fight in her weight category'.

Total: 4 marks

Question 4 (b)

Candidates were then asked why it is important for Sarah to drink water during her training. Not surprisingly, most candidates gained a mark for reference to hydration/dehydration, although other responses below were also accepted.

- To avoid dehydration/maintain hydration
- So she can sweat/prevent overheating/heatstroke/to maintain body temperature
- To delay fatigue
- Increased concentration/focus
- Decreased blood viscosity

(b) State why it is important for Sarah to drink water during her training.

(1)

To keep her body hydrated during training.



This response gains one mark for stating 'to keep her body hydrated during training'.

Total: 1 mark

Keep responses simple for one mark questions – in this case 'maintain hydration' or 'avoid dehydration' would both have been acceptable answers.

(b) State why it is important for Sarah to drink water during her training.

(1)

So all parts of the body
that needs water has enough to last for
a while.

(Total for Question 4 = 5 marks)



ResultsPlus
Examiner Comments

This response gains no credit. 'So all parts of the body that needs water has enough' is too vague.

Total: 0 marks



ResultsPlus
Examiner Tip

One-mark questions need simple answers.

Question 5

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

The stem provided the candidates with an athlete competing in a triathlon. Candidates were asked to explain how carbohydrate loading could be used to improve the triathlete's performance in the race.

Four marks were awarded for any of the following bullet points:

- By increasing intensity of training/reducing carbohydrate intake 6+ days before competition
- Then eating a **high** carbohydrate diet before race
- By tapering/reducing training levels in days leading up to the competition
- This maximises their **glycogen** stores/so they can work aerobically to prevent lactate accumulation
- Therefore, the triathlete can maintain pace for longer/do not fatigue/can run (swim, cycle) faster for longer/reduce final time

This question differentiated extremely well between candidates, with a full and even distribution of marks between 0 and 4.

Most candidates were able to access two marks for reference to increased carbohydrate intake and impact on performance such as delaying fatigue. Higher-ability candidates were able to access the more demanding bullet points in relation to tapering training and glycogen.

A triathlon consists of a long-distance run, a cycle ride and a swim.

Explain how **carbohydrate loading** could be used to improve the triathletes' performance in the race.

(4)

Carbohydrate loading is a high intake of carbohydrate 24 hours before, which increases glucose stores which are used for energy.

In a long event like a triathlon, the body needs to constantly respire to deliver oxygen and remove carbon dioxide.

Which will help triathletes delay fatigue, so can train longer at a constant high standard.



ResultsPlus
Examiner Comments

This response gains two marks.

The candidate makes reference to a 'high intake of carbohydrates 24 hours before' and an impact on performance ie 'delay fatigue'.

Total: 2 marks

A triathlon consists of a long-distance run, a cycle ride and a swim.

Explain how **carbohydrate loading** could be used to improve the triathletes' performance in the race.

(4)

Carbohydrate loading is when, 1-4 days before an event, an athlete will not exercise a lot and eat lots of food with high carbohydrate levels and decrease their intake of fibre. This means the body will slowly break down all the carbohydrates and store it as glycogen in the body. This will improve a triathlete's performance as they'll have lots of glycogen available to use up before the body relies on proteins and other macronutrients to use in respiration to make energy, ~~improving their performance~~ also means they don't have to aerobically repair for a long time, preventing build-up of lactic acid which will cause cramp and fatigue, improving their performance.



ResultsPlus
Examiner Comments

This response gains the full four marks available.

The candidate makes reference to tapering training and increasing carbohydrate intake ie '1-4 days before an event, an athlete will not exercise a lot and eat lots of food with high carbohydrate levels'.

The candidate also makes reference to increasing glycogen stores and an impact on the triathlon race (preventing build up of lactic acid and fatigue).

Total: 4 marks

Ensure impact contains reference to intensity.

For example, running/cycling/swimming **faster** for longer, or making reference to **delayed fatigue**, as opposed to tiredness.

A triathlon consists of a long-distance run, a cycle ride and a swim.

Explain how **carbohydrate loading** could be used to improve the triathletes' performance in the race.

(4)

Carbohydrate loading is eating many complex carbohydrates the night before as an energy store. Carbohydrate loading can help the triathlon athlete work for longer and complete the race with energy left. Without carbohydrate loading the athlete would feel tired and wouldn't be able to finish the race.



This response gains one mark for reference to 'eating **many** complex carbohydrates'.

There is no credit for the impact because 'work for longer' does not include any reference to intensity and feeling tired is also not worthy of credit.

Total: 1 mark

Question 7

This was another question designed as a differentiating question and therefore once again it was challenging for candidates to gain the maximum mark of four marks.

Candidates were provided with the scenario of a game of cricket with an image showing a bowler bowling a delivery to a batsman. They were then shown the open-closed skills continuum, where the bowling action had been placed in the middle. Candidates were asked to justify why the bowling action in cricket was neither fully open nor fully closed.

Marks were awarded for the following points:

- The bowling action is considered open because the skill is performed in an unpredictable/unstable environment
- For example the wind could affect the delivery of the ball
- Closed skills are performed in a predictable/stable environment
- For example, the pitch is same length/same action is repeated

Candidates were credited with one mark for describing an open skill, with an additional mark available for an example of why the skill was not fully open. Similarly, one mark was available for describing a closed skill, with an additional mark available for a relevant example of why the skill is not fully closed.

Numerous examples were available to candidates, which are listed below:

Example of open skill factors :

- Wind/weather can affect delivery of ball
- It could be wet/slippery
- Whether batsman is left- or right-handed/batsman's stance/different batsman
- Batsman moving around to cause a distraction
- Bounce of pitch/conditions of pitch so shorter/fuller length of delivery required
- Fielding positions of team
- End bowling from
- The crowd/spectators
- Sun in bowler's eyes

Example of closed skill factors:

- The bowling action is repeated the same each time
- The pitch is same length/wickets are same distance away
- Bowler is not interfered with/pressured by other players/is self-paced

This question differentiated extremely well, with a full range of marks awarded from 0 to 4 and roughly in equal measure. Most candidates were able to access two marks with either a description of open and closed skills or examples of why the bowling action is neither fully open nor closed.

Justify why the bowling action in cricket is **neither** a fully open **nor** a fully closed skill.

(4)

Open skills are heavily affected by the environment whereas closed skills aren't heavily affected by the environment. Bowling action is affected by the environment due to the crowds as well as the opposing batter (left or right handed) can impact how the bowl is performed. However, bowling action is also closed as there are no external, incoming players which mean the bowl is performed a similar way each time, therefore, isn't completely open either.

(Total for Question 7 = 4 marks)

³⁺ therefore isn't completely closed



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Examiner Comments

This response gains the maximum of four marks.

The candidate makes reference to open skills being heavily affected by the environment and closed skills not being affected by the environment. This gains two marks.

The candidate then provides examples of why the bowling action is not fully open nor closed ie 'it can be affected by the crowd as well as whether the batter is left or right handed' and 'there are no external incoming players' and the action is performed in a similar way each time.

Total: 4 marks

Justify why the bowling action in cricket is **neither** a fully open **nor** a fully closed skill.

(4)

An open skill is ~~no~~ and can be affected by the environment. A closed skill can not be affected by the environment. In the bowling action he can not be affected in any way unless the batter hits it that is why it is in the middle as the batter is the only one which can affect this

(Total for Question 7 = 4 marks)



ResultsPlus
Examiner Comments

In this response the candidate gains just two marks for explaining the difference between an open and closed skill. They note that an open skill can be affected by the environment but a closed skill cannot be affected by the environment. The examples to justify this are too vague.

Total: 2 marks



ResultsPlus
Examiner Tip

Provide specific examples of how the environment can affect the skill – for example the wind can affect flight of the ball.

Justify why the bowling action in cricket is **neither** a fully open **nor** a fully closed skill.

(4)

An open and closed skill is when an action can be broken down into different movements. Cricket bowling can be broken down and learnt in 2 steps that's why its in the middle. The running is an easy step to follow but the arm movement is quite difficult which also is why its in the middle.



ResultsPlus
Examiner Comments

This response gains no credit. The candidate has confused open and closed skills with low and high organisation skills.

Total: 0 marks

Question 8 (a)

In Q08a, candidates were provided with an image of a coach demonstrating the overhead clear in badminton. Candidates were told that this is an example of visual guidance and were then asked to provide another example of visual guidance.

The options were as follows:

- A video/DVD/TV replay
- A photo/diagram/drawing
- Observing/watching another performer

This question was very well answered, with the majority of candidates able to identify an alternative. Video was the most popular response.

(a) Give **one other** example of visual guidance.

(1)

Watching a professional video



This response gains one mark for reference to a video of a professional.

Total: 1 mark

(a) Give **one other** example of visual guidance.

(1)

Coach watching and then adjusting the performer.



This response gains no credit because 'watching and adjusting the performer' is an example of manual guidance, not visual guidance.

Total: 0 marks

Question 8 (b)(i)

In the extension to this question, candidates were asked to explain an advantage of using a demonstration as visual guidance for beginners. This was generally answered very well, with many candidates gaining both available marks for any of the following linked points:

- Provides learner with a mental image of skill/can see the skill/be shown the skill (1) so correct action can be copied/which increases understanding of skill and **corrects errors** (1)
- Other students can provide a demonstration (1) increasing confidence/motivation of other learners (1)
- Demonstration allows all types of learners to benefit (1) for example, kinaesthetic learners (1)
- Can be used with multiple performers (1) so saves time (1)

The most popular answer related to being shown the correct technique so that the action could be copied.

(b) Explain **one** advantage and **one** disadvantage of using a demonstration as visual guidance for beginners.

(i) **Advantage**

(2)

An advantage is that they can clearly see what the skill is meant to look like. This allows them to try and replicate the move with a clear picture of what it should look like.



This response gains both marks available. The candidate refers to the advantage of visual guidance as 'clearly seeing what the skill is meant to look like' and 'replicating the move with a clear picture'.

Total: 2 marks

(b) Explain **one** advantage and **one** disadvantage of using a demonstration as visual guidance for beginners.

(i) **Advantage**

(2)
an advantage of visual guidance is that the beginner is able to see the movements they need to perform to use that skill



ResultsPlus
Examiner Comments

This response gains one mark for reference to 'seeing the movements they need to perform'.

There is no reference to copying/mimicking the movements.

Total: 1 mark

Question 8 (b)(ii)

In the reverse of the above question, candidates were then asked to explain a disadvantage of using a demonstration as visual guidance for beginners.

The possible answers were:

- The players will copy a poor demonstration (1) therefore learn the incorrect technique (1)
- Learner may not be physically capable of replicating the demonstration/is too hard for beginner (1) so becomes demotivated/decreases confidence/gives up (1)
- The demonstration is over too quickly/speed of demonstration (1) so will need repeating/slowing down (1)
- Position of demonstrator is crucial (1) as demonstration may not be seen by all the class eg sun in eyes so wrong technique is practised by some (1)

Once again, this question was well-answered. Most candidates explained the first linked bullet point relating to the possibility of the demonstration being poor or inaccurate, then the beginner would copy and learn the incorrect technique.

(b) Explain **one** advantage and **one** disadvantage of using a demonstration as visual guidance for beginners.

(ii) **Disadvantage**

(2)

The ~~is~~ demonstration could be incorrect. Which makes the beginners learn the wrong actions and movement. This means the person demonstrating should ensure what they are doing is correct through experience.



This response gains both marks available. The candidate refers to the necessity for the demonstration to be correct because if it is incorrect, the beginner would 'learn the wrong actions and movement'.

Total: 2 marks

(b) Explain **one** advantage and **one** disadvantage of using a demonstration as visual guidance for beginners.

(ii) **Disadvantage**

(2)

They may need more help with physical guidance if they do not understand how to perform the movement fully. The movement may have been done too quickly for the beginner to take in what needs to be done.



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Examiner Comments

This response gains one mark.

The candidate makes reference to the movement 'being over too quickly for the beginner to take in what needs to be done'.

There is no expansion mark in relation to the need for the demonstration to be repeated or slowed down.

Total: 1 mark

Question 9 (a)(b)

In Q09ab candidates were asked to state the meaning of a basic and complex skill, as well as giving an example of each.

The meaning of a basic skill was accepted for any of the following points:

- Few decisions need to be made
- They are learned very quickly/easy to **learn**
- Require a low level of co-ordination/concentration/thought
- Do not need much information to be processed

The meaning of a complex skill was accepted for any of the reverse points below:

- Lots of decisions need to be made
- Need to be practised/takes time to learn
- Requires a high level of co-ordination/concentration/thought
- Requires a lot of information to be processed

Examples of basic skills (although others were accepted) :

- Jogging/jumping/cycling/throwing/kicking

Examples of complex skills (although others were accepted) :

- High jump/cover drive in cricket/lay-up in basketball/dribbling football past defenders

No credit was given for complex skills if only a sport were stated, such as football or hockey: a specific complex skill needed to be stated.

Nevertheless, this question, although differentiating well, was answered successfully by many candidates.

(a) Stating the meaning of basic and complex skills.

(b) Giving an example of a basic and complex skill in physical activity.

| Skill type | (a) Meaning | (b) Example |
|------------|--|--|
| Basic | Skills that require little to no decision making and concentration by the performer and are easy to perform (1) | running (1) |
| Complex | Skills that require a lot of decision making and a high level of concentration by the performer and are difficult to perform (1) | passing the baton to a teammate during a relay running race. (1) |



This response gains the maximum of four marks.

The candidate gains credit by stating correctly the meaning of basic and complex skills. Reference made to skills that require little or no decision-making and concentration for basic skills, and those requiring a lot of decision-making and a high level of concentration for complex skills, was credited.

The candidate then provides two acceptable examples of a basic skill and a complex skill for Q09b ie running and passing the baton to a team-mate in a relay race.

Total: 4 marks

(a) Stating the meaning of basic and complex skills.

(b) Giving an example of a basic and complex skill in physical activity.

| Skill type | (a) Meaning | (b) Example |
|------------|---|------------------------------|
| Basic | A skill most people should be able to do. (1) | throwing a ball (1) |
| Complex | A skill that only certain people can perform (1) | tackling in rugby (1) |



This response gains just two marks for the examples of basic and closed skills.

There is no credit for the stated meaning. A 'skill most people should be able to do' for basic skills and a 'skill that only certain people can perform' is too vague.

However, the examples of throwing and tacking were credited as acceptable examples.

Total: 2 marks

Question 10 (a)

In this question, candidates were provided with two personal factors that can affect participation in sport and physical activity, namely disability and socio-economic group. The candidates were asked to state two other personal factors that can affect participation rates.

There were only three possible options, which were:

- Age
- Gender/sex/male or female
- Ethnicity/race/country of origin/religion/culture

The most popular answers were gender and age.

A full range of marks from 0 to 2 was produced on this question. Most candidates were able to access at least one mark and many both marks. Some candidates repeated a personal factor contained in the question. A few candidates also repeated the same point related to ethnicity and religion/race etc.

10 Personal factors such as disability and socio-economic group can affect participation in sport and physical activity.

(a) State **two other** personal factors that can affect participation rates.

(2)

- 1 Gender
- 2 Amount of Money you have



ResultsPlus
Examiner Comments

This response gains one mark for stating gender.

There is no credit for amount of money.

Total: 1 mark

10 Personal factors such as disability and socio-economic group can affect participation in sport and physical activity.

(a) State **two other** personal factors that can affect participation rates.

(2)

- 1 age
- 2 gender



This response gains both marks for stating age and gender.

Total: 2 marks

Question 10 (b)

This was another question designed as a differentiating question and therefore once again it was challenging for candidates to gain the maximum mark of four. The question asked candidates to explain two reasons why a person's disability may affect their participation in sport and physical activity. The most popular answers related to access and limited number of clubs and facilities.

Possible answers included the following linked points:

- A person with a disability may have less **access** (1) due to limited number of clubs/facilities/coaches/adapted equipment required/difficulty in travel/opponents to play (1)
- Due to cost of additional equipment (1) such as specialised wheelchairs/adapted equipment/blades (1)
- Lack of role models/negative stereotypical attitudes (1) which decreases motivation/confidence (1)

Positive reverse points were also accepted, for example, more role models (1) so this increases participation/confidence to participate (1). Few, if any, candidates chose to answer in this way, which was disappointing considering the growth in disability sport in recent years with not only the Paralympics but also the Invictus games.

(b) Explain **two** reasons why a person's disability may affect their participation in sport and physical activity.

(4)

1 a person with disabilities may have a smaller range of sport to choose from as it may not be accessible to them if there is no ramps, lifts ect.

2 The disability may affect their participation in sports aswell because they may not have the funds or money for the specialist equipment they might need to participate e.g wheelchair or a lift.



This response gains the maximum marks available.

The candidate makes reference to accessibility for the first marking point, which is expanded by referring to 'having a smaller range of sports to choose from' and also the need for ramps/lifts etc.

The candidate then makes reference to 'not having the funds or money for specialist equipment such as a wheelchair or a lift'.

Total: 4 marks

(b) Explain **two** reasons why a person's disability may affect their participation in sport and physical activity.

(4)

- 1 If someone has a disability that prevents them from performing their best, or at a level that is too high for them, they won't be able to participate. They could potentially decrease the standard of a team which could result in bad results.
- 2 Many sport clubs or centres won't have the ~~appropriate~~ appropriate facilities and equipment to allow ~~certain~~ people with ~~of~~ certain disabilities to play which will also decrease the level of participation.



ResultsPlus
Examiner Comments

This response gains one mark for reference in reason 2 that 'many sports clubs would not have the appropriate facilities and equipment for the disabled'.

There is no reference to access or accessibility for further credit.

There is nothing worthy of credit in reason 1.

Total: 1 mark



ResultsPlus
Examiner Tip

A key word for any question on personal factors affecting participation in sport and physical activity is **access** or **accessibility**.

(b) Explain **two** reasons why a person's disability may affect their participation in sport and physical activity.

(4)

- 1 Accessibility may affect a disabled person's participation. This is because if a facility isn't adapted for disabled people eg having a ramp for wheelchairs, they may not be able to access the facility and therefore cannot participate.
- 2 Some sports for people with disabilities require specialist equipment which can be very expensive. Therefore if the disabled person cannot afford this equipment, they cannot participate.



ResultsPlus
Examiner Comments

This response also gains four marks.

The candidate refers to 'accessibility' and 'the need for adapted equipment' in reason 1.

In reason 2 the candidate then refers to 'specialist equipment being very expensive' which means a disabled person 'may not be able to afford to participate'

Total: 4 marks

Question 11 (a)

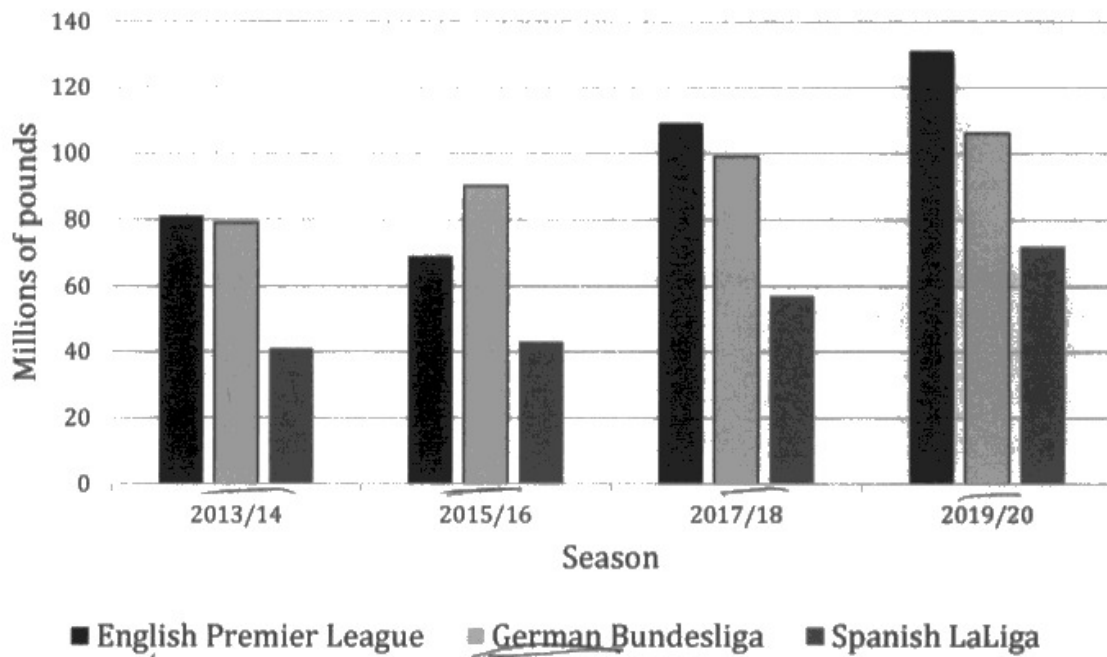
Question 11 began as a data question, which is a requirement of the specification. The candidates were shown a bar chart of the revenues for three different European football leagues between seasons 2013/14 and 2019/20. In the first part of the question candidates were simply asked to identify the season in which the English Premier League received a fall in revenue according to the data.

There was only one correct answer which was:

- 2015/16

This question was answered correctly by the majority of candidates.

11 **Figure 7** shows the football shirt revenues for three different European leagues between seasons 2013/14 and 2019/20.



(Source: Adapted from: https://niensports.com/wp-content/uploads/2021/01/Nielsen-Sports_European-Football-Jersey-Report-2020-21_One-Sheet.pdf)

Figure 7

(a) Identify the season in which the English Premier League received a fall in revenue according to the data in **Figure 7**.

(1)

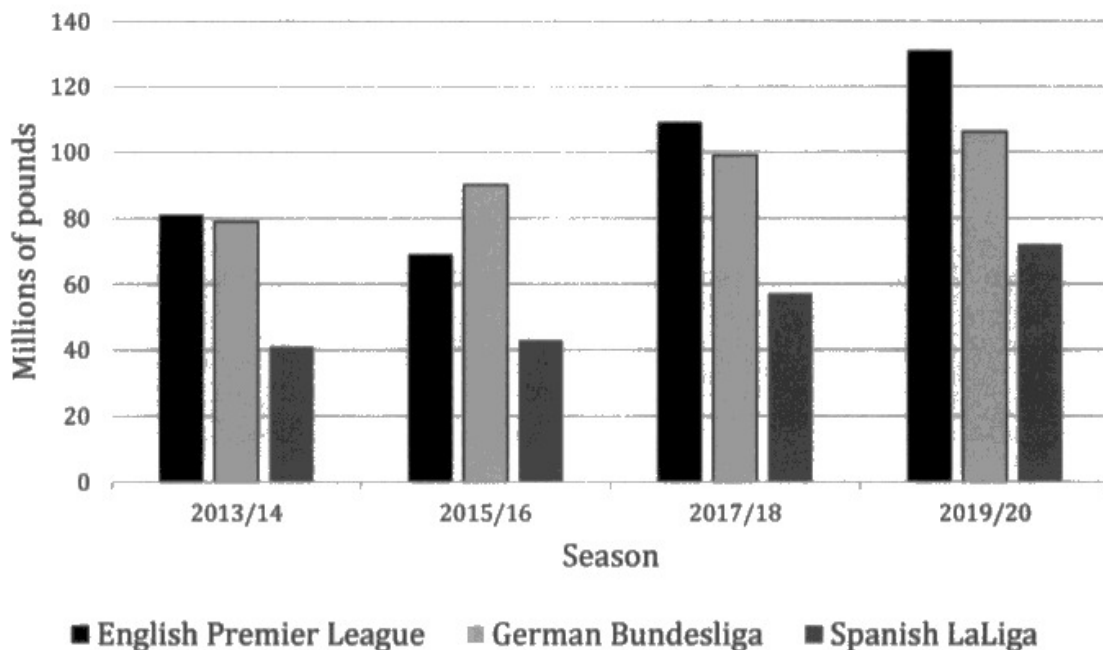
2015/16



This response gains the one mark available for correctly identifying the season 2015/16.

Total: 1 mark

11 **Figure 7** shows the football shirt revenues for three different European leagues between seasons 2013/14 and 2019/20.



(Source: Adapted from: https://niensports.com/wp-content/uploads/2021/01/Nielsen-Sports_European-Football-Jersey-Report-2020-21_One-Sheet.pdf)

Figure 7

(a) Identify the season in which the English Premier League received a fall in revenue according to the data in **Figure 7**.

(1)

2013/14



This response does not gain any credit because the wrong season is identified.

Total: 0 marks

Question 11 (b)

The question then asked the candidates to predict the most likely trend in the amount of revenue for the German Bundesliga for the season 2023/24 according to the data. The correct answer was:

- It will increase/rise/grow/get higher
- Upwards trend

Although the question asked for a trend, credit was also given if candidates stated any figure above 105 million, which would have represented a rise in revenue.

(b) Predict the **most likely** trend in the amount of revenue for the German Bundesliga for season 2023/24 according to the data in **Figure 7**.

(1)

it will increase.



ResultsPlus
Examiner Comments

The candidate predicts the trend will increase, hence one mark is awarded.

Total: 1 mark

Question 11 (c)

In this question, candidates were asked to explain why some sports did not receive as much sponsorship money as other sports.

This question again differentiated well, with a full spread of marks. Most candidates were able to access at least one mark for reference to some sports being less popular, or not in the media, as much as others. Some candidates also made the connection for the expanded point relating to the sponsors gaining less money.

Numerous candidates answered this question in reverse, which was also acceptable ie, some sports are more popular/in the media more, so sponsors gain more money.

The answers permitted were:

- Some sports are less popular/not in media/on TV as much/watched by fewer fans
- So sponsor makes less money/reduced income/sell less products/less profit

The second marking point had to relate to money for the sponsor, not the team, individual or sport.

(c) Explain why some sports do **not** receive as much sponsorship money as other sports.

(2)

The sport might not be as popular meaning no one will go and watch it.



This response gains one mark for referring to the fact that the sport may not be as popular, as a reason for less sponsorship than other sports. There is no expansion mark.

Total: 1 mark

(c) Explain why some sports do **not** receive as much sponsorship money as other sports.

(2)

Some sports do not receive as much sponsorship money as other sports because they don't get as much media coverage therefore the sponsors wouldn't get as many viewers therefore sales and therefore profits.



ResultsPlus
Examiner Comments

This response gains both marks available.

The candidate refers to some sports not getting as much media coverage for the first marking point, which means the 'sponsors wouldn't get as many viewers and therefore **sales** and therefore **profits**' for the second marking point.

Total: 2 marks

Question 11 (d)

In this question, candidates were told that many sports have made changes to their rules to increase the benefits from commercialisation and media. Candidates were then asked to explain one reason why rule changes made sport more attractive to sponsors.

This question was well-answered in the main, with many candidates identifying that rule changes made the game more exciting or speeded the game up.

Some candidates made reference to making the game safer, which was not credited because this was not linked directly to commercialisation and sponsors.

Acceptable answers for a reason why sports make rule changes included:

- Makes the game more exciting/interesting/less boring
- Makes game more attacking/more points scored
- Speeds game up
- Keeps sport fresh/appeals to a new/younger audience

The expanded point included:

- Increases number of spectators
- So the **sport** is more likely to be televised

This question was well-answered generally, with many candidates identifying that rule changes made the game more exciting or speeded-up the game. As a consequence, this increased spectator numbers or media coverage.

Some candidates made reference to making the game safer, which was not credited because this was not linked directly to commercialisation and sponsors.

Many sports have made changes to their rules to increase the benefits from commercialisation and the media.

(d) Explain **one** reason why rule changes make sport more attractive to sponsors.

(2)

the sport may be seen as easier to control by the sponsors as they changed the rules to fit the media and may change for the sponsors.



This response gains no credit because the reason stated is not related to why sports make rule changes.

Total: 0 marks

Many sports have made changes to their rules to increase the benefits from commercialisation and the media.

(d) Explain **one** reason why rule changes make sport more attractive to sponsors.

(2)

rule changes often make it more exciting for the viewers so more people watch. This is why rule changes attract sponsors because of the added exposure they receive from the increased viewers.



This response gains both available marks.

The candidate gives a viable reason for sports changing their rules ie 'to make it more exciting' and an explanation 'so more people watch'.

Total: 2 marks

Question 12 (a)

Q12a asked the candidates to define the term 'sportsmanship'.

This was a very accessible question, which the majority of candidates answered well, using statements as definitions, such as:

- following the rules
- fair play
- respecting the opposition

Some candidates provided examples of sportsmanship as well. If only an example were provided this was not credited because the question asked explicitly for a definition. Some candidates also confused sportsmanship with gamesmanship.

12 (a) Define sportsmanship.

(1)

This is when performers don't break
but they bend the rules.



This response gains no credit because the candidate has mistaken sportsmanship for gamesmanship.

Total: 0 marks

12 (a) Define sportsmanship.

(1)

Cheering for the opposing team at the end of a game.



This response gains no credit because the question asked for a definition, not an example of sportsmanship.

Total: 0 marks

12 (a) Define sportsmanship.

(1)

where you follow the rules and show respect to everyone



The candidate makes reference to following the rules and showing respect, which is an acceptable definition of sportsmanship.

Total: 1 mark

Question 12 (b)

This commercialisation question asked candidates to state two ways that television replays may have a negative affect on sport.

Again, this question related to impact on the *sport* not the sponsor or professional players.

This question also differentiated well, with a full range of marks, although few candidates gained the maximum of two marks.

Acceptable answers included:

-
- Highlights incorrect decisions by officials
- Slows game down/more stoppages/disrupts flow of game
- Replays/slow motion replays can lead to players questioning technology eg VAR
May show players getting away with misconduct/violence/deviance

(b) State **two** ways that television replays may have a negative effect on sport.

(2)

1 It can show deviance of players.

2 It can point out the ref's mistakes.



This succinct response gains both marks.

The candidate makes reference to television replays that may show deviance by players and also highlight a referee's mistakes.

Total: 2 marks

In this question, candidates need to ensure their answers relate to **sport**, rather than players, spectators or sponsors.

(b) State **two** ways that television replays may have a negative effect on sport.

(2)

1 IT means more people will
stay at ~~the~~ home and watch
the sport



ResultsPlus
Examiner Comments

This response gains no credit. The candidate has misunderstood the question in relation to television replays and its effect on sport.

Total: 0 marks



ResultsPlus
Examiner Tip

Read the question carefully – find out what it is really asking, not what you think it is asking.

Question 13

The extended answer question assessed the specification topic on application of knowledge of practice structures to select the most relevant practice to develop a range of skills. This is part of Topic 2.

Candidates were shown an image of a beginner tennis player called Petra being taught the forehand volley in tennis by her coach. Candidates were then asked to evaluate the appropriateness of both massed and distributed practice for a beginner such as Petra.

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

Credit was given for a broad range of answers, with a good distribution of marks and the complete mark range covered from 0 to 9. Most candidates were able to gain AO1 marks for statements of fact, such as defining massed and distributed practice or referring to other types of practice. Many could also apply this knowledge and it was pleasing to see more candidates access AO2 and AO3 marks than usual. Numerous candidates provided the maximum of three AO1 and/or AO2 marks.

The most popular developed statements included massed practice being less suitable for beginners (AO1) because they will not have the required fitness (AO2) which causes early fatigue and loss of technique (AO3), or reference to injury. The most popular AO2 point related to distributed practice and the use of breaks to receive feedback from the coach.

Some candidates misread the question and focussed on either different types of guidance or feedback.

Overall, candidates presented well-structured responses.

Evaluate the appropriateness of **both** massed and distributed practice for a beginner such as Petra.

(9)

Massed practice is ~~when~~ when the skill is learnt continuously without breaks and distributed practice is when the training sessions are separated over time with time for rest.

Massed ~~distributed~~ practice for beginners has both advantages and disadvantages. ~~However, although~~ the skill is learnt faster however due to the lack of rest there is no time for extrinsic feedback from the coach which causes the person to be unaware of if they are doing the correct

for example Petra could be doing the incorrect technique¹ this ~~could~~ could cause the athlete to learn the wrong skill or become unmotivated therefore decreasing their performance and not performing as well. Also ~~because~~ as they are beginners they are not as motivated^{or fit} as experienced athletes so is their cardiovascular fitness is not as good they may become fatigued earlier or cause an injury which would affect their performance or make them unable to play a future match.

Distributed practice is better for beginners however it also has advantages and ~~disadvantages~~ disadvantages. It can cause the athlete to forget the skill learnt if too much time passes between training sessions or a skill might take longer to be developed. However it allows time for the coach to give ~~some~~ feedback between breaks which would optimise performance as they can learn the correct skills so they won't become unmotivated and leave the sport. Also it allows them to rest and recover therefore ~~is~~ ensuring the best performance when training and becoming ~~more~~ more confident in the sport. It also gives time to learn other skills as a beginner will need to ~~learn~~ learn multiple skills to get the best

performance and performance ^{good} during matches
~~good~~ in all aspects to win.

overall I think that though ~~distributed~~ ^{massed practice} would allow
a rapid improvement of the forehand volley. It
is more aimed towards experienced athletes and for
beginners distributed is better as it allows her to
get the correct technique and also learn other
skills such as a serve or ~~only~~ playing a match
as during the game Petra won't only do
the forehand volley, so a variety of skills will
make it more likely for her to win the game.



This is an example of a high Level 3 response, which addresses all three of the assessment objectives.

It is well-structured, providing several advantages and disadvantages of both massed and distributed practice structures.

The points the candidate raises provide clear evidence to support the differing advantages and disadvantages of both massed and distributed practice. For example, massed practice is learned continuously without breaks (AO1) because beginners' cardiovascular fitness is not as good (AO2) so they may become fatigued earlier (AO3).

The candidate also makes reference to causing injury, which is another AO3 comment. In addition, in relation to distributed practice the candidate states distributed practice is better for beginners (AO1) because it allows time for feedback (AO2) and rest and recovery (AO2) but skill may take longer to be developed (AO3).

Overall, the candidate demonstrates detailed knowledge and understanding of the relevant specification topic and can clearly apply this knowledge to the question. The response is supported by relevant evidence and fully deserves the maximum mark.

Total: 9 marks

Try to develop your statements further. For example, massed practice is repeating the skills until they are perfected (AO1), which is not good for a beginner who may lack motivation (AO2).

How does this impact on the performance of Petra? It increases the chances of her giving up the sport (AO3).

Evaluate the appropriateness of **both** massed and distributed practice for a beginner such as Petra.

(9)

down

massed → repeat - can be boring
→ can learn skill/home
→ if learnt wrong = bad habit

distributed → beginner friendly
→ home/learn /part by part
→ can correct mistakes

Massed practice is repeating the skill until perfected. This is very good for pros who are motivated and have the time to spend hours repeating the skill but for a beginner who may not be ~~as~~ ~~that~~ motivated enough to spend hours doing this but it can hone a new/old skill to perfection due to the repetition but it can build bad habits that can be hard to remove/unlearn e.g. if she learns it with a bad grip it can become instinct to hold it like that. Overall massed is very good for pros who need to hone their skill and is motivated and knows how to do it so no bad habits form.

Distributed practice is doing it say 12 times then get feedback to later improve. This is very beginner friendly and can be very easy to do even if unmotivated they can also learn how to perform the skill not hone it like mass so it can be very hard to learn a bad habit due to input from others. This can also be used to learn and correct mistakes before using massed.



This is an example of a Level 2 response which gains 5 marks.

The response demonstrates mostly accurate knowledge of the specification topic being assessed. Eg definitions of both practice methods and reference to massed practice being more suitable for professional players.

This knowledge is then applied by stating that the repetitive nature of massed practice would lead to demotivation for a beginner, whilst distributed practice is also linked to feedback, allowing a beginner to improve their performance.

The link to distributed practice being more motivating is not credited because it is the repeat/reverse of massed practice.

The candidate has produced a brief plan and divided the response into two clear paragraphs detailing the relative merits of both types of practice. There are no concluding comments, although this is not strictly necessary.

Total: 5 marks

Start by describing massed and distributed practice.

What impact does massed practice being boring have on the beginner?

Why are the skills learned slower in distributed practice?

This would have elevated the response into Level 2.

Evaluate the appropriateness of **both** massed and distributed practice for a beginner such as Petra.

(9)

for a beginner massed practice would be good because they can learn the basics and also learn a complex skill. But can be really boring for the new player doing the something over and over.

distributed is good for beginners because they will improve their skill but in a lot slower time but can perfect them. Also this can make the player bored and that can make them ~~quit~~ quit.



This is an example of a Level 1 response, gaining 2 marks.

The candidate makes two isolated comments relating to massed practice being boring and distributed practice leading to skills being improved at a slower rate.

Total: 2 marks

Paper Summary

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

- Identify key words in a question – these are often in bold to draw attention to them eg Q02b asks for **type** of health benefit, Q07 asks for justification of why the bowling action in cricket is **neither** a fully open **nor** a fully closed skill
- If asked to provide two of something, as in Q02b, make sure that you do not repeat the same point but in different wording. For example, stress relief and reduce anxiety both mean the same thing
- If the question asks for a definition then do not simply provide an example of the definition. In Q12a the definition of sportsmanship was required – simply answering shaking hands at the end of a netball match is not sufficient on its own to gain credit. This is also an example of the need to read the question carefully and take note of the command word
- Use continuous prose rather than bullet points, in the extended answer question.

Grade boundaries

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

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

