



Examiners' Report

June 2024

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.

The paper was the second 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.

The level of difficulty of the paper was in line with the previous series.

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 AO1, AO2 and AO3 assessment objectives.

Section A and Section B both begin 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 (b).

Q06(b) asked candidates to identify an example of a high organisational skill. The options were Golf swing, Front crawl in swimming, a tennis serve and a triple jump. The correct answer was a golf swing because this cannot be broken down easily whilst all the other skills can be broken down. Several candidates selected the incorrect example, for example, triple jump, where the phases can be broken down.

The main part of both sections is 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 comprises one extended response question. Candidates need 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 told that there are physical, emotional and social health benefits of taking part in sport and physical activity. They were provided with the scenario of Kamran who is training for a marathon run at his local club.

Candidates were asked to provide an example of each of the three possible benefits for Kamran.

For Physical health benefits any of the following were credited:

- Avoid obesity
- Reducing high blood pressure/cholesterol/less chance of CHD/heart attack/stroke
- Reduced risk of (type 2) diabetes
- **Increases** cardiovascular fitness/endurance. Other health-related components of fitness were also accepted ie **increased** flexibility, strength, muscular endurance, improved body composition
- Reduce risk of osteoporosis/increased bone density
- Stops loss of muscle tone
- Improve poor posture

For Social health benefits any of the following were credited:

- Meet new friends
- (Opportunity for) co-operation/teamwork/interaction with others/develop communication skills
- Stops boredom/something to do in spare time

For Emotional health benefits any of the following were credited:

- Stress relief/reduce anxiety/reduced risk of depression
- Release of serotonin/endorphins/ Feel – good factor/happier
- Increases confidence/self-esteem
- Cathartic release
- Provides a **mental** challenge/develop determination

Not surprisingly given the context, this question was extremely well-answered. However, a significant minority of candidates gave an incorrect response for physical health because simply improving fitness, was not credited and neither was a lower resting heart rate. Some candidates also referred to a benefit of emotional health as providing aesthetic appreciation, which in this scenario was not relevant.

The most popular responses related to an improved component of fitness, meeting new friends and reducing stress.

2 Taking part in sport and physical activity can have physical, social and emotional health benefits.

Kamran has been training at his local club for his first marathon.

(a) Give **one example** of each type of health benefit for Kamran when training at his local club.

(i) Physical health

(1)

increased cardiovascular fitness

(ii) Social health

(1)

make new friends

(iii) Emotional health

(1)

happy as serotonin released



ResultsPlus
Examiner Comments

This response gains all three available marks. The candidate makes reference to:

- increased cardiovascular fitness for a physical health benefit
- make new friends for a social health benefit
- being happy because serotonin is released as an emotional health benefit

Total: 3 marks

2 Taking part in sport and physical activity can have physical, social and emotional health benefits.

Kamran has been training at his local club for his first marathon.

(a) Give **one example** of each type of health benefit for Kamran when training at his local club.

(i) Physical health

(1)

Is the state of being free from illness

(ii) Social health

(1)

Being able to interact with a range of people

(iii) Emotional health

(1)

Being able to react to something positively or negatively.



ResultsPlus
Examiner Comments

This response gains a mark for a social health benefit.

There is no credit for 'free from illness' as a physical health benefit or 'being able to react to something positively' as an emotional health benefit – these are too vague.

The candidate gains 1 mark for referencing 'interacting with a wide range of people' as a social health benefit.

Total: 1 mark



ResultsPlus
Examiner Tip

For a physical health benefit be specific about the illness, eg less chance of coronary heart disease or type 2 diabetes.

2 Taking part in sport and physical activity can have physical, social and emotional health benefits.

Kamran has been training at his local club for his first marathon.

(a) Give **one example** of each type of health benefit for Kamran when training at his local club.

(i) Physical health

Improve fitness ~~and~~

(1)

(ii) Social health

Meet new friends

(1)

(iii) Emotional health

Relieves stress by releasing
Serotonin

(1)



This response gains two marks.

There is no credit for improved fitness for a physical health benefit. A health-related component of fitness needs to be stated, eg improved cardiovascular fitness, strength etc

Credit was given for 'meet new friends' as a social health benefit and 'relieves stress by releasing serotonin' as an emotional health benefit.

Total: 2 marks



Rather than simply improve fitness as a physical health benefit, state a specific component of health-related fitness such as increased flexibility or increased strength.

Question 2 (b)

In the extension to this question candidates were asked to explain why smoking is a disadvantage for a marathon runner like Kamran.

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

Candidates had a range of options for providing a reason. The options were:

- Red blood cells will carry less oxygen (due to carbon monoxide)
- Carbon monoxide binds with haemoglobin
- Less effective gaseous exchange/damages alveoli
- Less effective diffusion of oxygen/gases
- Decreased lung **capacity**/decreases vital capacity
- **Tar narrows bronchioles**
- Increased risk of bronchitis/emphysema
- Build-up of plaque in **arteries**

For the application second mark and impact on performance the candidates could have made reference to any of the following points in relation to stated reason:

- Which means less oxygen for **energy** production
- Less oxygen to working **muscles**
- So unable to **maintain pace/ run fast** (for a long period of time)
- Fatigue faster

This question differentiated well, with a full range from 0 to 2 marks. Many candidates gained at least one mark, usually for the impact, by stating either fatiguing faster or less oxygen to working muscles.

Some candidates accessed the second marking point by using the necessary technical language to secure the mark such as decreased lung capacity or less effective gaseous exchange. However, numerous candidates provided vague answers such as 'damages lungs', which was not credited.

Kamran smokes cigarettes regularly.

(b) Explain **one** reason why smoking is a **disadvantage** to Kamran's marathon performance.

(2)

Carbon Monoxide in cigarette smoke binds to haemoglobin instead of oxygen, which reduces the oxygen delivered to working muscles for aerobic respiration, so therefore he has less energy.

(Total for Question 2 = 5 marks)



ResultsPlus
Examiner Comments

This response gains both marks.

The candidate makes reference to:

- carbon monoxide binding to haemoglobin (1)
- which reduces the oxygen delivered to working muscles (1)

Total: 2 marks

Kamran smokes cigarettes regularly.

(b) Explain **one** reason why smoking is a **disadvantage** to Kamran's marathon performance.

(2)

Increase levels of tar on lungs, therefore decreasing efficient gas exchange in the alveoli, decreasing oxygen carrying ability to muscles.



This response gains both available marks.

There is no credit for increased tar in lungs but credit is given for decreasing efficient gas exchange in the alveoli and decreasing oxygen-carrying ability to muscles.

Total: 2 marks

Kamran smokes cigarettes regularly.

(b) Explain **one** reason why smoking is a **disadvantage** to Kamran's marathon performance.

(2)

Smoking causes a build up of plaque which narrows the arteries restricting blood flow to the heart



ResultsPlus
Examiner Comments

This response gains a mark for 'Smoking causes a build up of plaque which narrows the arteries restricting blood flow'.

Total: 1 mark



ResultsPlus
Examiner Tip

Build up of plaque would not have gained credit on its own – candidates must state 'in arteries' to gain credit.

Kamran smokes cigarettes regularly.

(b) Explain **one** reason why smoking is a **disadvantage** to Kamran's marathon performance.

(2)

because when smoking it slowly
~~it~~ kills your lungs which kamran
lung wont be at a high standard
to do a marathon.



ResultsPlus
Examiner Comments

This response gains no credit. 'Smoking slowly kills your lungs' is not worthy of any credit and 'wont be at a high standard' is too vague for an impact.

Total: 0 marks



ResultsPlus
Examiner Tip

For impact, a candidate needs to make reference to **maintain pace** for longer or run fast for a **longer period of time**.

Question 3

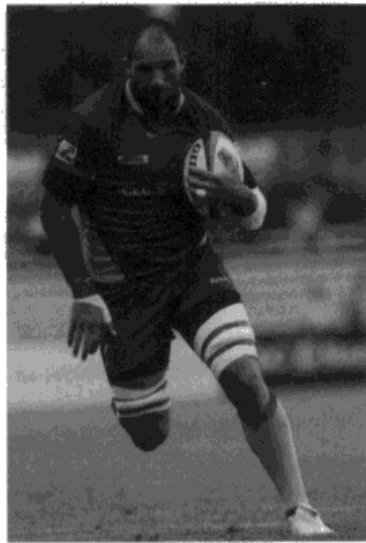
Candidates were provided with images of two elite rugby players – one male and one female – who have identical heights but different weights. Candidates were asked to explain why the two weights differed.

The only possible answers were:

- Males may have **more** muscle (1) with a higher **density** (1)
- Males tend to have a larger bone structure/bigger skeleton (1) which is **denser/has greater mass** (1)

This question was generally well-answered, with most candidates being able to obtain one mark for reference either to increased muscle mass or larger bone structure. Few candidates gained the second mark in relation to muscle or bone density.

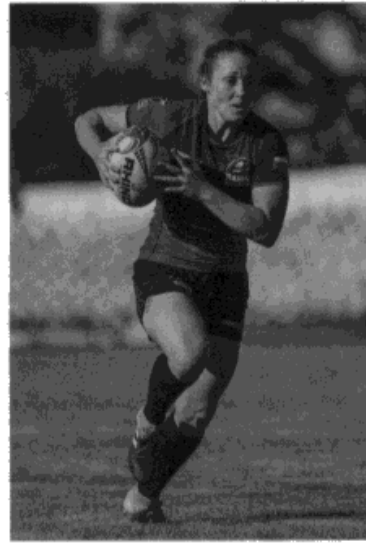
3 **Figure 1** and **Figure 2** show an elite male and an elite female rugby player including their height and weight.



Height: 1.80 m
Weight: 80 kg

(Source: © PhotoStock10/
Shutterstock (ed))

Figure 1



Height: 1.80 m
Weight: 77 kg

(Source: © Vitalii Vitleo/
Getty Images)

Figure 2

Explain **one** reason why the weight of the two players is different.

(2)

The weight of the two players is different, because men tend to have larger skeleton, which weighs, men also tend to have more bone density than women. Those two factors affect the optimum weight, as both bone density and larger skeleton make the final weight increase.



This response gains both available marks. The candidate makes reference to males having a larger skeleton and more bone density.

Total: 2 marks

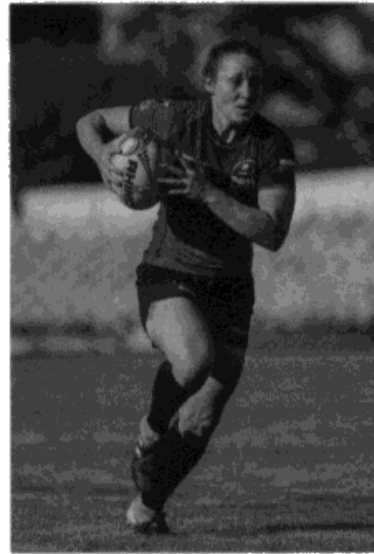
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Height: 1.80 m
Weight: 80 kg

(Source: © PhotoStock10/
Shutterstock (ed))

Figure 1



Height: 1.80 m
Weight: 77 kg

(Source: © Vitalii Vitleo/
Getty Images)

Figure 2

Explain **one** reason why the weight of the two players is different.

(2)

The weight of the 2 players are different as gender is one factor which affects your optimum weight, which is why the man has a higher weight.

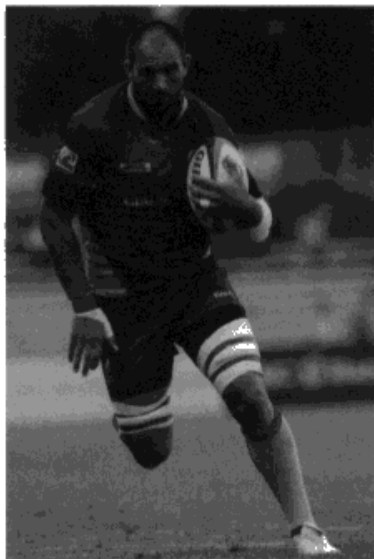


ResultsPlus
Examiner Comments

There was no credit for optimum weight hence this response gains no credit.

Total: 0 marks

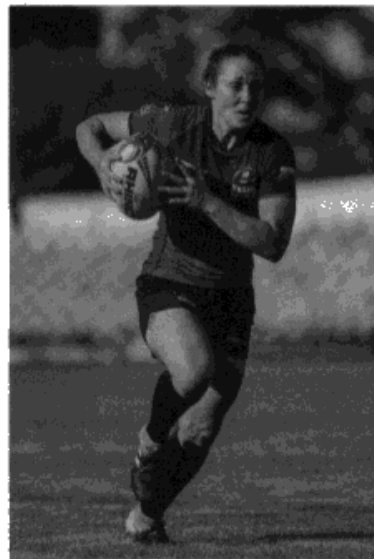
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Height: 1.80 m
Weight: 80 kg

(Source: © PhotoStock10/
Shutterstock (ed))

Figure 1



Height: 1.80 m
Weight: 77 kg

(Source: © Vitalii Vitaleo/
Getty Images)

Figure 2

Explain **one** reason why the weight of the two players is different.

(2)

This is because of the gender
it is a fact that male have
more muscle mass than females



This response gains a mark for reference to males having more muscle mass.

Total: 1 mark

Question 4 (a)

The candidates were asked to identify one macronutrient other than protein.

The only two possible answers were:

- Carbohydrates
- Fats

Unsurprisingly, this question was very well-answered with the majority of candidates gaining the one mark.

4 A balanced diet is made up of macronutrients, micronutrients, fibre and water.

One macronutrient is protein.

(a) State **one other macronutrient.**

fats



ResultsPlus
Examiner Comments

One mark for identifying fats as a macronutrient.

Total: 1 mark

4 A balanced diet is made up of macronutrients, micronutrients, fibre and water.
One macronutrient is protein.

(a) State **one other** macronutrient.

calcium



There is no credit for identifying calcium as a macronutrient. Calcium is a mineral and a micronutrient.

Total: 0 marks

4 A balanced diet is made up of macronutrients, micronutrients, fibre and water.
One macronutrient is protein.

(a) State **one other** macronutrient.

carbohydrates



A mark is given for identifying carbohydrates as a macronutrient.

Total: 1 mark

Question 4 (b)

In Q04b candidates were asked to explain the importance of protein timing for a power athlete.

Candidates were awarded 3 marks for any of the following five points:

- **(Timing)** – Need to eat protein within 1 hour (golden window)/**soon** after/**immediately** after (Up to 2 hours was accepted)
- **(Why)** – to increase/maximise **protein synthesis**
- **(Impact)** – for **repair of microtears**/so, they can recover **quickly** /quicker recovery

This was another differentiating question. Few candidates gained the maximum of three marks. In particular, very few candidates referred to protein synthesis. Some candidates also mistook the question and gave answers related to carbohydrate loading. A full range of marks from zero to three was achieved on this question.

Many candidates knew that protein should be consumed after exercise but this needed to refer to a short time frame. Most candidates were aware that protein is used for growth and repair but this question was related to protein timing so was not credited. Instead, candidates needed specifically to refer to quicker recovery or repair of microtears.

(b) Protein is a key factor in the diet of an elite power athlete such as a discus thrower.

Explain why it is important for discus throwers to consider the **timing** of their protein intake.

(3)

It is important for the discus thrower to consider the timing of their protein intake because they need to gain the most from the protein source they have taken. For example the discus thrower may take protein right after their performance as it ~~helps~~ maximise protein synthesis and growth and repair leading to a faster recovery.



ResultsPlus
Examiner Comments

This response gains all available marks.

The candidate makes reference to taking protein **right after** their performance, maximising protein synthesis and better recovery.

Total: 3 marks

(b) Protein is a key factor in the diet of an elite power athlete such as a discus thrower.

Explain why it is important for discus throwers to consider the **timing** of their protein intake.

(3)

A discus thrower should intake protein immediately after training, as protein repairs micro-tears and causes muscle hypertrophy, so they can quickly begin recovering and ~~allow~~ allow muscle hypertrophy to begin. This means that they can recover for the next training session, and get stronger.



ResultsPlus
Examiner Comments

This response gains two of the available three marks.

The candidate makes reference to protein intake **immediately after** training and repair of micro tears/quicker recovery.

Unfortunately, the candidate does not make any reference to protein synthesis.

Total: 2 marks

(b) Protein is a key factor in the diet of an elite power athlete such as a discus thrower.

Explain why it is important for discus throwers to consider the **timing** of their protein intake.

(3)

It is important for a discus thrower to consider their timing of protein intake because if they take it before training there would be no point as it won't do anything whereas after training it will repair microtears and cause growth of muscles.



ResultsPlus
Examiner Comments

This response gains one mark for reference to repair of micro tears as an impact.

There is no reference to timing or reason for protein timing.

Total: 1 mark

(b) Protein is a key factor in the diet of an elite power athlete such as a discus thrower.

Explain why it is important for discus throwers to consider the **timing** of their protein intake.

(3)

~~because~~ protein is for
the growth & repair of
muscles. It is taken soon
after exercise which allows
time for the muscles to
grow & repair



ResultsPlus
Examiner Comments

This response gains one mark. The question was specifically about protein timing so no credit for growth and repair in relation to protein.

However, one mark is awarded for reference to taking protein 'soon after exercise'

Total: 1 mark

Question 5 (a)

Candidates were then asked to identify two lifestyle choices other than activity levels. The two possible answers from a choice of three were:

- Recreational drugs/ alcohol/nicotine/smoking/vaping
- Work-rest-sleep balance/work-sleep balance/work-rest balance
- Diet

This question differentiated very well, with a full range of marks from 0-2. It was well-answered generally, although instead of stating recreational drugs many candidates provided two examples of recreational drugs such as smoking and alcohol, which was only credited with one mark. Sleep on its own was also not credited: it necessitated reference at least to work balance. Few candidates referred to the correct term of work/rest/sleep balance.

The most popular answers for candidates gaining both available marks were diet and recreational drugs (or an example of a recreational drug such as smoking or alcohol). It was clear that the candidates providing the best answers used the mnemonic of DRAW (Diet, Recreational drugs, Activity levels and work/rest/sleep) to help them.

Some candidates repeated activity levels, which was in the question and gained no credit. Many candidates stated a sedentary lifestyle or other irrelevant lifestyle choices, which also did not gain credit.

5 Activity level is a lifestyle choice.

(a) State two other lifestyle choices

- 1 Diet
- 2 Smoking



This response gains both available marks for stating two other lifestyle choices ie diet and smoking (as an example of recreational drugs).

Total: 2 marks

5 Activity level is a lifestyle choice.

(a) State **two other** lifestyle choices

- 1 Smoking
- 2 Drinking alcohol



This response gains one mark for reference to either smoking or alcohol. Both are examples of the lifestyle choice of recreational drugs so one mark only was credited.

Total: 1 mark



Ensure that two examples of the same lifestyle choice are not given, to gain maximum credit.

Do not repeat lifestyle choices contained in the question ie activity levels.

A sedentary lifestyle is not one of the lifestyle choices, according to the specification.

5 Activity level is a lifestyle choice.

(a) State **two other** lifestyle choices

- 1 Active
- 2 Sedentary



ResultsPlus
Examiner Comments

This response gains no credit. 'Active' is repeat of activity levels in the question and 'sedentary' is not a lifestyle choice.

Total: 0 marks



ResultsPlus
Examiner Tip

Learn the four lifestyle choices: diet, recreational drugs, activity level and work/sleep/rest balance: DRAW

Question 5 (b)

Candidates were then asked to identify two negative physical health impacts of low activity levels.

The acceptable responses were:

- Obesity/overweight/overfat
- Coronary heart disease/CHD/heart disease/heart attack
- Stroke
- High blood pressure
- (Type 2) Diabetes
- Osteoporosis
- Cancer: Any examples of cancer were accepted eg breast cancer
- Poor posture
- High cholesterol

This question was very well answered, with many candidates achieving both available marks. The most popular responses related to obesity, osteoporosis and coronary heart disease.

(b) Give **two** negative impacts on **physical** health of **low** activity levels.

1 increase risk of type 2 diabetes

2 increase risk of stroke and heart attack



ResultsPlus
Examiner Comments

This response gains both available marks for reference to two negative impacts on physical health of low activity levels ie increased risk of Type 2 Diabetes and increased risk of stroke and heart attack.

Total: 2 marks



ResultsPlus
Examiner Tip

While diabetes would have been accepted Type 2 Diabetes is the correct term and by this stage of specification should be stated, as this candidate has done.

(b) Give **two** negative impacts on **physical** health of **low** activity levels.

1 higher resting heart rate

2 Obesity



ResultsPlus
Examiner Comments

This response merits a mark for reference to obesity. No credit is given for higher resting heart rate.

Total: 1 mark

(b) Give **two** negative impacts on **physical** health of **low** activity levels.

- 1 you can become overweight and get diabetes from low activity levels
- 2 can lead to depression and other things later on in life.



ResultsPlus
Examiner Comments

This response gains a mark for reference to overweight.

There is no credit for depression as a negative emotional health benefit.

Total: 1 mark

(b) Give **two** negative impacts on **physical** health of **low** activity levels.

1 gain of weight

2 more risk to health conditions



ResultsPlus
Examiner Comments

This response gains no credit. Gaining weight is not credited and more risk to health conditions is too vague.

Total: 0 marks



ResultsPlus
Examiner Tip

Be specific about health conditions ie Coronary heart disease, osteoporosis, Type 2 Diabetes

Question 5 (c)

In the final part of this question candidates were asked to explain why too much physical activity could have a negative effect on an elite performer's emotional health.

Candidates could gain marks for any of the following points:

- Can cause injury/lead to overtraining/exercise addiction
- So unable to train/unable to exercise or unable to play/performance plateau/performance decline/miss competitions
- This can lead to depression/anxiety/stress/loss of motivation

This was another differentiating question where the full range of 0 – 3 marks was achieved in almost equal measure.

Most candidates could access the third marking point relating to an impact of too much physical activity leading to depression. Some candidates linked this to overtraining or injury, meaning an elite performer would miss competitions or find their performance plateauing.

Elite sports performers take part in high levels of physical activity.

(c) Explain why **too much** physical activity can have a negative effect on an elite sports performer's **emotional** wellbeing.

(3)

Too much physical activity can have a negative effect on an elite sports performer's emotional wellbeing due to the increased chance of injury. Injury to a performer could lead to depression, due to being away from the sport. For example, a ~~play~~ football player becoming injured just before a world cup. This would negatively effect them as they would miss their big chance to play for their country.

(Total for Question 5 = 7 marks)



ResultsPlus
Examiner Comments

This response gains maximum marks.

Reference is made to the chance of injury, linked to being away from the sport. This is given context by an example of a footballer missing a World Cup.

The impact of depression is also referenced.

This is a very good answer.

Total: 3 marks

Elite sports performers take part in high levels of physical activity.

(c) Explain why **too much** physical activity can have a negative effect on an elite sports performer's **emotional** wellbeing.

(3)

Too much physical activity is called overtraining, this can lead to injuries such as ankle sprains, ^{or stress fractures} as a result the performer will be unable to train and compete, which could lead to depression due to a lack of endorphine release.



ResultsPlus
Examiner Comments

This response also gains maximum marks.

Reference is made to overtraining leading to injury, so the performer is unable to train and may become depressed.

Total: 3 marks

Elite sports performers take part in high levels of physical activity.

(c) Explain why **too much** physical activity can have a negative effect on an elite sports performer's **emotional** wellbeing.

(3)

Too much physical activity
can result in injury. This
impacts them emotionally as
they may get depressed as
they are experiencing a career changing
injury or anxious as to if they
will recover to the pre injury state
they were in.



ResultsPlus
Examiner Comments

This response gains marks for reference to injury and depression.

Total: 2 marks

Elite sports performers take part in high levels of physical activity.

(c) Explain why **too much** physical activity can have a negative effect on an elite sports performer's **emotional** wellbeing.

(3)

too much physical activity could
cause the performer to become
stressed. This is bad because
it increases chances of stress
related illness.



ResultsPlus
Examiner Comments

This response gains one mark for the impact on emotional health of stress-related illness.

Total: 1 mark

Question 7 (a)

This question related to the open-closed skill continuum. Candidates had to define a closed skill.

The definitions available were that a closed skill is:

- performed in a predictable environment
- performed in a stable/fixed environment
- **not** affected by the environment

Most candidates gained a mark for this question, being able to relate a closed skill to a predictable/fixed environment.

7 Sporting skills are often classified using the open–closed continuum.

(a) Define the term **closed skill**.

(1)

A skill that is achievable for everyone. Doesn't require much conscious control. Able to break down into ~~sub-routines~~ sub-routines



This response gains no credit. The candidate has confused basic and low organisation skills with a closed skill.

Total: 0 marks

7 Sporting skills are often classified using the open–closed continuum.

(a) Define the term **closed skill**.

(1)

A skill performed in a predictable, unchanging environment.



ResultsPlus
Examiner Comments

This response gains the available mark for reference to closed skills being performed in a predictable, unchanging environment.

Total: 1 mark

Question 7 (b)

The candidates were then presented with an open-closed continuum with labels A, B and C at either end or in the middle. Candidates were also given an image of a rugby tackle.

Candidates had to identify where on the continuum the rugby tackle would be placed. The only possible answer was at the extreme end of the open end of the continuum (although between A and B in the middle would have been accepted):

- A

This question was very well answered, with the majority of candidates able to identify a rugby tackle as an open skill and therefore would have been placed at position A.

(b) Identify as A, B or C where the skill of rugby tackling would **most** likely be placed on the continuum shown in **Figure 6**.

A



The candidate identifies position A correctly on the open-closed skills continuum and so gains the mark.

Total: 1 mark

(b) Identify as A, B or C where the skill of rugby tackling would **most** likely be placed on the continuum shown in **Figure 6**.

B



B (and C) were both incorrect responses.

Total: 0 marks

Question 7 (c)

Candidates now had to identify one practice structure that would be suitable for closed skills. There were only two possible answers:

- Fixed
- Massed

Most candidates were able to give one of the two possible practice structures.

(c) Identify **one** practice structure that would be **most** relevant in developing **closed** skills.

Fixed practice.



ResultsPlus
Examiner Comments

The candidate identifies Fixed practice correctly as a suitable practice structure for closed skills.

Total: 1 mark

(c) Identify **one** practice structure that would be **most** relevant in developing **closed** skills.

Massed



ResultsPlus
Examiner Comments

Massed practice is also accepted as a suitable practice structure for closed skills.

Total: 1 mark

(c) Identify **one** practice structure that would be **most** relevant in developing **closed** skills.

(1)

~~repeated~~ repetition of the same skill in the same environment.



ResultsPlus
Examiner Comments

The candidate does not make any reference to a practice structure, hence no credit can be given.

Total: 0 marks

Question 8

Candidates were given the scenario of Misha who is a 100m sprinter. They were asked to explain two reasons why goal setting is important for Misha to improve her performance.

Candidates were awarded 4 marks for any of the linked points below:

- Gives an **aim** /gives her an **objective**/gives a **target**/Increases focus/attention/concentration (1) which increases motivation/increases effort/increases task persistence/work harder/determination (1)
- Monitor/track/show progress (1) Increase motivation/increased confidence/self-esteem/allows programme to be adapted/identify what she needs to work on (for faster progress)/to see if training is working

This question differentiated well, with the full range of marks from zero to four awarded in roughly equal measure. Motivation was only credited once, therefore candidates had to state a second, different, impact.

8 Misha is a 100 m sprinter. She uses goal setting to improve her performance.

Explain **two** reasons why goal setting is important for Misha.

(4)

1 ~~It will~~ She will see her progress improving which will increase confidence

2 She will be more motivated as she sees herself getting nearer to her goal



This response gains maximum marks.

In answer 1, the candidate makes reference to:

- showing progress (1)
- which increases confidence (1)

In answer 2, the candidate makes reference to:

- increased motivation (1)
- as she will see herself getting nearer to her goal (1)

Total: 4 marks

8 Misha is a 100m sprinter. She uses goal setting to improve her performance.

Explain two reasons why goal setting is important for Misha.

(4)

1 One reason is it will give Misha a target to work towards. Therefore, she will be more motivated to do well.

2 Another reason is it allows Misha to track her progress. This means she can identify if the goal was met and adapt her training based on ~~her~~ how well her goal was completed.



ResultsPlus
Examiner Comments

This response also gains maximum marks.

In the first answer:

- A target to work towards (1)
- therefore she is motivated to do well (1)

In the second answer:

- Track progress (1)
- so she can identify if the goals were met and **adapt training** based on how well her goal was completed (1)

Total: 4 marks

8 Misha is a 100 m sprinter. She uses goal setting to improve her performance.

Explain ~~two~~ reasons why goal setting is important for Misha.

1 She can track her progress which can ⁽⁴⁾
~~increase~~ Motivation increase Motivation

2 she could see improvements which
can reduce stress



ResultsPlus
Examiner Comments

The candidate makes reference to tracking progress and increasing motivation in answer 1, which merits 2 marks.

There is no further credit on answer 2.

Total: 2 marks

8 Misha is a 100m sprinter. She uses goal setting to improve her performance.

Explain **two** reasons why goal setting is important for Misha.

(4)

1. So the time bound will not change it would stay the same each time.

2. So the way she trains would not get messed up and it would stay same each time.



ResultsPlus
Examiner Comments

This response does not gain any marks. There are no statements worthy of credit.

Total: 0 marks

Question 9 (i)

Question 9 was designed as a data question, which is a requirement of the specification. Candidates were presented with a table with some quantitative data relating to the performance of three basketball players in various skills. Candidates had to analyse the data and state two strengths and two weaknesses of one of the players (Yasmin) in relation to the other two players.

The available strengths were:

- Scored most points/points scored
- Highest number of steals/steals
- Highest free throw accuracy/free throw goal percentage/free throws

This was a very accessible question, and, as anticipated, candidates performed extremely well, with most candidates gaining the maximum two marks.

9 **Table 1** shows some quantitative data for three basketball players in a game.

	Yasmin	Tia	Victoria
Points scored	26	18	16
Assists	8	21	19
Rebounds	19	24	32
Steals	11	7	6
Blocks	4	7	5
Three-point goal percentage scored	20%	45%	40%
Free throw goal percentage scored	95%	90%	85%

Table 1

Analyse the data stating **two strengths** and **two weaknesses** of **Yasmin** compared to the other two players.

(i) Strengths

- 1 he is very good at free throws⁽²⁾ and has a high 95% success rate.
- 2 he is also good at steals that he got 11 off in one game.



ResultsPlus
Examiner Comments

This response gains both available marks for free throws as 95% and steals at 11, as strengths for Yasmin.

Total: 2 marks

9 **Table 1** shows some quantitative data for three basketball players in a game.

	Yasmin	Tia	Victoria
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Rebounds	19	24	32
Steals	11	7	6
Blocks	4	7	5
Three-point goal percentage scored	20%	45%	40%
Free throw goal percentage scored	95%	90%	85%

Table 1

Analyse the data stating **two strengths** and **two weaknesses** of Yasmin compared to the other two players.

(i) Strengths:

1 assists points scored

2 Blocks Rebounds



This response gains one mark for reference to points scores as a strength of Yasmin's.

Rebounds is not a strength but a weakness for Yasmin, so gains no credit.

Total: 1 mark



Choose the most obvious answers.

In this case, points scores (26) and free throw goal percentage scored (95%) are clearly two strengths for Yasmin.

Question 9 (ii)

The available weaknesses were lowest:

- number of assists/assists
- number of rebounds/rebounds
- percentage for three-point shots/three points
- number of blocks/blocks

This was a very accessible question, and, as anticipated, candidates performed extremely well, with most candidates gaining the maximum, two marks.

(ii) Weaknesses

1 blocks

2 Rebounds



ResultsPlus
Examiner Comments

This response gains both available marks for stating blocks and rebounds as weaknesses for Yasmin.

Total: 2 marks

(ii) Weaknesses

(2)

- 1 ...tia and victoria are not very good at
Steals
- 2 ~~Yasmin is good at~~ Yasmin isn't very good at
blocks.



ResultsPlus
Examiner Comments

This response gains one mark for reference to blocks as a weakness.

Number of steals are a strength for Yasmin, not a weakness.

Total: 1 mark

Question 10 (a)

In Q10a, candidates were provided with two personal factors that can affect participation in sport and physical activity, namely disability and ethnicity. 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
- Socio-economic

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. The most popular answers were gender and age. Some candidates repeated a personal factor contained in the question, whilst others referred to money or wealth, which was not credited under socio-economic factors.

10 Personal factors such as disability and ethnicity can affect participation in sport.

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

1 gender

2 social - economic status



ResultsPlus
Examiner Comments

This response gains both marks for stating gender and socio-economic status.

Total: 2 marks

10 Personal factors such as disability and ethnicity can affect participation in sport.

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

1 Gender ~~that~~, that a girl
can't play a boys game.

2 Money, Some people can't afford to
go to clubs to play or participate.



ResultsPlus
Examiner Comments

This response gains one mark for stating gender.

There is no credit for money: socio-economic must be stated.

Total: 1 mark



ResultsPlus
Examiner Tip

Money, wealth etc is not credited – only the correct lifestyle choice of **socio-economic**.

10 Personal factors such as disability and ethnicity can affect participation in sport.

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

- 1 ~~accessibility~~ ~~availability~~ accessibility
- 2 accessibility



ResultsPlus
Examiner Comments

This response gains no credit for availability or accessibility because they are not personal factors related to the specification.

Total: 0 marks



ResultsPlus
Examiner Tip

Learn the personal factors related to the specification.

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 marks.

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 the limited number of clubs and facilities.

Possible answers included the following linked points:

- More (disability) clubs/specially adapted facilities/equipment/disability coaches/more funding/more sponsors (1) to provide more access (1)
- More disabled role models (1) which will motivate/inspire/encourage more disabled people to engage in sport (1)
- Improvements in technology (1) so more adaptive equipment is available (1)
- Increase awareness/raise profile/increase awareness of disability sport (media coverage/social media/ streaming/Paralympics/Invictus games/incorporate Paralympics in Olympic games) (1)
- To increase number of role models/motivate/inspire/encourage more disabled people to engage in sport (1)
- Increase number of (new) adapted sports/sporting activities available (1) to cater for a wider range of disabilities (1)

This question differentiated well, with the full range of marks from zero to a maximum of four awarded in roughly equal measure. The most popular developed response related to an increase in role models, which would motivate more disabled people to take part in sport and physical activity.

(b) Explain **two** ways participation in disability sport could be increased.

(4)

1 Increase the amount of local clubs that ~~are~~ ^{is accessible} and ~~are~~ ^{is} suitable ^{for} disabled people to play a sport.

2 Increase the media exposure of disabled role-models ^{playing sports} ~~which~~ will motivate and inspire more disabled people to ~~play~~ participate as they will look up to them.



This response gains all four available marks.

- Increased number of local clubs (1)
- to increase accessibility (1)
- Increased media exposure of role models (1)
- will motivate and inspire more disabled people (1)

This is a good response, with suitably developed statements.

Total: 4 marks

(b) Explain **two** ways participation in disability sport could be increased.

(4)

1 Create more areas or centres involving people with disabilities so they have more access to sport and allow them to join a local team

2 Advertise disability sports much more, eg: the paralympics so that people with disabilities are encouraged, motivated and given a role model to make them do more sports.



ResultsPlus
Examiner Comments

This response gains all available marks.

On line 1:

- more teams (1)
- to create more access (1)

On line 2:

- advertising disability sport is mentioned in relation to Paralympics (1)
- which will motivate more disabled people to take part (1)

Total: 4 marks



ResultsPlus
Examiner Tip

One of the key words in factors affecting participation in sport is **accessibility**.

(b) Explain **two** ways participation in disability sport could be increased.

(4)

1. ~~sports~~ create clubs for only disabled people therefore they may feel more comfortable participating.
2. More people volunteer ~~and~~ to be staff and have assistance to work with disabled people



ResultsPlus
Examiner Comments

This response gains one mark.

On line 1 the candidate makes reference to create clubs for disabled people (1).

The same point is then repeated on line 2 with more volunteers. Neither is developed sufficiently for further credit.

Total: 1 mark

(b) Explain **two** ways participation in disability sport could be increased.

(4)

1. more people from different age groups can join in

2. people start at different levels (grass roots)



ResultsPlus
Examiner Comments

This response gains no credit. Both statements are too vague.

Total: 0 marks

(b) Explain **two** ways participation in disability sport could be increased.

(4)

1 participation in disability sport could be increased by having more available equipment that allows people with disabilities to take part.

2 It could also be increased by more clubs or groups being created for disabilities as there is not a large number of clubs that support them.



ResultsPlus
Examiner Comments

This response gains one mark for reference to more available equipment in answer 1.

The same marking point is repeated in answer 2 with reference to increased number of clubs.

Neither statement is developed.

Total: 1 mark



ResultsPlus
Examiner Tip

Ensure you develop your statements eg increase the number of clubs to **improve accessibility** for disabled people.

Question 11 (i)

This question focussed on commercialisation in sport. Candidates were asked to explain one advantage and one disadvantage of commercialisation of sport for the **spectator**. This was crucial because answers that related to the sport, performer or sponsor were discounted.

Possible answers for advantages were:

- More money from media etc/more competitions are sponsored/ (1) which means clubs can afford to attract exciting players to watch/best players/ higher standard of competition to watch (1)
- Clubs have more money/receive funding (1) so better facilities (are provided for spectators) (1)
- Increased TV coverage/access to sport via streaming/red button choice (1) means spectators do not need to travel to a ground/do not need to buy a ticket/can watch at home (1)

This question differentiated very well. Most popular developed answers included that clubs have more money so facilities can be improved for spectators and increased TV coverage allows fans to watch from home, rather than attend games.

11 Commercialisation of sport has an impact on spectators.

Explain **one advantage** and **one disadvantage** of commercialisation of sport for the **spectator**.

(i) Advantage

(2)

commercialisation benefits the spectator because it means they have more opportunities to watch the sport at home. This is because many ^{TV} channels have become available that allow you to watch ~~at~~ sport at home.



ResultsPlus
Examiner Comments

This response gains both available marks.

The candidate makes reference to:

- many tv channels (1)
- enabling the spectator to have more opportunities to watch at home (1)

Total: 2 marks

11 Commercialisation of sport has an impact on spectators.

Explain **one advantage** and **one disadvantage** of commercialisation of sport for the **spectator**.

(i) Advantage

(2)

Through sponsors, clubs can use the money to improve their facilities/stadiums so that more spectators can watch and have a better experience.



ResultsPlus
Examiner Comments

This response gains both marks.

The candidate makes reference to:

- more money from sponsors (1)
- so this can be invested in facilities/stadiums so spectators have a better experience (1)

Total: 2 marks

11 Commercialisation of sport has an impact on spectators.

Explain **one advantage** and **one disadvantage** of commercialisation of sport for the **spectator**.

(i) Advantage

Commercialisation helps businesses because famous sports performers can put it in the shop window make people want to buy the brand.



ResultsPlus
Examiner Comments

This response gains no credit.

The answer relates to the performer and sponsor, rather than the **spectator**.

Total: 0 marks

Question 11 (ii)

Possible answers for disadvantages were:

- Some sports are only available on satellite TV/pay per view/pay subscriptions/may need to purchase multiple apps/channels (1) so increased cost/too expensive to watch/cannot afford subscriptions (1)
- More people want to watch/increased popularity (due to commercialisation) (1) causing increased ticket prices (1)
- Ticket prices increase (1) so less affordable/too expensive/more expensive (1)
- Media has more control over sports (1) so inconvenient kick-off times for spectators/accept eg mid-day kick off (1)
- Corporate sales (1) therefore fewer available tickets to attend live matches (1)
- Games are interrupted by adverts (1) which can put spectators off (1)

This question differentiated very well. Most popular developed answers included the media having too much control over sport, leading to scheduling issues such as inconvenient kick-off times for spectators.

(ii) Disadvantage

(2)

They have to pay lots of money for subscriptions which some spectators may not be able to afford.



This response gains both available marks.

The candidate makes reference to:

- lots of money required for subscriptions (1)
- which people may not be able to afford (1)

Total: 2 marks

(ii) Disadvantage

~~Most~~ Sponsors get the tickets ~~as~~ as they⁽²⁾ are priority meaning fans can miss out on watching something they love because of the sponsors.



ResultsPlus
Examiner Comments

This response gains both available marks.

The candidate makes reference to:

- increasing commercialisation resulting in sponsors (corporate) getting priority (1)
- which means fewer tickets for real fans (1)

Total: 2 marks

(ii) Disadvantage

(2)

Some changes made might inconvenience viewers, for ~~es~~ ~~es~~ example changing kick-off times to night may affect how many live spectators watch.



ResultsPlus
Examiner Comments

This response gains one mark.

The candidate makes reference to:

- kick-off times being changed which inconveniences spectators (1)

There is no reference to the media having too much control over sport, for further credit.

Total: 1 mark

(ii) Disadvantage

Rigged matches due to money



ResultsPlus
Examiner Comments

This response gains no credit. Rigged matches due to money is not worthy of credit.

Total: 0 marks

Question 12

In this question candidates were asked to explain the difference between deviance and gamesmanship.

Acceptable answers were as follows:

- deviance involves **breaking** the rules/cheating/against the norms. Examples of deviancy were accepted eg taking **performance-enhancing** drugs/diving.
- whereas gamesmanship involves 'bending the rules'/gaining an unfair advantage. Examples of gamesmanship were accepted eg, time-wasting in football.

Unsurprisingly, most candidates gained two marks for this question, although some candidates confused sportsmanship with one of the answers or described deviance and gamesmanship the wrong way round.

12 Describe the difference between deviance and gamesmanship.

(2)

Deviance is breaking the rules of the sport to gain an unfair advantage, such as taking performance enhancing drugs.

Gamesmanship is the bending of the rules and doing whatever it takes to win, such as time-wasting.



ResultsPlus
Examiner Comments

This response gains both marks.

The candidate describes deviance accurately as breaking the rules to gain an unfair advantage and gamesmanship as bending the rules.

The candidate also provides an example of each ie deviance – taking performance-enhancing drugs and gamesmanship – time wasting.

Total: 2 marks

12 Describe the difference between **deviance** and **gamesmanship**.

(2)

deviance is where you bend the rules of
the game to go in your favour, gamesmanship
is where you are ruthless and play
fairly.



ResultsPlus
Examiner Comments

This response gains no credit.

The candidate has confused deviance with gamesmanship and gamesmanship with sportsmanship.

Total: 0 marks

12 Describe the difference between **deviance** and **gamesmanship**.

(2)

Deviance is cheating and gamesmanship
is playing by the rules and regulations.



ResultsPlus
Examiner Comments

This response gains one mark.

The candidate describes deviance accurately as cheating but the description for gamesmanship relates to sportsmanship and is incorrect.

Total: 1 mark

Question 13

In this question, candidates were provided with the scenario of Yorkshire County Cricket club being accused of racism in 2021. Candidates were asked to explain why sponsors withdrew their financial support for the club.

Candidates were awarded marks for any of the following points:

- Racism is a hate crime/against the law/is a form of abuse/form of **discrimination**
- Do not want to be seen as **associated** with racism/supporting racism/racist
- Affects **reputation** /gives bad reputation/negative publicity/tarnish brand/company a bad image/company will look bad
- Will affect **sales** /drop in sales/revenue/lose money/value on stock market/boycott of product/ **lose** customers

This question differentiated very well. Most candidates could access one or two marks, usually in relation to racism affecting the reputation of sponsors and/or not wanting to be associated with a club that endorsed racism.

Some candidates gained the third mark for a link to the impact of a drop in sales, but few gained credit for the first marking point relating to hate crime etc.

13 In 2021 some companies withdrew their sponsorship of Yorkshire County cricket club following concerns of racism at the club.

Explain why these companies felt it necessary to end their sponsorship deals with Yorkshire County cricket club.

(4)

Companies would feel this is necessary to withdraw sponsorship deals with the club as racism is a severe misconduct and is quite literally seen as a crime. If a company was to be seen associated with the club following the hate crimes, the companies could be seen as supporting the act. This would be a disadvantage for the companies as they could lose customers and profit, and potential hate. Companies would want to have a good and known reputation, and not be associated with crimes such as the racism at the Yorkshire

(Total for Question 13 = 4 marks)

~~County~~ County Cricket Club.

TOTAL FOR SECTION B = 31 MARKS



In this excellent response, the candidate gains maximum marks.

Reference is made to:

- racism as a crime (1)
- a link between the sponsor being seen as supporting racism by its association with the club (1)
- loss of customers (1)
- reference to the company's reputation (1)

Total: 4 marks

13 In 2021 some companies withdrew their sponsorship of Yorkshire County cricket club following concerns of racism at the club.

Explain why these companies felt it necessary to end their sponsorship deals with Yorkshire County cricket club.

(4)

When a company sponsors a team association and links are made between the two by viewers. Racism is an illegal hate crime and for any accusations of this towards Yorkshire County CC any brands associated will be seen to have same morals and a bad light to be put on them, decreasing brand popularity and sales and creating bad image.

(Total for Question 13 = 4 marks)



This response also gains maximum marks.

Reference is made to:

- hate crime/racism is illegal (1)
- the brand therefore will be seen as having the same morals (1)
- and be seen in a bad light/bad image (1)
- leading to loss of sales (1)

Total: 4 marks

13 In 2021 some companies withdrew their sponsorship of Yorkshire County cricket club following concerns of racism at the club.

Explain why these companies felt it necessary to end their sponsorship deals with Yorkshire County cricket club.

(4)

As the ~~Sponsor~~ Yorkshire County cricket club is ~~Sponsor~~ sponsored by the company meaning the downfall of the reputation of the cricket club will also affect them due to them being aligned with them. Therefore, could make them lose money instead of gaining money



ResultsPlus
Examiner Comments

This response gains two marks.

The candidate makes reference to:

- downfall in reputation for company sponsor (1)
- resulting loss of sales (1)

Total: 2 marks

13 In 2021 some companies withdrew their sponsorship of Yorkshire County cricket club following concerns of racism at the club.

Explain why these companies felt it necessary to end their sponsorship deals with Yorkshire County cricket club.

(4)

They dont want a bad thing like racism or drugs to be associated with that sport because they want more and more people to play it from grassroots level so if the sport is associated with that racism it will stop parents allowing these children to ~~go~~ play that sport.



ResultsPlus
Examiner Comments

This response gains no credit.

The statements relate to the club, rather than the sponsor. There is no statement worthy of credit.

Total: 0 marks

Question 14

The extended answer question addressed the specification topic on the application of knowledge of types of feedback to improve performance. This is part of topic 2.

The scenario for the question was an image of an elite trampolinist called Tyrone, who is working with his coach to improve a difficult move. Candidates were asked to evaluate three different types of feedback that Tyrone could use with his coach to improve his performance.

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 was covered, from 0 to 9.

Most candidates were able to gain AO1 marks for statements of fact, such as defining the different types of feedback. Many could also apply this knowledge and it was pleasing to see more candidates access AO2 and AO3 marks than usual.

Numerous candidates were able to apply knowledge to concurrent feedback. They observed that for a trampolinist it is not useful because the move is over too quickly and could be distracting. Some also made the appropriate evaluation that this could be dangerous or cause injury.

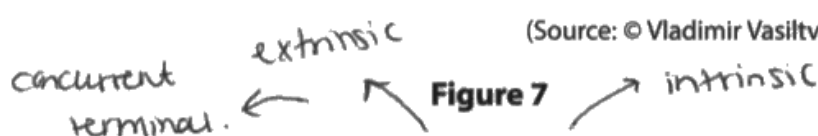
Few candidates made reference to video analysis of the move linked to either terminal or extrinsic feedback, which was surprising. Intrinsic feedback was only credited as an AO1 statement of fact. Any further application or evaluation was irrelevant to question, which focussed on feedback with the coach.

Some candidates misread the question and focussed on either different types of guidance or practice structures, which were not credited.

14 **Figure 7** shows Tyrone who is an **elite** trampolinist. He is working with his coach to improve a difficult move.



(Source: © Vladimir Vasilovich/Shutterstock)



Evaluate the effectiveness of **three** types of **feedback** that Tyrone could use with his coach to improve his performance.

(9)

Terminal, concurrent, extrinsic and intrinsic are types of feedback that enable improvement of a skill or activity due to understanding strengths and weaknesses; from a coach or from themselves. Terminal feedback is feedback given after a performance has finished. This could be a video analysis or feedback directly to a performer from a coach. It enables positive reinforcement which also rest and recovery. For Tyrone, his coach could provide feedback of his leg positioning during his move after he has performed it once to aid improvement if he tries again. This is effective as it may allow Tyrone to gain information on what to improve that he may have missed due to not being able to visualise skill. However for elite athletes like Tyrone, they may have already developed the wrong feel of skill already themselves due to kinaesthetic senses. So, therefore Tyrone may have noticed a mistake himself.

during his mark and was able to fix it due to feeling it himself. Therefore, terminal feedback may not be an effective way, as it is time consuming and not suitable for an ^{elite} performer as they need high level coaching to notice mistakes and provide feedback. Alternatively, Concurrent feedback is feedback or coaching points given during the performance to aid player. For Tyrone this could mean that his coach is calling to him to point his feet or 'tuck' in his head ~~before~~ next time. This would enable Tyrone to fix his mistakes quite quickly as feedback is given whilst he is performing skill so can adjust mistakes. However ~~terminal~~ concurrent feedback may be offputting for Tyrone as he is unable to concentrate on two things at once as a high jumper mark is a complex skill that requires thought and concentration, so his coach shouting feedback at him may cause him to perform errors, which could lead to injury. Therefore concurrent feedback is both effective but can be offputting even for an elite athlete, and a skill may be too short for concurrent feedback to be given in that time. Lastly, extrinsic feedback is feedback given from outside forces like teammates, coaches or match officials. Extrinsic feedback can be positive encouragement and visualising strengths or it can aid development of skill through negative feedback and constructive criticism. So for Tyrone, his coach can provide an alternative view on the performance to enable Tyrone to fix his mistakes. A strength of extrinsic feedback would be that it can be used for both concurrent and terminal, so can be used in a variety of situations. However extrinsic feedback from Tyrone's coach requires his coach to be a high quality coach that is able to improve high quality players.

from an elite performer.

Overall I believe that, ~~terminal~~ both concurrent and ~~extrinsic~~ ^{terminal} feedback are good ways to improve performance as concurrent is faced with for an elite performer and terminal allows for rest and recovery, however ~~that~~ terminal feedback is time consuming ~~and~~ ^{for} an elite performer like tyrone, and concurrent may not be useful as a skill on a trampoline is very fast paced. Therefore I think that intrinsic or extrinsic would be a better solution to improve tyrone's performance as intrinsic enables an elite performer to understand when or where they are making mistakes and ~~the~~ extrinsic feedback can occur in many different scenarios or situations during tyrone's performance.



This is an example of a high Level 3 response, which gains full marks.

It is very well-structured and addresses all three of the required assessment objectives.

Key and detailed knowledge is provided on all types of feedback including application and evaluation of how the types of feedback impact on the elite trampolinist learning a complex new move. For example, applied knowledge of concurrent feedback being off-putting because the move requires concentration and is over too quickly to make adjustments.

This is evaluated with further comment about how it could cause injury. Terminal feedback also shows application and evaluation with reference to video analysis after the performance to allow the trampolinist to correct mistakes.

Overall, this response demonstrates accurate knowledge and understanding of the relevant specification topic, and clear application to support the context of the question. The points raised provide comprehensive evidence to support the relevance of each type of feedback.

Level 3

Total: 9 marks

14 **Figure 7** shows Tyrone who is an elite trampolinist. He is working with his coach to improve a difficult move.



concurrent - not safe
Terminal - in depth
Extrinsic - improve - so may not have kinesthetic awareness
(Source: © Vladimir Vasilovich/Shutterstock)

Evaluate the effectiveness of **three** types of **feedback** that Tyrone could use with his coach to improve his performance.

Terminal ~~Extrinsic~~ Feedback is feedback (9)
which is given after the activity is complete. This is good for the athlete as it gives them a chance to have an in-depth analysis of their mistakes and adapt improvements to future attempts.

Extrinsic feedback is feedback given by an external source. This is good for the athlete as they haven't quite gained a kinesthetic awareness to be able to perform the

move flawlessly. The coach could therefore advise him on things to improve.

Concurrent feedback is also a type of feedback which could be used however wouldn't be good nor safe for the athlete.

Concurrent feedback is provided whilst the activity is ongoing and any attempts to make adjustments would make the more unsafe.

Therefore in order of effectiveness Terminal would be most effective Extrinsic would also be effective however concurrent wouldn't be effective and would only put the athlete at risk as it is dangerous



This response is placed in Level 2.

There is appropriate structure to the response, dealing with three different types of feedback in turn. The candidate makes three AO1 statements, being able to describe accurately extrinsic, terminal and concurrent feedback.

There is some evaluation where the candidate makes reference to a chance for in-depth analysis in relation to terminal and concurrent potentially being unsafe. However, there is no application – why is concurrent unsafe? Answer – it could be distracting and is over too quickly to make adjustments.

Overall, this response demonstrates mostly accurate knowledge and understanding of the relevant specification topic. There is limited application, but there are attempts at drawing a conclusion, with some support from the knowledge presented within the response.

Level 2

Total: 5 marks



Remember to apply any knowledge you have to the question context.
Why is concurrent feedback unsafe?

14 **Figure 7** shows Tyrone who is an **elite** trampolinist. He is working with his coach to improve a difficult move.

Verbal
Visual
Mechanical
Manual.



(Source: © Vladimir Vasilovich/Shutterstock)

Verbal +
Visual +
Mechanical -
Manual -

Figure 7

Evaluate the effectiveness of **three** types of **feedback** that Tyrone could use with his coach to improve his performance.

(9)

Verbal feedback is the feedback given verbally to a person. Visual feedback is feedback given in a demonstrable or video for the person to watch - Manual feedback is feedback where the coach helps the performer by moving their bodies into the correct positions.

Verbal feedback is helpful to Tyrone, as although he is an elite performer, quick comments can help him make small adjustments and improvements to his performance and this difficult move.

Visual feedback is helpful to Tyrone, as he can see exactly how to do the complex skill. Tyrone can watch this and notice exactly how to copy the skill. Manual feedback is not helpful to Tyrone at all as he is

a elite trampolinist. Manually helping in such a complex skill would be very difficult and not improve the skill more than the level he already got it at.

Overall I think that both visual and verbal feedback are important for improving the skill, but Manual feedback is not helpful at all. Tyrone should only use verbal and visual feedback to help improve his performance.



ResultsPlus
Examiner Comments

In this response the candidate confuses types of guidance with types of feedback. There is no credit for visual, verbal, mechanical or manual feedback.

Total: 0 marks

14 **Figure 7** shows Tyrone who is an **elite** trampolinist. He is working with his coach to improve a difficult move.

concurrent - during
terminal - after
extrinsic - someone else
intrinsic - from within.



(Source: © Vladimir Vasilovich/Shutterstock)

Figure 7

Evaluate the effectiveness of **three** types of **feedback** that Tyrone could use with his coach to improve his performance.

(9)

Concurrent feedback is given to a performer during the performance. For example to ~~co~~ performance the coach gives instructions to make improvement during. This would benefit the ~~performer~~ performer by allowing the performer to make changes whilst performing the skill.

Terminal feedback is given after the performance. For example once the skill is completed the coach tells the performer what was done well and what needs to be improved. This would benefit the performer by being able to speak to the coach and

understand the feedback and ask questions.

Intrinsic feedback is feedback that comes from within and from the performer to themselves. For example, Tyrone telling himself he needs to improve his backflip. This would benefit the performer by being able to make personal judgement to recognise feedback and compare to the coach's.



ResultsPlus
Examiner Comments

This response is placed as a high Level 1.

The candidate makes three AO1 statements of fact, accurately describing concurrent, terminal and intrinsic feedback.

There is no application or evaluation to support these statements.

The response demonstrates isolated elements of knowledge linked to the area of the specification. For example, terminal feedback is provided after the performance.

Level 1

Total: 3 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, Q11(i) and (ii) asks for advantages of commercialisation of sport for the **spectator**, Q05b asks for an explanation of why a discus thrower should consider the **timing** of protein intake
- If asked to provide two of something, as in Q05a, make sure that you do not repeat the same point but in different words. For example, in Q05a smoking and alcohol are both examples of recreational drugs so would only be credited once
- If provided with one or two examples in the question do not repeat these in your answer. For example in Q10a, two personal factors were given in question, namely disability and ethnicity. Two *other* personal factors need to be stated. In Q05a activity levels was also given as an example of a lifestyle choice and two further examples needed providing
- Use continuous prose rather than bullet points in extended answer questions
- Use appropriate technical language and terminology when answering health and wellbeing questions, eg less effective gaseous exchange/decreased lung capacity in Q02b
- Use the command words and number of marks available to determine the length and depth of response. For example, a four mark question like Q13 will require more development than a two mark question like Q02b

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>

