

Examiners' Report

June 2025

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 third 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 three Assessment Objectives (AO) AO1, AO2 and AO3.

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 Question (Q) 05(b).

Candidates were asked to identify an example of a closed skill. The correct answer was taking a penalty in football but many candidates chose one of the other distractors instead, which were catching a cricket ball, dribbling a basketball around a plater and tackling in hockey. These are all examples of open skills.

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 and 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)b

The candidates were told that carbohydrates are a macronutrient. They were then provided with a table and asked to complete it, stating two other macronutrients and a different role of each macronutrient for performers in sport and physical activity.

The two possible responses for Q02(a) were the only other two macronutrients which are:

- Protein
- Fats

For the role of fats and protein candidates had a range of options and the following answers were accepted:

Protein

- Muscle growth/muscle mass (1)
- (Muscle) repair (1)
- Provide energy (1)
- Increased strength/hypertrophy (1)
- Enzyme/hormone production (1)
- Tissue maintenance (1)
- Aid muscle recovery (1)
- Protein synthesis (1)

Fats

- Provide energy (1)
- Provide insulation/warmth (1)
- Helps absorption of vitamins (1)
- Organ protection (1)

This question performed very well, with candidates achieving the full range of marks from 0-4 in roughly equal measure. Energy was only credited once if stated as a role for both macronutrients.

If the macronutrient stated was either incorrect or no macronutrient stated at all in (a), then no mark was awarded in (b) for role of macronutrient.

Numerous candidates stated either carbohydrates, which was in the question, or fibre, minerals and vitamins, which are not macronutrients. None of these responses was credit-worthy.

2 Carbohydrates are a macronutrient.

Complete **Table 1** by:

- (a) Stating **two other** macronutrients.
- (b) Stating a **different** role of each macronutrient for performers in physical activity and sport.

(a) Macronutrient	(b) Role of macronutrient
protein (1)	Muscle growth and repair (1)
Fats (1)	Energy stores (1)

Table 1



NOTE

This response gains all 4 available marks.

The candidate identifies two other macronutrients (protein and fats) as well as a role each plays ie muscle growth and repair for protein and energy stores for fats.

2 Carbohydrates are a macronutrient.

Complete **Table 1** by:

- (a) Stating **two other** macronutrients.
- (b) Stating a **different** role of each macronutrient for performers in physical activity and sport.

(a) Macronutrient	(b) Role of macronutrient
Proteins (1)	Repair and growth in muscles (1)
Carbohydrates (1)	Supply energy for a performer (1)

Table 1



NOTE

This response gains 2 marks.

The candidate identifies protein as another macronutrient and repair and growth of muscles as a relevant role. There was no credit for carbohydrates because this was provided in the question.



TIP

Read the question carefully. Do not include examples already provided in question.

2 Carbohydrates are a macronutrient.

Complete **Table 1** by:

- (a) Stating **two other** macronutrients.
- (b) Stating a **different** role of each macronutrient for performers in physical activity and sport.

(a) Macronutrient	(b) Role of macronutrient
fibre (1)	to control your energy food that you have intake balance it out (1)
Carbohydrates (1)	to store energy in the muscles. (1)

Table 1



NOTE

This response gains no credit.

Fibre is stated incorrectly as a macronutrient and carbohydrates was already provided in question. Hence neither role could be credited either in this question.

Question 2(c)

In the extension to this question candidates were asked to state one athletic event where carbohydrate loading is most likely to be used to improve performance.

The accepted events were:

- Marathon/ Triathlon/cross country runner (1)
- 10000m (1)
- Orienteering (1)

The most popular correct response was a marathon. Many candidates stated 100M, 800M, 1500m or 3000m, which was not accepted because the distance (time to complete) is too short for carbohydrate loading to have any effect.

Carbohydrate loading is typically used for events lasting longer than 90 minutes although 10000m was accepted, along with triathlon, cross-country and orienteering. Vague responses such as long-distance running were also not accepted.

Carbohydrate loading is used by some athletes to improve performance.

(c) State **one athletics event** where carbohydrate loading is **most** likely to be used to improve performance.

(1)

~~10,000 metres~~ Marathon

a long distance event like 10,000 metres



NOTE

The candidate identifies 10000m correctly as an acceptable athletics event.

NB Long-distance running was not credited on its own but the candidate qualifies this by adding an appropriate event.

Carbohydrate loading is used by some athletes to improve performance.

(c) State **one athletics event** where carbohydrate loading is **most** likely to be used to improve performance.

(1)

Marathon running

NOTE



This response gains 1 mark for identifying marathon running correctly as an athletics event, using carbohydrate loading to improve performance.

TIP



Use the most obvious answer. This candidate uses marathon running, which is most often associated with carbohydrate loading.

Carbohydrate loading is used by some athletes to improve performance.

recovery

(c) State **one athletics event** where carbohydrate loading is **most** likely to be used to improve performance.

(1)

100m sprint

NOTE



This response gains no credit.

100m is an anaerobic event and would not use carbohydrate loading.

Question 2(d)

Candidates were then asked to state the meaning of hydration.

This was intended as a very accessible question for candidates and, as expected, the majority gained credit for some reference to maintaining an adequate level of fluids/water in the body.

Some candidates stated the meaning of dehydration or simply repeated the question and so did not gain a mark.

(d) State the meaning of the term **hydration**.

(1)

Body having sufficient water

NOTE



This response gains credit for referencing the body having sufficient water.

(d) State the meaning of the term **hydration**.

(1)

keep your body hydrated / so you don't
get nervous

NOTE



This response gains no credit because the candidate simply repeats the question about hydration.

The point about getting nervous is irrelevant.

(d) State the meaning of the term **hydration**.

(1)

The correct amount of supplies in your body

NOTE



This response also gains no credit.

- The correct amount of supplies is too vague. Supplies of what?

Question 2(e)

In this differentiated question candidates were asked to explain one reason why fibre is important in a balanced diet.

Possible answers were:

- Maintains bowel health/aids digestive system/aids bowel movement/gut health (1)
- reducing risk of **constipation**/ reduces risk of **bowel/colon** cancer (1)
- Helps control blood-sugar levels (1)
- so reduces chances of **Type 2** diabetes (1)
- Makes you feel fuller/fills up the stomach/fibre-rich foods tend to be lower in calories (1) so less likely to gain (excess) weight/ become obese (1)
- Regulates cholesterol/reduces chance of CHD/stroke (1) by reducing cholesterol build-up in arteries (1)

This question also performed well, with the full range of marks achieved from 0-2. The most frequent answers related to aiding digestion. However, this was often not expanded to gain the second marking point in relation to reducing risk of constipation or bowel cancer.

Some candidates also gained credit for fibre filling the stomach, which helped prevent weight gain. Note that if candidates referenced controlling blood-sugar levels in relation to reducing chances of diabetes, then the candidate had to state Type 2 diabetes to gain further credit.

This is a 2-mark 'explain' question: candidates should provide a reason **and** an effect of this reason.

(e) Explain **one** reason why **fibre** is an important part of a balanced diet.

(2)

Fibre ^{supports} ~~helps~~ the digestive system to process food through. It ~~also~~ prevents constipation as food passes through your body efficiently, so you need a healthy amount.



NOTE

This response gains both available marks for explaining the reason why fibre is an important part of a balanced diet.

This is because it supports the digestive system ie aids digestion, which prevents constipation.

This response provides a reason and an effect.

(e) Explain **one** reason why **fibre** is an important part of a balanced diet.

(2)

fibre isn't broken down
so it allows a release
of energy. It also
helps to fill hunger
so they won't
need to eat as much



NOTE

This response gains credit for 'filling you up so you won't need to eat as much' (point 4 on m/s).

However, there is no expansion point in relation to preventing weight gain/obesity.



TIP

Make sure you expand your stated reason.

What is the effect of eating fibre, which fills your stomach up?

(e) Explain **one** reason why **fibre** is an important part of a balanced diet.

(2)

Fibre is important as it strengthens veins and arteries within the heart to ensure it works efficiently and reduces the risk of heart failure or strokes.



NOTE

This response gains no credit.

The reference to fibre strengthening veins and arteries within the heart is incorrect.

Fibre plays a role in regulating cholesterol, which would have been credited.

Question 3(a)

Q03(a) was designed as a data question, which is a requirement of the specification.

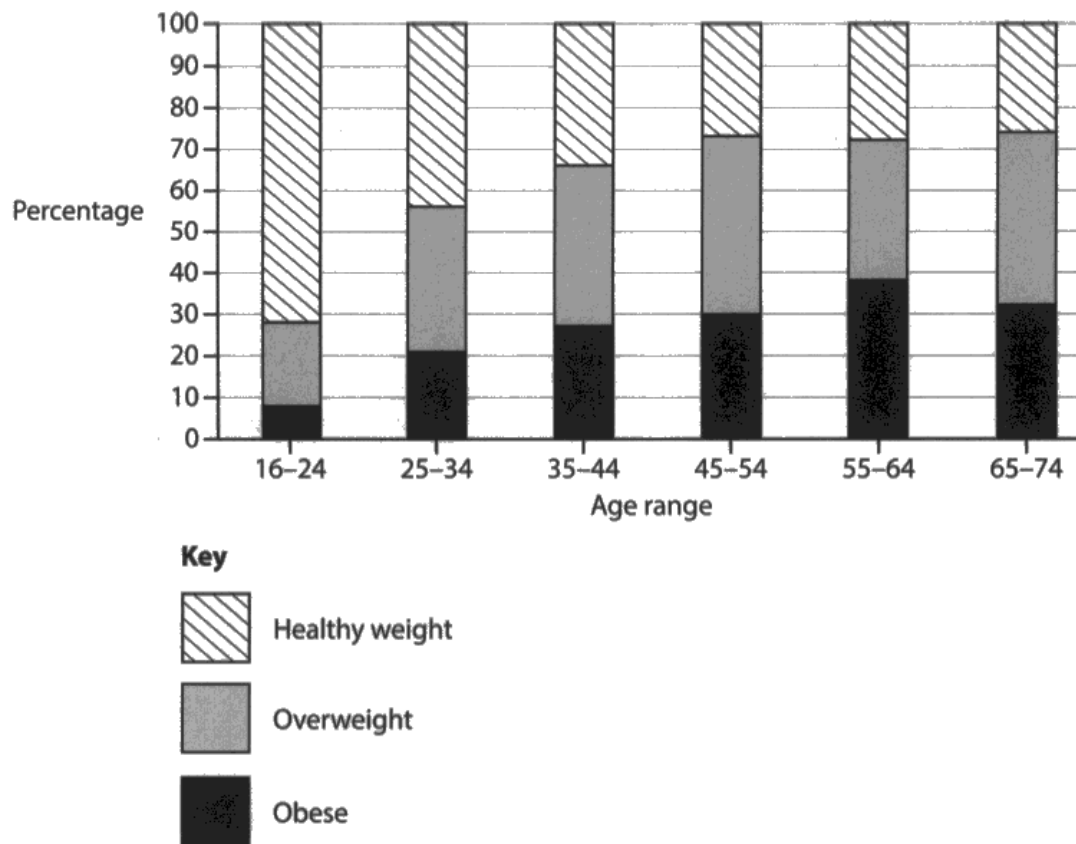
Candidates were presented with a bar graph of the percentage of people in UK who are either overweight, underweight or obese. They then had to identify the age-range that had the highest percentage of obesity.

The only possible answer was:

- 55-64

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

- 3 **Figure 1** shows the percentage of people who are obese, overweight or a healthy weight in the United Kingdom in 2022.



(Source: © House of Commons 2025)

Figure 1

- (a) Identify the **age range** that has the **highest** percentage of obesity according to the data in **Figure 1**.

(1)

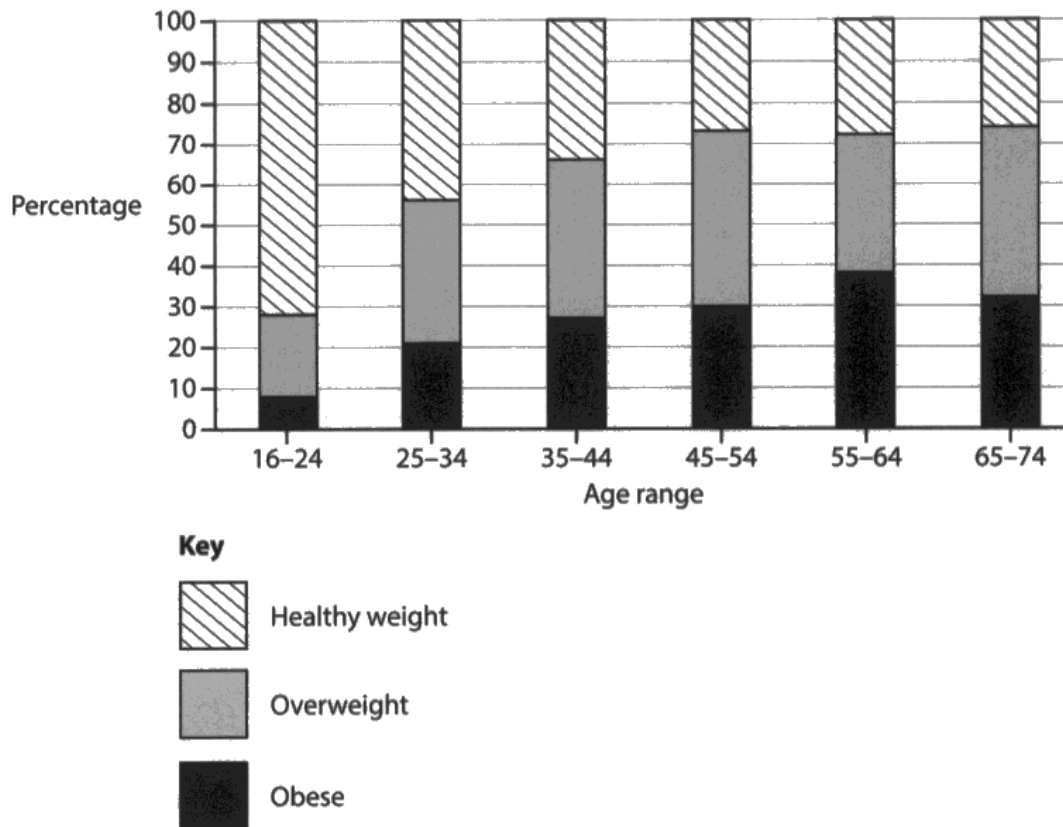
55-64

NOTE



This candidate identifies the age range of 55-64 correctly.

- 3 **Figure 1** shows the percentage of people who are obese, overweight or a healthy weight in the United Kingdom in 2022.



(Source: © House of Commons 2025)

Figure 1

- (a) Identify the **age range** that has the **highest** percentage of obesity according to the data in **Figure 1**.

(1)

25-34

NOTE



This response gains no credit because the candidate states the range 25-34 years, incorrectly.

Question 3(b)

This was a question designed as a differentiating question, and it was challenging for candidates to gain the maximum of six marks. The question performed very well, with a full range of marks achieved.

Candidates were told that regular exercise can reduce the risk of obesity and coronary heart disease. They were asked to explain how two other long-term health risks can be reduced through regular participation in physical activity.

The possible linked responses were:

- **Osteoporosis** (1)
 - by weight-bearing exercise (accept examples of weight-bearing exercise eg walking/running/high impact activities) (1)
 - which increases bone strength/bone density (1)
- **Type 2 diabetes** (1)
 - by reducing the body's need for insulin/lower blood-sugar levels/stabilise blood-sugar levels (1)
 - as exercise helps to maintain a healthy weight/weight management (gain/lose weight) (1)
 - (Long-term) stress/depression (1)
 - by increasing endorphin levels/serotonin/dopamine (1)
 - which provide a 'feel good' factor/happier/self-esteem/confidence (1)
- **Stroke** (1)
 - by increasing levels of high-density lipoprotein/lowering cholesterol levels (1)
 - enabling appropriate blood-flow through the body (1)
- **Poor posture** (1)
 - by strengthening core/abdominal/lower back muscles (1)
 - which increases muscle tone (1)
- **Hypertension/high blood pressure** (1)
 - by strengthening heart/improving blood vessel function (1)
 - so blood can be pumped with less effort/reduces force on blood vessels/allows blood to flow more easily (1)

The most popular answers related to osteoporosis with the link to weight-bearing exercise and strength. Depression with a link to serotonin and 'feel good factor' was also popular. Candidates who chose diabetes had to state Type 2 diabetes for credit.

There was no credit for reference to heart disease or obesity, which some candidates used. Provided it was in context candidates could gain expansion marks without stating the long-term health risk, for example increase bone density would have been credited without reference to

osteoporosis.

This is a good example of how a succinct answer can still gain maximum marks provided the points are developed.

- (b) Regular participation in physical activity can reduce the risk of obesity and coronary heart disease.

Explain how **two other** long-term health risks can be reduced through regular participation in physical activity.

(3)

1 reduced risk of osteoporosis through weight bearing activities leading to stronger bones and a reduced risk of a fracture.

(3)

2 reduced risk of depression due to the release of endorphins which make you feel good and also by making new friends by joining a club.



NOTE

This response gains all 6 available marks (2x3).

The candidate identifies the long-term health risk of osteoporosis linking this to weight-bearing exercise and stronger bones.

The candidate then identifies depression with the expansion points of release of endorphins and making you feel good.

Ensure that the health risk is developed with two further points for a 3-mark question.

If the candidate had also linked Type 2 diabetes with lower blood-sugar levels or reducing the body's need for insulin in the first response, and weight-bearing activities or an example such as

running in the second response, then they would have gained further credit.

- (b) Regular participation in physical activity can reduce the risk of obesity and coronary heart disease.

TYPE 2 DIABETES

Explain how **two other** long-term health risks can be reduced through regular participation in physical activity.

(3)

1. TYPE 2 DIABETES RISKS CAN BE REDUCED THROUGH REGULAR PHYSICAL ACTIVITY. REGULAR PHYSICAL ACTIVITY MEANS THAT ~~THE~~ BODY ~~WILL~~ WEIGHT WILL NOT INCREASE AS DRAMATICALLY AND THE PERSON WILL WEIGH LESS. TYPE 2 DIABETES COMES FROM OBESITY SO REGULAR ACTIVITY WILL NOT ALLOW THE BODY TO BECOME OBSE AND THEREFORE THERE WILL BE A LOWER RISK OF DEVELOPING TYPE 2 DIABETES.

(3)

2. ANOTHER LONG TERM RISK THAT IS REDUCED IS OSTEOPOROSIS. OSTEOPOROSIS CAUSES BONES TO BREAK EXTREMELY EASILY. REGULAR ~~THE~~ PHYSICAL ACTIVITY WILL INCREASE ~~IN~~ THE PERSONS BONE DENSITY AND THEREFORE THEY HAVE A LOWER CHANCE OF DEVELOPING OSTEOPOROSIS.



NOTE

This response gains 4 marks in total: two marks for the first health risk and two marks for second health risk.

Type 2 diabetes gains credit, as does reference to controlling weight in the first response.

Osteoporosis also gains credit with the link to stronger bones.

TIP



Give full development in 3-mark questions.

- (b) Regular participation in physical activity can reduce the risk of obesity and coronary heart disease.

Explain how **two other** long-term health risks can be reduced through regular participation in physical activity.

1. Regular participation in physical activity can reduce the risk of heart failure. Physical activity has your heart pumping blood at quicker rates. This reduces the risk of heart failure as ~~the~~ is the heart is healthier and stronger ~~than~~ it is less likely to fail. (3)
2. Also regular participation in physical activity can reduce risk of type 2 diabetes. This is done as activity lowers blood sugar levels. If blood sugar levels are lower the pancreas won't need to pump as much insulin so there is less chance of type 2 diabetes. (3)

**NOTE**

This response gains 2 marks.

There is no credit for reference to heart failure in the first response because Coronary Heart Disease is used as an example of a health-risk in the question.

In the second response the candidate gains credit for Type 2 diabetes as the health risk and the expansion point related to lower blood-sugar levels.

**TIP**

Read the question carefully. Do not use examples included in question, like heart disease and obesity.

- (b) Regular participation in physical activity can reduce the risk of obesity and coronary heart disease.

Explain how **two other** long-term health risks can be reduced through regular participation in physical activity.

(3)

- 1 Regular participation in sport can reduce the risk of osteoarthritis. This is when your bones become stiffer and the fluid turns to cartilage. This will mean you are able to participate in sport for longer.

(3)

- 2 Regular participation in sport can lead to a reduce in the risk of getting heart disease. This is because you work have a build up of artery in your arteries so you work through smoothly.

**NOTE**

This response gains zero marks.

There is nothing that can be credited in the first long-term health risk. Ossification is not a risk that is reduced through regular participation in sport.

In the second health risk there is also no credit because the candidate repeats coronary heart disease ie heart attack stated in question.

**TIP**

Do not repeat long-term health risks stated in question.

Question 4(a)

In another accessible question candidates were asked to state the meaning of the term 'optimum weight'. The acceptable answers related to either of the following:

- The weight someone should be, on average, based on sex, height, bone structure and muscle girth (1)
- A person's ideal weight/ best/correct weight (for their activity)/weight where you perform your best (1)

This question was answered very well, with most candidates gaining the available mark.

4 It is important for sports performers to be at their optimum weight when competing.

(a) State the meaning of the term optimum weight.

(1)

it means a maintain body that ~~can~~ is suitable for sports

NOTE



This response is too vague and gains no credit.

4 It is important for sports performers to be at their optimum weight when competing.

(a) State the meaning of the term optimum weight.

(1)

Maximum weight

NOTE



This response also gains no credit. Maximum weight is too vague as the meaning of 'optimum weight'.

4 It is important for sports performers to be at their optimum weight when competing.

(a) State the meaning of the term **optimum weight**.

(1)

The ~~best~~ ideal weight based on your height and age. (BMI)

NOTE



This response gains the available mark. The candidate states that optimum weight is your ideal weight, based on height and age.

Question 4(b)

In the extension part of this question candidates were asked to explain, using an example from a named team game, one reason why players from the same team would have different optimum weights.

This question was answered predictably in a variety of ways using many different team games, but the most popular answers related to football – where centre backs and wingers were compared – or rugby forwards, such as a prop compared with a scrum half/winger.

Most candidates were able to explain that one position required the player to be heavier or taller, so the optimum weight was higher and apply this to the game situation such as tackling or pushing in the scrum.

Some candidates provided the reason for this, which accessed the third marking point in relation to increased muscle girth, bone length or bone structure.

Comparisons using jockey and sumo wrestlers were discounted because neither is a team game nor has positions within a team.

The two most typical answers were these below:

- Rugby forwards have higher optimum weight/heavier (1) because they will need **more muscle** (for their position/role in team) (1) so they can push in scrum (1)
- In netball, the GK will have higher optimum weight/be taller (1) because they will have **longer bones** (1) so they can reach high to block the ball (1)

This question was generally well-answered, with many candidates achieving two marks. Fewer candidates gained the maximum of three marks because the reason for the difference was missing.

The optimum weight of performers in team sports will often vary.

- (b) Explain, using an example from a named team sport, **one** reason why players in the same team will have a different optimum weight to each other.

(3)

Footballers will all have different optimum weight ~~due~~ due to their positions or their body type. For example, a center back will have a different optimum weight to a striker as they both require different things in their roles of the game.



This response gains no credit.

NOTE

The candidate does not make any reference to the centre back having more weight or higher optimum weight. Different weight is provided in question.

The candidate also does not give an example of the role played in the game, for example tackling.

Unfortunately, there is nothing that can be credited in this response.

The optimum weight of performers in team sports will often vary.

- (b) Explain, using an example from a named team sport, **one** reason why players in the same team will have a different optimum weight to each other.

(3)
For example in ~~football~~ football wingers will have quite a low optimum weight as they need to be fast and agile to beat defenders whereas centre back will have quite a high optimum weight as they need to be strong and physical to tackle and hold off attackers so they can win the game.



This response gains two of the available three marks.

NOTE

The candidate compares a winger in football with a centre back and states that a centre back will have a higher optimum weight. This gains the first marking point.

There is no reference to a reason such as more muscle.

The candidate gains the third marking point for application. Credit is given for the fact that centre backs require a higher optimum weight to 'tackle and hold off attackers'.

The optimum weight of performers in team sports will often vary.

- (b) Explain, using an example from a named team sport, **one** reason why players in the same team will have a different optimum weight to each other.

(3)

In rugby the players will have different optimum weights. For example the prop should be heavier because they have a higher muscle mass to push in the scrum. Whereas, the winger should be lighter because they have to be fast and agile. This means that across the team there is a variation in weights.



This response gains all three available marks.

NOTE

The candidate states that a prop in rugby will be heavier for the first marking point (compared with a winger, who is lighter).

The candidate then provides a reason for this – because they have higher muscle mass, which is the second marking point.

Finally, the candidate gains the third application mark for reference to 'pushing in the scrum'.

For a three-mark question make sure that you develop your point. Why is the centre back heavier than the winger? How is this applied in the game of football?

The optimum weight of performers in team sports will often vary.

- (b) Explain, using an example from a named team sport, **one** reason why players in the same team will have a different optimum weight to each other.

(3)

as they will play different positions
like in football wingers are small and skinny
where centerbacks are big and tall.
There height effects there optimum weight
and can also effect what position
people play in.



NOTE

This response gains only one mark.

The candidate refers to football centre backs being big and tall (compared to a winger who is short and skinny). This gains credit for the first marking point.

There is no expansion in relation to a reason for this difference in weight, or any application about how this is used in a game.

Question 4(c)

In the final part of this question candidates were provided with an incomplete energy balance equation. The equation had a value for energy consumed (3000 calories) and the output of weight-gain. They were then asked to complete the equation by stating a missing value for the calories burned.

Any value less than 3000 was accepted, which most candidates provided. However, some candidates stated 3000 or above, which was incorrect.

Figure 2 shows an incomplete energy balance equation.

(c) Complete **Figure 2** by stating a missing value for calories burned.

(1)

Calories consumed 3000	—	Calories burned 	=	Weight gain
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NOTE

This response gains one mark.

The candidate states an acceptable value of 2000 calories, which would complete the equation and lead to weight-gain.

Figure 2 shows an incomplete energy balance equation.

(c) Complete **Figure 2** by stating a missing value for calories burned.

(1)

Calories consumed 3000	—	Calories burned 	=	Weight gain
---	---	---	---	--------------------



NOTE

This response gains no credit.

3000 calories will not result in weight-gain. A figure less than 3000 calories had to be stated.

Figure 2 shows an incomplete energy balance equation.

(c) Complete **Figure 2** by stating a missing value for calories burned.

(1)

Calories consumed 3000	—	Calories burned 4015	=	Weight gain
----------------------------------	---	--------------------------------	---	--------------------



NOTE

The candidate states 4015 calories for calories burned, which will result in weight loss not weight gain.

Hence, this response gains no credit.

Question 6(a)

In this question, which is related to the basic-complex skill continuum, candidates were shown images of two different skills – running and pole vault. Candidates then had to place the two skills correctly on the basic-complex continuum.

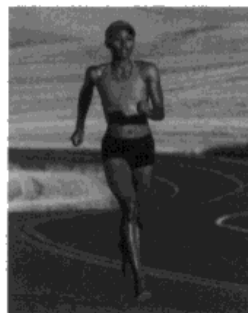
Unsurprisingly, this question was very well-answered, with most candidates gaining both possible marks.

6 Figures 4 and 5 shows performers completing two different skills.



(Source: © Jamie Roach/
Shutterstock)

Figure 4

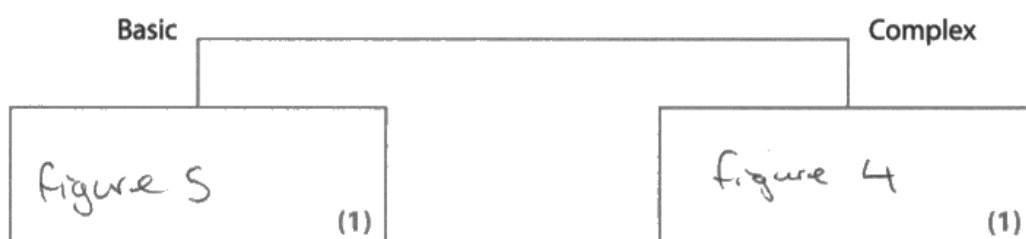


(Source: © Pete Saloutos/
Getty Images)

Figure 5

Figure 6 shows the basic – complex skill continuum.

(a) Complete **Figure 6** by placing the skills in **Figure 4** and **Figure 5** at the correct end of the basic – complex continuum.



NOTE This response gains both available marks.

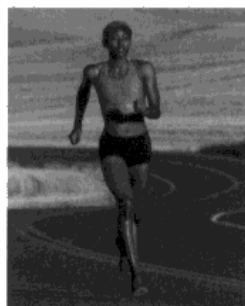
The candidate places the two skills correctly on the basic-complex skills continuum. Note that reference either to the correct figures of figure 4 and 5, or reference to the two skills of pole-vaulting and running, were accepted in the correct boxes.

6 Figures 4 and 5 shows performers completing two different skills.



(Source: © Jamie Roach/
Shutterstock)

Figure 4



(Source: © Pete Saloutos/
Getty Images)

Figure 5

Figure 6 shows the basic – complex skill continuum.

(a) Complete Figure 6 by placing the skills in Figure 4 and Figure 5 at the correct end of the basic – complex continuum.



NOTE

This response gains one mark for placing the skill of running as a basic skill correctly on the continuum.

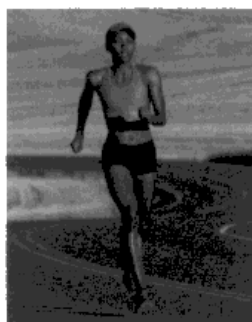
Swimming was incorrect and not credited.

6 Figures 4 and 5 shows performers completing two different skills.



(Source: © Jamie Roach/
Shutterstock)

Figure 4

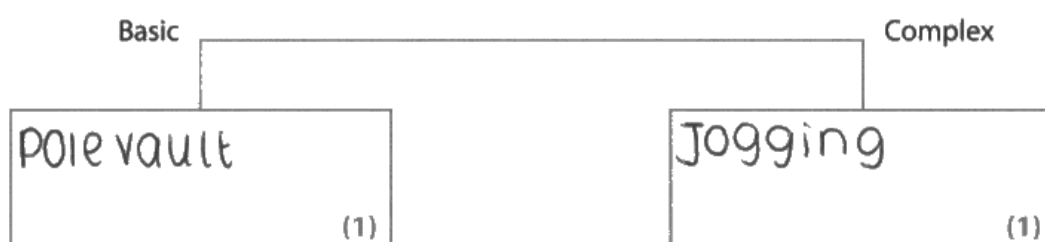


(Source: © Pete Saloutos/
Getty Images)

Figure 5

Figure 6 shows the basic – complex skill continuum.

- (a) Complete **Figure 6** by placing the skills in **Figure 4** and **Figure 5** at the correct end of the basic – complex continuum.



NOTE

This response contains no credit.

The candidate has placed the two skills of running and pole-vaulting incorrectly on the continuum.

Question 6(b)

The candidates were then asked to state one difference between a basic and complex skill.

There was plenty of scope for candidates to gain this mark with the following all accepted. Candidates did not have to relate the answer to both basic and complex skills for credit by stating, for example, that basic skills required little concentration while complex skills require lots of concentration (although many did).

Possible answers were:

Basic

- Straightforward/easy to learn/simple (1)
- Require little thought/concentration/focus (1)
- Require little decision-making/information to process (1)
- Cannot be broken down (1)

Complex

- Difficult/more difficult to learn (1)
- Require lots of thought/concentration/focus (1)
- Require lots of decision making/information to process (1)
- Can be broken down (1)

Most candidates were able to gain two marks for placing the skills accurately on the continuum.

(b) State **one** difference between basic skills and complex skills.

basic skills ~~don't~~ don't require ⁽¹⁾ lots of concentration
whereas complex skills do.

NOTE



This response gains one mark for reference to basic skills not requiring lots of concentration (whereas complex skills do).

(b) State **one** difference between basic skills and complex skills.

Basic skills can be broken down into ⁽¹⁾ ~~are eas~~ composed of one or two actions whereas complex skills have many different actions involved

NOTE



This response gains no mark.

Basic skills like a golf swing cannot be broken down.

Question 7(a)

In this question candidates were told that fixed and variable are two different practice structures. They then had to identify one other practice structure. There were only two possible answers:

- Distributed
- Massed

Most candidates were able to give one of the two possible practice structures. Some candidates mistook practice for guidance or feedback and did not gain credit.

7 Fixed and variable practice are two different practice structures.

(a) State one other type of practice structure.

(1)

independent-

NOTE



This response gains no credit.

Independent is not a recognised type of practice structure.

7 Fixed and variable practice are two different practice structures.

(a) State one other type of practice structure.

(1)

Massed

NOTE



This response gains the available mark for reference to massed practice as an alternative to fixed and variable practice structures stated in question.

Question 7(b)

Candidates were then asked to explain why fixed practice would be suitable when learning to play golf.

Candidates were awarded two marks for the linked point below:

- Fixed practice involves repeating (whole skill) (1)
- because golf shots are skills that cannot be broken down/one movement/high organisation skills/closed skills (1)

This question differentiated well, with the full range of marks from zero to two.

(b) Explain **one** reason why **fixed** practice would be suitable when learning to play golf.

(2)

Fixed practice is where each individual movement is broken down and then when it would be suitable for golf as it is a complex skill.

NOTE



This response gains no credit. A golf swing is unable to be broken down.

(b) Explain **one** reason why **fixed** practice would be suitable when learning to play golf.

(2)

Because fixed means the golf player will be practically putting the ball and slowly opening his opportunities.



NOTE

This response gains no credit.

The answer is vague and does not address the question.

- (b) Explain **one** reason why **fixed** practice would be suitable when learning to play golf.

(2)

fixed practice is when you repeat the same skill over and over with little breaks. This is suitable when learning to play golf as it allows the player to learn new skills and correct themselves as they continue playing golf.



NOTE

This response gains one mark. The candidate correctly states that fixed practice involves repeating the same skill over and over again. However, there is no expansion in relation to the golf swing being one movement or link to high organisation or closed skills.

- (b) Explain **one** reason why **fixed** practice would be suitable when learning to play golf.

(2)

It would allow the performer to practice the skill repeatedly with no rest. This allows the golf swing to become habitual as it is a high organisation skill that can't be broken down.



This response gains both available marks.

NOTE

The candidate states that fixed practice allows the performer to practice the skills repeatedly with no rest.

This is expanded with reference to the golf swing being a high organisational skill.

NB Credit for the second mark would also have been given for the golf swing not being able to be broken down

Question 7(c)

Finally, candidates were asked to state the most suitable skill classification for use in a variable practice structure.

This was a very accessible question. As anticipated, most candidates were able to identify any of the three accepted skill classifications below.

- Open skills (1)
- Complex skills (1)
- High organisational skills (1)

(c) State **one** skill classification that is most suitable for use in a **variable** practice structure.

(1)

open

NOTE



This response gains credit for stating open skills as the most suitable skill classification for use with a variable practice structure.

(c) State **one** skill classification that is most suitable for use in a **variable** practice structure.

(1)

low organisation.

NOTE



This response gains no credit.

Low organisational skills are not suitable for a variable practice structure.

TIP



High organisation skills is an acceptable response: make sure you know the difference between high and low organisational skills.

Question 8(a)

Q08 focussed on types of guidance. Firstly, candidates were provided with an image of a gymnast who is a beginner receiving manual guidance from a coach. Candidates were then asked to state two other types of guidance.

There were only three possible options, which were:

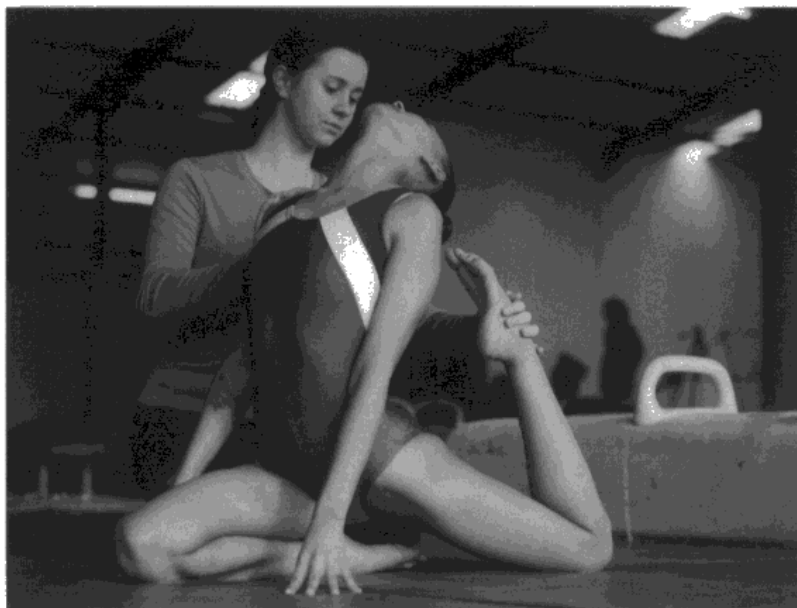
- Mechanical (guidance) (1)
- Visual (guidance) (1)
- Verbal (guidance) (1)

Most candidates were able to name both types of alternative guidance. Some candidates confused guidance with feedback: feedback was not credited.

Some candidates stated examples of guidance rather than types, such as a demonstration, which was also not credited.

Once again, some candidates repeated manual guidance from the question, which was also not credited.

8 Figure 7 shows a gymnast who is receiving manual guidance from their coach.



(Source: © PeopleImages.com – Yuri A)

Figure 7

(a) State **two other** types of guidance.

(2)

1 Mechanical Guidance

2 Verbal Guidance

NOTE



This candidate gains both available marks for mechanical and verbal guidance.

8 **Figure 7** shows a gymnast who is receiving manual guidance from their coach.



(Source: © PeopleImages.com – Yuri A)

Figure 7

(a) State **two other** types of guidance.

(2)

- 1 mechanical
- 2 extrinsic

NOTE



This response gains one mark for identifying mechanical as another type of guidance.

No credit is given for intrinsic because this is a type of feedback.

The question asks for **types** of guidance, not *examples* of types of guidance.

8 **Figure 7** shows a gymnast who is receiving manual guidance from their coach.



(Source: © PeopleImages.com – Yuri A)

Figure 7

(a) State **two other** types of guidance.

(2)

- 1 commulative guidance
- 2 presentation guidance



NOTE

This response gains no credit.

Neither response is a type of guidance. The candidate seems to be trying to state examples of visual guidance but even if video or demonstration had been stated there would be no credit because types of guidance were requested.



TIP

Read the question carefully.

Question 8(b)

The extension in this question was designed as another differentiating question and therefore once again it was challenging for candidates to gain the maximum of four marks.

The question asked candidates to explain one advantage and one disadvantage of manual guidance for the gymnast, who is a beginner.

Possible answers included the following linked points:

Advantage

- Coach can move/manoeuvre/physically guide/support/hold gymnast (into correct position) (1)
- (to provide knowledge of what the correct position) feels like/increase confidence/reducing danger/injury (1)

Disadvantage

- Gymnast may become too reliant/dependent on the manual guidance/support (1)
- so unable to progress/complete the skill/lose confidence (1)
- Proximity/closeness/touching of coach (1) can be off-putting/uncomfortable/safeguarding issue (1)

This question differentiated well, with the full range of marks from zero to a maximum of four.

The most frequent developed response related to physically moving the gymnast into the correct position, so she know what the position feels like and becoming over-reliant on the coach, which hampers any progress or stops her from doing it on her own.

- (b) Explain **one** advantage and **one** disadvantage of manual guidance for a gymnast who is a beginner.

Advantage

(2)

So the gymnast can understand the feel of how they should do it and how it should feel when they perform and they can give themselves intrinsic feedback.

Disadvantage

(2)

May not know what they are doing wrong if not performing properly and that's why they should also have visual or verbal guidance as well as manual guidance so they get the kinesthetic feel.



This response gains one mark.

NOTE

For advantage, the candidate makes reference to the gymnast gaining a feel for the skill. This is the second marking point but there is no reference to the coach physically moving the gymnast into the correct position to achieve this.

The disadvantage refers to visual or verbal guidance and not manual, and so was not credited.

(b) Explain **one** advantage and **one** disadvantage of manual guidance for a gymnast who is a beginner.

Advantage

(2)

Gymnastics is a difficult sport which requires a lot of skill, because of this, learning and practising may be hard. However, a coach can manually move the gymnast into position which will allow them to get a physical feel of how they need to move their body. This leads to a better performance as they are more confident. (2)

Athletes may ^{become} ~~get~~ reliant / dependant on the coach manually moving them. This leads to uncertainty, loss of confidence ^{with in the athlete.} ~~and~~ This means that the gymnast won't be able to do positions independently, this decreases overall performance and abilities.



This response gains all four available marks.

NOTE

For an advantage of manual guidance the candidate states that manual guidance involves the coach physically manipulating the gymnast, for the first marking point.

This is then expanded with the link to the gymnast learning the correct feel for the skill.

For the disadvantage of manual guidance the candidate notes that the gymnast may become dependent on the coach and that this leads to uncertainty and a loss of confidence.

- (b) Explain **one** advantage and **one** disadvantage of manual guidance for a gymnast who is a beginner.

Advantage

(2)

helps her to get used to the movements with ~~extra~~ assistance and build up more confidence

Disadvantage

(2)

Might become ~~relyant~~ reliant on their coaches assisted assistance leading them to make no progress by themselves

This response gains 3 marks.

NOTE

For advantage the candidate gains the second marking point for increased confidence.

For disadvantage the candidate gains first marking point for becoming reliant on the coaches assistance.

The link to being unable to progress by themselves is the second marking point.

- (b) Explain **one** advantage and **one** disadvantage of manual guidance for a gymnast who is a beginner.

Advantage

(2)

As a beginner, they don't yet ~~have the~~
~~kinesthetic~~ know what the skill should feel
like as they have never done it. The coach
physically moving them allows them to gain
the kinesthetic feel ~~to~~ ~~and gives them~~ so they know
^{how} ~~confident~~ to correctly do the skill in
the future.

Disadvantage

(2)

They may become dependant on the
coach being there and unable to perform
the skill on their own*, which would be
needed in competitions in the future.

* due to low confidence



This response gains the four marks available.

For an advantage the candidate explains that as a beginner the gymnast 'doesn't know what the skill feels like'. This is marking point 2.

NOTE

This is then linked with the coach 'physically moving the gymnast' which is marking point 1. The second marking point is then reinforced because the candidate develops further by stating 'allowing them to gain a kinaesthetic feel'.

For a disadvantage the candidate links 'becoming dependant on the coach', which is the first marking point.

The inability to perform the skill on their own is the second marking point. This second marking point is also reinforced with low confidence.

Question 9

This question focussed on goal-setting. Candidates were told that Lydia is a 200m sprinter who is using goal-setting to set herself targets at the start of the season. Candidates were then asked to explain one reason why it is important for Lydia to review her targets during the season.

The acceptable answers were:

- To check her progress/see if she is improving (1)
- so she knows what needs to be changed/set new target/allow adaptations to programme (1)
- which maintain motivation/focus/determination (1)

This question also differentiated well, with a full range of marks. Most candidates gained two marks for referencing checking their progress to allow changes to be made to the programme. Fewer achieved the third impact mark for referring to motivation/task persistence.

9 Lydia is a 200m sprinter. She is using goal setting to set herself targets at the start of the season.

Explain **one reason why it is important for Lydia to review her targets **during** the season.**

(3)

It is important for Lydia to review her targets during the season to see if they are still achievable in the specific time she has. It would also determine whether she is improving yet.



This response gains one mark.

NOTE

The candidate makes reference to Lydia seeing if her targets are still achievable/whether she is improving or not. This is the first marking point on the mark scheme.

There is no expansion in relation to what she is going to do with this information ie adapt/edit/change programme, or an impact, such as motivation/task persistence.

- 9 Lydia is a 200m sprinter. She is using goal setting to set herself targets at the start of the season.

Explain **one** reason why it is important for Lydia to review her targets **during** the season.

(3)

reviewing her target during the season allows her to look at her progress and know whether her goal is achievable and realistic. This will then allow Lydia to change her targets if they are too difficult to a more achievable level. Without checking them, she wouldn't know if she is on track to reach her targets or not. It could also increase her motivation if she is on track.



This response gains all three available marks.

NOTE

The candidate makes reference to seeing her progress/whether it is achievable for the first marking point.

This is expanded by stating that this would allow Lydia to change her targets, for point 2.

Finally, the candidate states an impact of this information because it would increase motivation, which is point 3 on the mark scheme.

- 9 Lydia is a 200m sprinter. She is using goal setting to set herself targets at the start of the season.

Explain **one** reason why it is important for Lydia to review her targets **during** the season.

(3)

It is important for Lydia to review her targets during the season because she needs to see if she is improving and is on the right track to achieving her targets. If she isn't improving then she knows that her ~~the~~ methods of training isn't working and she needs to change them.



This response gains two marks.

NOTE

The candidate refers to seeing if Lydia "is on right track" for the first marking point.

This statement is then developed by explaining that if she is not improving then the training requires changing.

There is no impact statement.

Question 10(a)

In this question candidates were asked to explain one reason why professional sports performers demonstrated gamesmanship. This question was answered very well, although some candidates confused gamesmanship with sportsmanship. However, most candidates linked the need to win by bending the rules, to gain both marks.

Acceptable answers were:

- Bending the rules/ to gain an advantage (1) so (increased chances) of winning/win at all costs/pressure to win/for financial reward (1)

10 Gamesmanship and sportsmanship are used in professional sport.

(a) Explain **one** reason why gamesmanship is used in professional sport.

(2)

Gamesmanship can be used to slightly bend the rules without cheating in favour of oneself. It is a tactic that is used to give an advantage to the athlete using it without cheating.



NOTE

This response gains one mark.

The candidate makes reference to bending the rules to gain an advantage.

There is no linked expansion related to win at all costs/winning/pressure to win, or financial reward.

10 Gamesmanship and sportsmanship are used in professional sport.

(a) Explain **one** reason why gamesmanship is used in professional sport.

(2)

Gamesmanship is the performers following the rules of their sport. One reason why this is used in professional sport is so that the sport / game is fair for everyone taking part, making sure no one has an advantage or a disadvantage.

NOTE



This response gains no credit.

The candidate has mistaken gamesmanship for sportsmanship.

TIP



Know the difference between gamesmanship, sportsmanship and deviance.

10 Gamesmanship and sportsmanship are used in professional sport.

(a) Explain **one** reason why gamesmanship is used in professional sport.

(2)

Gamesmanship is 'bending' the rules but not clearly breaking them. This makes it easy to use and common. It is used in ~~professional~~ professional sport to gain a competitive advantage and therefore win the game.



NOTE

This response gains both available marks.

The candidate makes reference to bending the rules to gain an advantage for the first marking point.

This is then developed by stating 'in order to win'.

Question 10(b)

In the extension of this question candidates were then asked to give an example of gamesmanship.

The most popular response was time-wasting in football. Most candidates were able to provide a suitable example although diving in football was not accepted as an example of deviance ie cheating by fouling a player.

A range of examples was accepted, including the following:

- Time-wasting (in a game/football/hockey etc) (1)
- Distracting an opponent/verbal abuse/sledging (in cricket) (1)
- Feigning/faking an injury (to stop the game) (1)
- Kicking the ball away in football after a free kick (pretending not to hear whistle)

Once again, some candidates provided an example of sportsmanship not gamesmanship which was not credited.

(b) Give **one** example of gamesmanship.

(1)

Diving in the box for a penalty in football.

NOTE



This response gains no credit. \

Diving in football is an example of deviance, not gamesmanship.

TIP



Choose the most obvious answer: for example, time-wasting.

(b) Give **one** example of gamesmanship.

(1)

time wasting in football

NOTE



This response gains one mark for the example of time-wasting in football.

(b) Give **one** example of gamesmanship.

(1)

~~respecting the~~ of respecting the rules of
the game.

NOTE



This response gains no credit because the candidate states the definition of sportsmanship.

Question 10(c)

The last part of this question continued the theme of different types of sporting behaviour.

This time, candidates were asked to explain the importance of professional sports performers displaying sportsmanship. Most candidates made the link between professional players being rôle models that influence younger people to copy their actions at grass-roots level.

The accepted answers were:

- Professional performers are rôle models/ looked up to/shown in media (1), so actions are copied/ increases the occurrences of sportsmanship (at grass-roots level) (1)

(c) Explain **one** reason why it is important for professional performers to demonstrate sportsmanship.

(2)

Professional performers are rôle models for many fans. When they present sportsmanship the people watching see it as the right thing to do which encourages sportsmanship at lower levels of sport.



NOTE

This response gains both available marks.

The candidate explains clearly that professional performers are rôle models for many fans, which encourages sportsmanship at lower levels of sport.

This gains credit for both marking points because both an importance and an application are stated.

- (c) Explain **one** reason why it is important for professional performers to demonstrate sportsmanship.

(2)

It's important for professional performers to demonstrate sportsmanship because then they get a better reputation as they are allowing others to try it out and have fun.



NOTE

This response gains one mark for reference to better reputation for performer.

There is no application linked to increased sponsorship etc.

- (c) Explain **one** reason why it is important for professional performers to demonstrate sportsmanship.

(2)

One reason sportsmanship is important is because professional performers should enjoy playing the sport which subsequently has an effect on their performance and emotional wellbeing. This makes it important.



NOTE

This response gains no credit.

The reference to emotional health for the performer is not in a correct context.

Question 11

In this last question linked to commercialisation of sport candidates were told that many companies pay large amounts of money to sponsor professional sports performers to endorse their products.

They were then asked to explain one advantage and one disadvantage of paying professional sports performers to endorse a product **for the sponsor**. This was crucial because answers related to the sport, performer or spectator, were discounted.

The full acceptable answers were:

Advantage

- The company is associated with excellence/product is seen (by more people)/increases exposure/promotes brand (1)
- which increases their sales/make more money/profit (1)

Disadvantage

- If the sports performer(s) does something wrong/is a bad rôle model/deviant/receives adverse publicity/commits a crime/performs poorly (1)
- this can reflect badly on the company/company seen as supporting poor behaviour/lose sales/lose reputation (1)

This was a very well-answered question with many candidates gaining the four marks available.

The most frequent answer linked the increased exposure of the product to increased sales as the advantage and the negative aspect of the performer demonstrating deviance, leading to a loss of reputation for the associated sponsor.

11 Many companies pay large sums of money to sponsor professional sports performers to endorse their products.

Explain **one** advantage and **one** disadvantage of paying professional sports performers to endorse a product for the sponsor.

Advantage

(2)

For Club owners the sponsor will pay like £3million or as much to say Man united to represent there logo which the Manager of club owner can use to buy players or invest in equipment eg Training grounds.

Disadvantage

(2)

If a player is caught out for something say cheating in game that can make sponsor look bad which means they would unsponsor and other sponsors would be put off and they would struggle to find one.



This response gains two marks.

NOTE

There is no credit for the advantage because the response relates to the club/sport, rather than the sponsor.

However, for a disadvantage the candidate explains that if the professional performer endorsing the product is caught out cheating this would make the sponsor look bad. This developed response merits both marks.

Although the candidate goes on to relate the answer to the club again, credit is given for the first part of the answer.

11 Many companies pay large sums of money to sponsor professional sports performers to endorse their products.

Explain **one** advantage and **one** disadvantage of paying professional sports performers to endorse a product for the sponsor.

Advantage

(2)

The ~~brand~~ brand and its products get more coverage on TV and by ^{*}Supporters. Supporters will see their role model in the product and buy it leading to an increase in sales.

^{*} Seen

Disadvantage

(2)

If the player gets caught for deviance such as breaking the rules. It can look bad on the brand since they were paying that player, it could appear as though they were supporting the deviance. Leading to a negative outlook on the brand altogether.



This response gains all four available marks.

NOTE

For advantage, the candidate explains that the brand and products get more exposure on TV, which is marking point 1.

This is developed by linking the statement with an increase in sales, which is the second marking point.

For the disadvantage, the candidate also makes a developed statement. The link between getting caught for deviance, which is point 1 on the mark scheme.

The company appearing to support deviance and a negative outlook on brand, is made for second marking point.

- 11 Many companies pay large sums of money to sponsor professional sports performers to endorse their products.

Explain **one** advantage and **one** disadvantage of paying professional sports performers to endorse a product for the sponsor.

Advantage

(2)

It can bring money into the sport and athletes can have their full attention on the sport as they won't need to worry about money and bills.

Disadvantage

(2)

Performers could just play the sport for the money involved and not the sport itself. Too much sponsorships can take the love out of the sport.



NOTE

This response gains no credit.

The candidate refers to the advantage being for the sport, not the sponsor.

For the disadvantage, this is in relation to the performer, not the sponsor.

Question 12

This extended answer question assessed the specification topic 3.1.1 - Participation rates in physical activity and sports and the impact on participation rates considering personal factors.

Candidates were told that ethnicity and disability are two personal factors that can have a negative impact on participation in sport. Candidates were then asked to evaluate three other personal factors that have a negative impact on participation in sport.

There were 9 marks available, with a maximum of three for each of 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 identifying the other personal factors eg age, gender and socio-economic. 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, gaining over the maximum amount of three AO2 marks. For example, they linked age with lack of time or transport, gender with lack of rôle models, media, childcare and fewer clubs. The most popular response for socio-economic was linked to affordability of some sports and family or regional influence.

Some also made the appropriate evaluation for AO3 marks that only adults with a higher disposable income could afford expensive sports such as skiing, golf or horse-riding. Stereotyping in relation to gender was also a frequent response for AO3.

Few candidates made any counter-arguments as an evaluation. For example, the increase in walking football and netball has increased participation in relation to age and the elderly. Female participation has also risen dramatically in recent years, with an increase in rôle models, more sports being available to women such as rugby union/boxing and more opportunities to become a professional to make a living out of sport.

A number of candidates cited weight as a personal factor affecting participation rates, which was not credited.

SECTION C

Extended writing question

- 12 Disability and ethnicity are two of the personal factors that can have a negative impact on participation in sport.

Evaluate **three other** personal factors that can **negatively** impact participation in sport.

Gender
Age
Socio-economic group
~~Ethnicity~~
Disability

Gender, age and socio-economic group can affect participation (9)

1 firstly, gender is a personal factor that can negatively impact participation in sport. This is because, for example, there are ~~more~~ less female role models associated with sport than there is with males. This leads to the idea that there is less representation, so less young girls feel as if they can participate in sport. However, it could also be argued that this issue is slowly being resolved. This is due to associations promoting womens sport, for example, This girl can. This gives a healthy ~~not~~ representation and will encourage girls to participate in school and not be phased by stereotyping that is also ~~be~~ a large issue regarding gender. For example ~~girl~~ saying "your good for a girl". This can lower confidence.

Secondly, age is a personal factor affecting participation rates. Young people, for example, may not be allowed or

able to do ~~a~~ certain sports due to rules and regulations. They may not have the ability to drive somewhere to play the sports as the legal age for driving is 17/18. This will ultimately limit their options for sports, reducing participation rates. However this low participation rate could also be ~~to~~ with older people. There is some discrimination to older people competing in a sport and there is also a lack of associations ~~for~~ bringing together older people. However, we are starting to see a change with older and younger people. Ella boone introduced a club for children in her ~~home town~~ hometown to feel included. ~~he~~ also see this in 'wildcats'. For the older generation, we are also seeing an increase, with an over 50s football league being introduced. It now could be argued that age isn't ~~a~~ ~~depress~~ the most negative factor.

Finally, Socio-economic group is ~~the~~ to do with the amount of money and social status a person has. This may be difficult to participate in sports if there is a sport that requires you to pay. For example in golf, ~~as~~ you need to pay for a certain amount of balls and this can be very expensive.

so limits the ability for someone to play if they are on low income. This issue is not being resolved as well as age and gender, perhaps due to the different classes of living.

For example, the government who run organisations may be different genders and ages, but ~~a~~ most would have a similar wealth, leading to possible prejudice.

(Total for Question 12 = 9 marks)

This leads to my conclusion that Socio-economic group ~~is the~~ has the most negatively ~~by~~ impact on participation.
~~This is the~~

TOTAL FOR SECTION C = 9 MARKS

TOTAL FOR PAPER = 60 MARKS



This is an example of a Level 3 response and receives the maximum mark of 9 marks.

The response gains credit for the following:

- Gender (AO1)
- Role models (AO2)
- 'This girl can' initiative and increase in girls' participation as counter-argument (AO3)
- Stereotyping (AO3)
- Age (AO1)
- Young people lack ability to drive limiting options (AO2)
- Lack of associations for older people (AO2)
- Reference to walking football and increase in elderly participation as a counter-argument (AO3)
- Socio-economic (AO1) Reference to amount of money earned (AO2)
- Example of expense of golf (AO3)

3xAO1, 4xAO2 - Max 3, 4xAO3 - Max 3

Total: 9 marks

NOTE



TIP

This is an excellent answer. The candidate makes developed statements and applies their knowledge, as well as evaluating the question.

Social economic - money
age - not correct
gender - sexism

SECTION C

Extended writing question

- 12 Disability and ethnicity are two of the personal factors that can have a negative impact on participation in sport.

Evaluate **three other** personal factors that can **negatively** impact participation in sport.

(9)

One personal factor that can negatively impact participation would be age. Most sport aim to attract certain age groups which would affect older or younger ages to become interested to the sport. For example ~~baseball~~ basketball is targeted towards teenagers and early 20 year olds as it is a fast intense game. This would not be seen as suitable for older people as it is not meeting demands they may require. This leads to them not taking interest in the sport which would mean they would not want to participate.

Another personal factor that would affect participation in sport would be gender. Most sports appear separated due to gender which would reduce participation by

certain genders. for example netball is seen commonly as a high participation sport by ^{female} girls. Due to the high number of ^{females} girls in netball it does not seem appealing to males as they would feel uncomfortable with playing in a team of girls. This would decrease male participation in the sport because they may feel uncomfortable within the sport but also be bullied out of the sport. This causes a ~~division~~ big division in sports due to gender.

Another factor that can affect sport participation would be social-economies. This is the division in sports due to the amount of money someone has grown up with and around. People from low social economies would not want to participate in high expense sports because of the cost on things that are required for the sport. for example cricket would be seen as a high social-economy sport as it requires equipment that is expensive.

This causes a divide in participation as some people would not be able to buy new equipment and would feel embarrassed so do not try to participate.

~~Overall~~ Overall participation in sport is heavily influenced by ~~se~~ personal factors within society and views. (Total for Question 12 = 9 marks)



This is an example of a Level 2 response.

The response gains credit for the following:

- Age (AO1)
- Lack of clubs (basketball example) for older people (AO2)
- Gender (AO1)

NOTE

No mark for social-economic: must state socio-economic

- But can credit link to amount of money earned/low social-economic status (AO2)
- Link to affordability of cricket (AO3)

2xA01, 2xA02, 1xA03

Total: 5 marks

12 Disability and ethnicity are two of the personal factors that can have a negative impact on participation in sport.

Evaluate **three other** personal factors that can **negatively** impact participation in sport.

(9)

Socio-economic - this is wee people
say a sport is only for
rich people for example golf is
very expensive to play however
you can get a cheap second hand
clubs online and play anywhere.

Weight - should not change if
you someone who is overweight
should still be allowed to
play but at a top level there
should be a understanding.

gender - gender is ~~can~~ can
negitly impact participation
such as when people say
the game is a (man's sport)
when evergon can play but
girls are put of the game
because it seems to manly
such as rugby

✓ but womens rugby is really
popular now.



This is an example of a Level 1 response.

The candidate gains credit for reference to the following:

NOTE

- Socio-economic (AO1)
- Example of golf being expensive (AO3)

No credit for weight, which is irrelevant

- Gender (AO1)

2xAO1, 1xAO3

Total: 3 marks

12 Disability and ethnicity are two of the personal factors that can have a negative impact on participation in sport.

Evaluate **three other** personal factors that can **negatively** impact participation in sport.

(9)

Bullying, this has happened to many players in sports. The player might of just joined the team with no friends, they could also be a beginner with no experience. People that are already on the team ~~or~~ might make fun of them for not being good, this could have a very big impact on the player because they think they won't be able to get good at the sport. This is going to make them want to leave and not play again.

Having an illness like diabetes will impact their participation. This will make them not be able to participate in what everyone else is doing. This will

negatively impact them because they will feel they are worse than every one else and not want to do the sport.

Racism is another one that will negatively impact them because this can get showed at you by fans and even the opposition that can really impact you on how much you want to play and also what you do about your career. This will make you very upset and mad about yourself and your own fans. So you will be very negatively impacted on your participation.



NOTE

This is an example of a Level 0 response.

There is no rewardable content: it is all irrelevant.

Bullying, illness and racism were not credited (ethnicity was in the question).

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 asks for advantages of commercialisation of sport for the **sponsor**, Q09 asks for why the sprinter reviews her targets **during** the season
- If provided with one or two examples in the question do not repeat these in your answer. For example in Q07(a), two practice structures were given in the question, namely fixed and variable. Two **other** practice structures need to be stated. In Q03(b) candidates were provided with two long-term health risks that can be reduced through participation in sport and physical activity. These were coronary heart disease and obesity. Repeating these did not gain credit
- Use continuous prose rather than bullet points in extended answer questions
- Use appropriate technical language and terminology when answering health and well-being questions, eg Q02(e) and Q03(b) ensure **Type 2** diabetes is used
- Use the command words and number of marks available to determine the length and depth of response. For example, a three-mark question like Q09 will require more development than a two-mark question like Q07(b).

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>

