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## Mark Scheme (Results)

Summer 2023

Pearson Edexcel Advanced Level  
In Physical Education (9PE0)  
Paper 02: Psychological and Social Principles of  
Physical Education

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## General Marking Guidance

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

### Section A

Question Number	Answer	Additional Guidance	Mark
<b>Q01</b>	<ul style="list-style-type: none"> <li>• Coach sets task and monitors performers in the learning process giving direction.</li> <li>• Learners work with a partner (observer/doer) alternating roles to observe and comment upon each other's performances.</li> </ul>	<p>Any two points made.</p> <p>1 mark each.</p>	<b>(2)</b>

Question Number	Answer	Additional Guidance	Mark
<b>Q02</b>	<ul style="list-style-type: none"> <li>• Skill (motor programme) performed as a 'whole' - observation and feedback by coach.</li> <li>• Broken down into sub-routines or 'parts' for technical instruction/mastery.</li> <li>• Re-performed as whole with improved sub-routines but performer can experience 'timing' issues when linking each sub-routine together in the correct order.</li> <li>• Examples: Triple jump, tennis serve, swimming stroke with at least one named sub-routine.</li> </ul>	<p>1 mark correct outline and 1 mark for suitable example.</p>	<b>(2)</b>

Question Number	Answer	Additional Guidance	Mark
<b>Q03</b>	<ul style="list-style-type: none"> <li>• <b>Concurrent feedback:</b> any information about a performance given to participants during the execution of and action/motor skill Intrinsic feedback - kinaesthesia feeling of the action/internal monitoring. Examples: verbal, display. Coach giving instructions in event hockey/netball, timing lap display during 5000m, bell on last lap, display board grand prix racing.</li> <li>• <b>Terminal feedback:</b> feedback given post/after a performance Examples: video - diving, coach instruction - post match team talk, graphic - graph statistics in rugby union, photographs - jumps, data analysis - cricket.</li> </ul>	1 mark for each correct summary and 1 mark for suitable example.	<b>(4)</b>

Question Number	Answer	Additional Guidance	Mark
<b>Q04</b>	<p>Psychological Refractory Period (PRP)</p> <ul style="list-style-type: none"> <li>• This is as a result of the single channel hypothesis: the PRP is due to the brain's inability to deal with two stimuli simultaneously.</li> <li>• Performer experiences a delay in responding to a second stimulus</li> <li>• This is due to the performer processing and initiating a response to a first stimulus</li> </ul> <p>E.g. Rugby Union/netball - performer initiates a response to a 'dummy pass' as the first stimulus, thus delays the processing and correct response to a change in opposition actions following a new stimulus - in this case no pass as the first stimulus.</p>	1 mark for suitable description of PRP and 1 mark for a correct application/example.	<b>(2)</b>

Question Number	Indicative Content	Mark
*Q05	<p><b>A02 = 5 marks, A03 = 10 marks</b></p> <p><b>Students who only draw their answer from one area of study will not be able to gain marks beyond Level 3.</b></p> <p><b>A03 marks will be rewarded by examination of something methodically and in detail, typically in order to explain and interpret it.</b></p> <p><b>Reward acceptable answer. Responses may include, but are not limit to the following:</b></p> <p><b>Schema Theory:</b>  A mental framework or outline which functions to provide the 'building blocks' of decision making and movement from stored information for motor programme formation. Packages of information stored in the LTM.</p> <p><b>2 parts:</b></p> <p><u>1. Recall Schema:</u></p> <ul style="list-style-type: none"> <li>• This occurs before a movement is initiated and includes information which the performer must know to form a schema each time we perform a skill we recall from our LTM.</li> <li>• A generalised motor programme that is a close fit to the new skill and adapt it to initial conditions and response specifications.</li> <li>• Performer takes into account immediate factors such as weather, speed of a ball, movement of opposition/team members, tactical demand.</li> <li>• Link to DCR process.</li> </ul> <p><u>2. Recognition Schema:</u></p> <ul style="list-style-type: none"> <li>• During and after the skill is performed the skill is then evaluated as a correct/incorrect response.</li> <li>• Two types of information obtain: combine - movement outcomes (result) and sensory responses (feelings from sensory systems about the performance – KR/KP.</li> <li>• Future adaptations possible from revised/reinforced GMP in LTM.</li> <li>• Link to Open and Closed Loop motor control.</li> </ul>	

	<p><b>Coach</b></p> <ul style="list-style-type: none"> <li>• Make training varied and ‘open’ rather than fixed practice, train for different scenarios.</li> <li>• Add different conditions such as surface, weather changes, right/land hand opponents, training types/methods.</li> </ul> <p><b>Player</b></p> <ul style="list-style-type: none"> <li>• Use adaptable motor programme learning, undertake decision making exercises, plan for unpredictability (e.g. a bad bounce), improve reaction times, train for improvisation, improve processing skills, work in different types and methods of training to reflect schema theory and motor programme formation.</li> <li>• Training in anticipation deception into performances.</li> </ul> <p><b>Wider content links to:</b></p> <ul style="list-style-type: none"> <li>• Psychological skills training – e.g. mental rehearsal.</li> <li>• Control of arousal/anxiety, social facilitation, education,</li> <li>• self-efficacy, goal setting, national provisions and LTAD processes, experiences from young age in academies training in adaptation and improvisation.</li> </ul> <p>The indicative content is a guide to the responses candidate may give. Other valid responses which answer the question correctly can be credited as appropriate.</p> <p>The candidate’s response must be read in conjunction with the level descriptor below in order to give the appropriate mark. For example, a response that is firmly in the level would receive the middle mark in the level, a response that is just into the level would receive the bottom mark in the level, a response which nearly reaches the next level would receive the top mark in the level preceding it.</p>	<b>(15)</b>
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Level	Mark	Descriptor
	0	<ul style="list-style-type: none"> <li>• No rewardable material</li> </ul>
Level 1	1-3	<ul style="list-style-type: none"> <li>• There are limited links between theory and practice. Limited technical language supports isolated elements of knowledge and understanding (AO2).</li> <li>• Limited analysis of the factors that underpin performance and involvement in physical activity and sport (AO3).</li> <li>• Analysis is not used to make a judgement (AO3).</li> </ul>

Level 2	4-6	<ul style="list-style-type: none"> <li>• Makes few links between theory and practice. Basic technical language supports some elements of knowledge and understanding (AO2).</li> <li>• Attempts some analysis of the factors that underpin performance and involvement in physical activity and sport (AO3).</li> <li>• Analysis may not be used to make a clear judgement (AO3).</li> </ul>
Level 3	7-9	<ul style="list-style-type: none"> <li>• Makes some links between theory and practice. Some appropriate technical language supports a good knowledge and understanding (AO2).</li> <li>• Good analysis of the factors that underpin performance and involvement in physical activity and sport (AO3).</li> <li>• Uses analysis to make a judgement but without full substantiation (AO3).</li> </ul>
Level 4	10-12	<ul style="list-style-type: none"> <li>• Makes strong links between theory and practice. Appropriate technical language supports a very good knowledge and understanding (AO2).</li> <li>• Comprehensive analysis of the factors that underpin performance and involvement in physical activity and sport (AO3).</li> <li>• Uses analysis to make a clear judgement and supports this with examples (AO3).</li> </ul>
Level 5	13-15	<ul style="list-style-type: none"> <li>• Makes many insightful and significant links between theory and practice. Appropriate technical language supports a significant level of knowledge and understanding (AO2).</li> <li>• Sophisticated analysis of the factors that underpin performance and involvement in physical activity and sport (AO3).</li> <li>• Uses analysis to make a fully informed judgement and supports this with examples (AO3).</li> </ul>

Question Number	Answer	Additional Guidance	Mark
<b>Q06</b>	<p>Hypothesis states that frustration increases the likelihood of aggressive behaviour.</p> <ul style="list-style-type: none"> <li>• Blocked goals result in frustration as a performer attempts to achieve an instrumental goal.</li> <li>• Hypothesis states frustration always proceeds aggression and that aggression is a potential consequence of frustration.</li> </ul>	<p>1 mark for blocked goals result in frustration.</p> <p>1 mark for frustration proceeds/leads/causes a tendency to be aggressive.</p>	<b>(2)</b>



Question Number	Answer	Additional Guidance	Mark
<b>Q07</b>	<ul style="list-style-type: none"> <li>• Social Inhibition/Social facilitation</li> <li>• Home field advantage</li> <li>• Proximity Effect</li> <li>• Significant others</li> <li>• Distraction Effect / Crowd</li> <li>• Level of Competition/Reward-status /Opposition /Task Difficulty</li> <li>• Media presence</li> <li>• Environment / Weather</li> <li>• Officials</li> </ul>	1 mark for each identified point.	<b>(3)</b>

Question Number	Answer	Additional Guidance	Mark
<b>Q08</b>	<p>Model:</p> <ul style="list-style-type: none"> <li>• Actual productivity = Group productivity or potential productivity – losses to faulty processes.</li> </ul> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Team that has one player who is weaker than the group resulting in poor team performance.</li> <li>• Rackets player with a technical weakness e.g. poor backhand.</li> <li>• Crickets team – some players cannot play against leg spin.</li> </ul>	1 mark for explanation and 1 mark for suitable example.	<b>(2)</b>

Question Number	Answer	Additional Guidance	Mark
<b>Q09</b>	<ul style="list-style-type: none"> <li>• <b>Tangible rewards</b> – Rewards that can be touched, held or have physical substance, for example medals, money or trophies.</li> <li>• <b>Intangible rewards</b> – External rewards that cannot be touched, for example cheering from the crowd, congratulations from the team or coach, internal feelings of pride and satisfaction.</li> </ul>	1 mark for each correct description.	<b>(2)</b>

Question Number	Answer	Additional Guidance	Mark
<b>Q10</b>	<ul style="list-style-type: none"><li>• Great man theory is the trait theory of leadership.</li><li>• Leaders: born natural leaders with the necessary traits (attributes) that set them apart from others and these traits are responsible for them assuming positions of authority/power/leadership.</li></ul>		<b>(1)</b>

Question Number	Indicative Content	Mark
Q11	<p><b>AO1 = 5 marks, AO3 = 10 marks</b></p> <p><b>AO3 marks will be rewarded by the exploration of issues, lines of reasoning and situations, articulating different viewpoints.</b></p> <p><b>Reward acceptable answer. Responses may include, but are not limit to the following:</b></p> <p>A discussion that gives all sides of the issue and any implications, including details about how and why, that includes the following indicative content:</p> <p><b>Arousal:</b> The state of general preparedness of the body for action involving both physiological and psychological factors.  <b>Anxiety:</b> A negative aspect of stress. Worries over the possibility of failure.</p> <p>Novice Performer: Increase in both leads to inconsistent performances/reduced performance with errors.  Skilled/Expert performer: leads to dominant successful performance.</p> <p>Inverted U and Drive theory applied correctly/Catastrophe Theory  Eustress – positive effect.  Cognitive anxiety tends to peak prior to performance and then drops off significantly during performance.  Somatic anxiety tends to remain high throughout.  Trait and state anxiety applied correctly.</p> <p><b>Links to:</b>  Social facilitation, introverts/extroverts, personality type, self-efficacy, Achievement motivation theory.</p> <p>Correct application of <b>Cognitive /Somatic strategies:</b></p> <ul style="list-style-type: none"> <li>• Centring</li> <li>• Thought stopping</li> <li>• Mental rehearsal</li> <li>• Visualisation/Imagery</li> <li>• Progressive muscle relaxation (PMR)</li> <li>• Goal setting</li> <li>• Self-talk</li> <li>• Relaxation techniques – meditation/yoga</li> <li>• Pre-game routines</li> </ul>	

	<p>The indicative content is a guide to the responses candidate may give. Other valid responses which answer the question correctly can be credited as appropriate.</p> <p>The candidate's response must be read in conjunction with the level descriptor below in order to give the appropriate mark. For example, a response that is firmly in the level would receive the middle mark in the level, a response that is just into the level would receive the bottom mark in the level, a response which nearly reaches the next level would receive the top mark in the level preceding it.</p>	<b>(15)</b>
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Level	Mark	Descriptor
	0	<ul style="list-style-type: none"> <li>No rewardable material</li> </ul>
Level 1	1-3	<ul style="list-style-type: none"> <li>Limited understanding of the factors that underpin performance and involvement in physical activity and sport. This is communicated in a basic way with simple or generalised statements (AO1).</li> <li>Limited analysis of the factors that underpin performance and involvement in physical activity and sport (AO3).</li> <li>Little analysis of performance due to limited application of relevant skills and techniques in physical activity and sport (AO3).</li> <li>Analysis is not used to make a judgement (AO3).</li> </ul>
Level 2	4-6	<ul style="list-style-type: none"> <li>Attempts some understanding of the factors that underpin performance and involvement in physical activity and sport and organises or expresses ideas with some clarity (AO1).</li> <li>Attempts some analysis of the factors that underpin performance and involvement in physical activity and sport (AO3).</li> <li>Attempts to apply relevant skills and techniques in physical activity and sport to analyse performance (AO3).</li> <li>Analysis may not be used to make a clear judgement (AO3).</li> </ul>
Level 3	7-9	<ul style="list-style-type: none"> <li>Evidence of some basic understanding of the factors that underpin performance and involvement in physical activity and sport and offers a logical clear writing structure (AO1).</li> <li>Evidence of some analysis of the factors that underpin performance and involvement in physical activity and sport (AO3).</li> <li>Some application of relevant skills and techniques in physical activity and sport to analyse performance (AO3).</li> <li>A judgement may be given but with limited substantiation (AO3).</li> </ul>
Level 4	10-12	<ul style="list-style-type: none"> <li>Key issues are explored, but not all viewpoints may be addressed. The answer is generally well organised, communicated with clarity but may lack precision (AO1).</li> </ul>

		<ul style="list-style-type: none"> <li>• Analyses the factors that underpin performance and involvement in physical activity and sport (AO3).</li> <li>• Application of relevant skills and techniques in physical activity and sport to analyse performance (AO3).</li> <li>• Uses analysis to make a clear judgement and supports this</li> <li>• with examples (AO3).</li> </ul>
Level 5	13-15	<ul style="list-style-type: none"> <li>• Excellent knowledge and understanding of factors that underpin performance and involvement in physical activity and sport. Communicated in a coherent writing structure with clarity and precision (AO1).</li> <li>• Sophisticated analysis of the factors that underpin performance and involvement in physical activity and sport (AO3).</li> <li>• Uses analysis to make a fully informed judgement and supports this with examples (AO3).</li> </ul>

## Section B

Question Number	Answer	Additional Guidance	Mark
<b>Q12</b>	<ul style="list-style-type: none"> <li>• A term associated with sport development in the public schools of England in the 19th century/Thomas Arnold.</li> <li>• A philosophy of physical, moral and challenging activities that fostered the development of character in young men. (Link to Muscular Christianity).</li> </ul>	1 mark for each point.	<b>(2)</b>

Question Number	Answer	Additional Guidance	Mark
<b>Q13</b>	<ul style="list-style-type: none"> <li>• Increased player power to 'sell' themselves when out of contract (Bosman). Performers brought and sold as disposable items.</li> <li>• Criticisms of academies and 'throw out' rates.</li> <li>• Performers seen as their worth and market value related to 'monetary' status/link to brands/endorsements/CR7/Image rights.</li> <li>• Increasing transfer values beyond real worth.</li> <li>• Sports performers enter 'market' – swop countries/countries happy to adopt talent to win (Plastic Brits).</li> <li>• Clubs seek high value players for the status value - PSG/Madrid.</li> </ul>		<b>(2)</b>

Question Number	Answer	Additional Guidance	Mark
<b>Q14</b>	<p><b>Positives:</b></p> <ul style="list-style-type: none"> <li>• Increased range of channels</li> <li>• Globalised sports coverage</li> <li>• Largely 24/7</li> <li>• Coverage of minority sports</li> <li>• Interactive with viewer through increased analysis/statistics</li> <li>• Better camera angles/more cameras – in stump cricket</li> <li>• Technology improving officiating - Var/Hawkeye/goal line technology</li> <li>• Tablet and Mobile device coverage/goal alerts</li> <li>• Recording possible for missed events</li> <li>• Satellite boxes allow pause/rewind to live events</li> <li>• Screen in screen possibilities to watch two events simultaneously</li> <li>• Homes have larger and larger TV screens Sports more aware of and making events 'entertaining' on TV.</li> </ul> <p><b>Negatives:</b></p> <ul style="list-style-type: none"> <li>• Time delays using VAR spoil viewing experience</li> <li>• Sportsmanship increasing</li> <li>• Increased adverts to raise revenue spoil viewing.</li> </ul>	<p>1 mark for each point.</p> <p>No 'habit or social' effects such as a potential decrease in live attendance accepted.</p> <p>Reward - Negative impacts.</p>	<b>(4)</b>

Question Number	Answer	Additional Guidance	Mark
<b>Q15</b>	Secret payments between either a player or agent and a member of staff at a football club as part of football transfers.	Do not accept match fixing/deal.	<b>(1)</b>

Question Number	Indicative Content	Mark
<p><b>Q16</b></p>	<p><b>AO1 = 4 marks, AO3 = 4 marks</b></p> <p><b>AO3 marks will be rewarded by justification or exemplification of a point using analysis or evaluation.</b></p> <p><b>Reward acceptable answers. Responses may include, but are not limited to the following:</b></p> <p>UK largely followed the provisions for sport and elite development as seen in East Germany (EG).</p> <p>Features:</p> <ul style="list-style-type: none"> <li>• EG had an ideologically driven systematic programme of provisions/ UK has structure through UK sports and NGB programmes of development/linked to UKSI.</li> <li>• EG had state funding / some sponsorship/ Centralised/Controlled / UK has use of lottery funding.</li> <li>• EG had sports schools both local and central focused on Olympic disciplines. / UK scholarships for sport into the independent sector/ NGB LTAD programmes.</li> <li>• EG’s potential athletes sent to State sports boarding schools/constant monitoring/testing / UK independent schools seek to develop talented individuals through scholarship recruitment.</li> <li>• EG identified women’s sport in particular / UK equality of opportunity for female athletes (This Girl Can).</li> <li>• EG had full time athletes / UK lottery funded full time athletes.</li> <li>• EG had full time coaches / UK lottery funded full time coaches.</li> <li>• EG had excellent facilities – technologically advanced / UK has UKSI e.g. Bath, Loughborough.</li> <li>• EG had sports science - world leaders attached to Institute model – nutrition, biomechanics, sports injury, physiology, psychology, sports testing world leaders/monitoring / UK has financial investment in technology.</li> <li>• EG had talent games helped weed out those not reaching highest standards – annual <i>Spartikad</i> games, mini-Olympics / UK has school games/national competitions.</li> </ul>	



	<p>The indicative content is a guide to the responses candidate may give. Other valid responses which answer the question correctly can be credited as appropriate.</p> <p>The candidate's response must be read in conjunction with the level descriptor below in order to give the appropriate mark. For example, a response that is firmly in the level would receive the middle mark in the level, a response that is just into the level would receive the bottom mark in the level, a response which nearly reaches the next level would receive the top mark in the level preceding it</p>	<b>(8)</b>
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Level	Mark	Descriptor
	0	<ul style="list-style-type: none"> <li>• No rewardable material</li> </ul>
Level 1	1-2	<ul style="list-style-type: none"> <li>• Some accurate and relevant knowledge (AO1).</li> <li>• Simple or generalised statements supported by limited evidence (AO1).</li> <li>• Limited balancing of ideas against each other (AO3).</li> <li>• Limited evaluative statement (AO3).</li> </ul>
Level 2	3-5	<ul style="list-style-type: none"> <li>• A good level of accurate and relevant knowledge (AO1)</li> <li>• A line of reasoning is presented and supported by some evidence (AO1).</li> <li>• Examines a wide range of ideas, balancing ideas against each other (AO3).</li> <li>• An evaluative statement which is relevant (AO3).</li> </ul>
Level 3	6-8	<ul style="list-style-type: none"> <li>• A high level of accurate and relevant knowledge (AO1)</li> <li>• Articulates a clear viewpoint with clarity and precision which is well substantiated (AO1).</li> <li>• Critically examines a wide range of issues balancing ideas against each other (AO3).</li> <li>• Clear evaluative statement which is thorough and focussed (AO3).</li> </ul>

Question Number	Answer	Additional Guidance	Mark
<b>Q17</b>	<p>Sport England driven vision – people are happier, healthier and more fulfilled lives. Equal, inclusive and connected communities.</p> <ul style="list-style-type: none"> <li>• 10-year vision to transform lives and communities through sport following 18-month consultation</li> <li>• Year 1 March 2021-2022</li> </ul> <p>3 key objectives:</p> <ol style="list-style-type: none"> <li>1. Advocating for movement, sport and physical activity</li> <li>2. Joining forces on the 5 big issues</li> <li>3. Creating the catalysts for change</li> </ol> <p>The 5 big issues:</p> <ol style="list-style-type: none"> <li>1. Recover and reinvent follow Covid-19</li> <li>2. Connecting communities</li> <li>3. Positive experiences for children and young people</li> <li>4. Connecting with health and wellbeing</li> <li>5. Active environments</li> </ol>	<p>Accept:</p> <ul style="list-style-type: none"> <li>• Developing community/ togetherness - building active communities</li> <li>• Recovery post Covid-19</li> <li>• Inclusive/removing barriers e.g. ethnicity, ability, disability inclusion for all</li> <li>• Advocating movement and sports</li> <li>• Positive experiences for all ages</li> </ul>	<b>(3)</b>

Question Number	Indicative Content	Mark
<b>*Q18</b>	<p><b>AO2 = 5 marks, AO3 = 10 marks</b></p> <p><b>Students who only draw their answer from one area of study will not be able to gain marks beyond Level 3.</b></p> <p><b>AO3 marks will be rewarded for the examination of something methodically and in detail, typically in order to explain and interpret it.</b></p> <p><b>Reward acceptable answer. Responses may include, but are not limit to the following:</b></p> <p><b>Globalisation:</b> Can be seen as the growing interdependence of the world's economies, cultures and populations; brought by cross-border trade in goods services, technology, investment, people and sport. Changes in sport reflect global changes and impacts on performers, providers and spectators.</p> <p><b>Impact for Sport:</b></p> <ul style="list-style-type: none"> <li>• 24/7 media coverage of global sport – ‘one stage’, all forms particularly TV and social media</li> <li>• TV seen as the ‘prime mover’ in the advance of global sport</li> <li>• Labour migration worldwide</li> <li>• Seasons for sport extended – performers joining different leagues out of normal season – cricket</li> <li>• World championships occurring with increased status – attractive to stage events build reputations</li> <li>• Increased status, salaries for top performers</li> <li>• Global trends – Peloton/wearable fitness technology</li> <li>• Increase in prices for watching live sport</li> <li>• High labour migration into a league could devalue the opportunities for home grown talent</li> <li>• Opportunities for development of the ‘Golden Triangle’</li> <li>• Facilities and pathways for elite sport now highly developed due to the need to compete internationally v bad reputation if unsuccessful</li> <li>• Performers ‘jump ship’ in order to gain access to perform internationally – ‘plastic Brits 2012’</li> </ul> <p><b>Impact for Society:</b></p>	

	<ul style="list-style-type: none"> <li>• Better viewing experience - in home</li> <li>• Increased technology to support viewing and participation</li> <li>• Labour migration of talent increases the talent pool</li> <li>• Wider knowledge and understanding of sport through data and analysis</li> <li>• Access to sports played on different continents</li> <li>• Hosting events increase the standing and status of that country/society v. increased costs becoming prohibitive for most cities/country's opportunities</li> <li>• Dominance of football over other sports</li> <li>• Increased opportunities for travel and tourism associated with sport – Barmy Army</li> </ul> <p><b>Wider specification links to:</b></p> <ul style="list-style-type: none"> <li>• Commercialisation - key driver Tv 'Prime Mover'</li> <li>• Community provisions / mass participation</li> <li>• Psychological factors – need to exercise for health</li> <li>• Wider programmes to increase sports participation</li> <li>• Skill acquisition – initiatives to increase physical literacy, community participation and elite development</li> <li>• Genetic match - linking your genetic profile to perfect physical activity</li> </ul> <p>The indicative content is a guide to the responses candidate may give. Other valid responses which answer the question correctly can be credited as appropriate.</p> <p>The candidate's response must be read in conjunction with the level descriptor below in order to give the appropriate mark. For example, a response that is firmly in the level would receive the middle mark in the level, a response that is just into the level would receive the bottom mark in the level, a response which nearly reaches the next level would receive the top mark in the level preceding it.</p>	<b>(15)</b>
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Level	Mark	Descriptor
	0	<ul style="list-style-type: none"> <li>• No rewardable material</li> </ul>
Level 1	1-3	<ul style="list-style-type: none"> <li>• There are limited links between theory and practice. Limited technical language supports isolated elements of knowledge and understanding (AO2).</li> <li>• Limited analysis of the factors that underpin performance and involvement in physical activity and sport (AO3).</li> <li>• Analysis is not used to make a judgement (AO3).</li> </ul>

Level 2	4-6	<ul style="list-style-type: none"> <li>• Makes few links between theory and practice. Basic technical language supports some elements of knowledge and understanding (AO2).</li> <li>• Attempts some analysis of the factors that underpin performance and involvement in physical activity and sport (AO3).</li> <li>• Analysis may not be used to make a clear judgement (AO3).</li> </ul>
Level 3	7-9	<ul style="list-style-type: none"> <li>• Makes some links between theory and practice. Some appropriate technical language supports a good knowledge and understanding (AO2).</li> <li>• Good analysis of the factors that underpin performance and involvement in physical activity and sport (AO3).</li> <li>• Uses analysis to make a judgement but without full substantiation (AO3).</li> </ul>
Level 4	10-12	<ul style="list-style-type: none"> <li>• Makes strong links between theory and practice. Appropriate technical language supports a very good knowledge and understanding (AO2).</li> <li>• Comprehensive analysis of the factors that underpin performance and involvement in physical activity and sport (AO3).</li> <li>• Uses analysis to make a clear judgement and supports this with examples (AO3).</li> </ul>
Level 5	13-15	<ul style="list-style-type: none"> <li>• Makes many insightful and significant links between theory and practice. Appropriate technical language supports a significant level of knowledge and understanding (AO2).</li> <li>• Sophisticated analysis of the factors that underpin performance and involvement in physical activity and sport (AO3).</li> <li>• Uses analysis to make a fully informed judgement and supports this with examples (AO3).</li> </ul>

Question Number	Indicative Content	Mark
Q19	<p><b>A02 = 5 marks, A03 = 10 marks</b></p> <p><b>A03 marks will be rewarded for the use of analysis to make a judgement.</b></p> <p><b>Reward acceptable answer. Responses may include, but are not limit to the following:</b></p> <p>Women in sport: Concerns three aspects:</p> <ol style="list-style-type: none"> <li>1. Opportunities</li> <li>2. Provisions</li> <li>3. Esteem (place and value)</li> </ol> <p>Participation numbers fluctuate due to trends, media and societal pressures.</p> <p><b>Women provisions:</b></p> <ul style="list-style-type: none"> <li>• Increased opportunities with women only gym/pool sessions</li> <li>• Creche facilities enable access</li> <li>• Rise in more exercise orientated classes/sessions e.g. platies</li> <li>• Equal prize money to males in events such as Wimbledon</li> <li>• TV coverage promotes female sports</li> <li>• Successful campaigns such as 'This Girl Can'/Sporting Giants - promote female participation at all levels</li> <li>• Funding for elite athletes, not gender driven UKSI/Sports England</li> </ul> <p><b>Women opportunities:</b></p> <ul style="list-style-type: none"> <li>• Increased opening hours – Pure gym 24/7</li> <li>• Increase in socially acceptable to 'exercise'</li> <li>• National awareness campaigns</li> <li>• Female presenters on traditionally male dominated media increases status of women e.g. football/rugby/cricket</li> <li>• Female role models increasing through tv coverage in sport – 'poster girl' however, female sport still pressured to fit the masculine narrative of sport</li> <li>• Schools following national guidelines on inclusion and equal access to sports such as football/rugby</li> </ul>	

- Olympic participation numbers largely equal male to female – Rio 45% female, est. Tokyo 49% and 40.5% Paralympics, 18 mixed events with Greco-Roman wrestling the only male event
- Events such as rugby and golf now included in Olympic schedules for women

**Women esteem:**

- Women no longer seen as ‘weaker’ sex in sport
- Professional sports such as football/athletics allow for female performers/sports to have high status
- Female sports performers full-time through UKSI funding thus on par with male counterparts
- Issues over the wearing of ‘revealing’ kit -gymnastic moving to full body clothing

**Additional issues:**

- Women participation still lags behind male participation. 700,000 more inactive females to males. 26% women inactive, girls’ participation in team sports down by 7% to 41%/male 63%
- Only 60% of girls meeting recommended guidelines on exercise
- Teenage girls aged 12-14 only 42% support exercise as important, 28% do no exercise except school PE.
- Girls aged 14-16 35% don’t participate through lack of confidence, 34% because they do not like being watched.
- Still issues with image/school PE kits etc
- Women’s participation affected by appearance (image), ability and priority (lifestyle)
- Women underrepresented in the wider media/journalist
- Laura Hubbard New Zealand weightlifter – trans gender participation divides opinion
- Female participation issues with gender identification: Caster Semenya SA ‘testosterone levels
- Issues over equal pay still exist – USA women’s soccer and equality / parity with men still unresolved
- Women still have largely unprofessional sports v. men – except football, cricket, tennis etc
- Promoting spectators in live and home viewing an issue for sports administrators – increased viewing raises participation
- IOC only c24 of 106 members are female

	<ul style="list-style-type: none"> <li>• Changing rooms and general environments need to attract female participation considered male orientated</li> <li>• Issue exists of female performers using prohibited substances / doping e.g. Salwa Eid Naser 400m runner</li> </ul> <p><b>Women and Society:</b></p> <ul style="list-style-type: none"> <li>• Society can now view higher coverage of women’s events</li> <li>• Society adapts to a greater levelling of the role/place and value of women in society</li> <li>• Women sport generates revenue</li> <li>• Increased opportunities, provisions and esteem of women in society</li> </ul> <p>The indicative content is a guide to the responses candidate may give. Other valid responses which answer the question correctly can be credited as appropriate.</p> <p>The candidate’s response must be read in conjunction with the level descriptor below in order to give the appropriate mark. For example, a response that is firmly in the level would receive the middle mark in the level, a response that is just into the level would receive the bottom mark in the level, a response which nearly reaches the next level would receive the top mark in the level preceding it.</p>	<b>(15)</b>
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Level	Mark	Descriptor
	0	<ul style="list-style-type: none"> <li>• No rewardable material</li> </ul>
Level 1	1-3	<ul style="list-style-type: none"> <li>• There are limited links between theory and practice. Limited technical language supports isolated elements of knowledge and understanding (AO2).</li> <li>• Limited analysis of the factors that underpin performance and involvement in physical activity and sport (AO3).</li> <li>• Analysis is not used to make a judgement (AO3).</li> </ul>
Level 2	4-6	<ul style="list-style-type: none"> <li>• Makes few links between theory and practice. Basic technical language supports some elements of knowledge and understanding (AO2).</li> <li>• Attempts some analysis of the factors that underpin performance and involvement in physical activity and sport (AO3).</li> <li>• Analysis may not be used to make a clear judgement (AO3).</li> </ul>
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		<ul style="list-style-type: none"> <li>• Good analysis of the factors that underpin performance and involvement in physical activity and sport (AO3).</li> <li>• Uses analysis to make a judgement but without full substantiation (AO3).</li> </ul>
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