



Mark Scheme (Results)

Summer 2019

Pearson Edexcel GCSE
In Physical Education (1PE0)
Paper 02 Health and Performance

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Summer 2019

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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.

Question Number	Answer (A01 – 1 mark)	Mark
1 (a)	<p>The only correct answer is B - Co-operation</p> <p><i>A is not correct because aesthetic appreciation is an emotional benefit</i></p> <p><i>C is not correct because improved fitness is a physical benefit</i></p> <p><i>D is not correct because stress relief is an emotional benefit</i></p>	(1)

Question Number	Answer (A01 – 1 mark)	Mark
1 (b)	<p>The only correct answer is C - A skill that can be broken down easily into phases</p> <p><i>A is not correct because skill referred to is a closed skill</i></p> <p><i>B is not correct because skill referred to is a complex skill</i></p> <p><i>D is not correct because skill referred to is a continuous skill</i></p>	(1)

Question Number	Answer (A03– 1 mark)	Mark
1 (c)	<p>The only correct answer is B – Cycling</p> <p><i>A is not correct because badminton participation rates have remained the same</i></p> <p><i>C is not correct because squash participation rates have gone down</i></p> <p><i>D is not correct because swimming participation rates have not increased as much as cycling</i></p>	(1)

Question Number	Answer (A03 – 1 mark)	Mark
1 (d)	<p>The only correct answer is A – Badminton</p> <p><i>B is not correct because cycling participation rates have increased</i></p> <p><i>C is not correct because squash participation rates have decreased</i></p> <p><i>D is not correct because swimming participation rates have increased</i></p>	(1)

Question Number	Answer (A01 – 1 mark)	Mark
1 (e)	<p>The only correct answer is A - Concurrent feedback</p> <p><i>B is not correct because manual guidance is being physically moved into correct position by a coach</i></p> <p><i>C is not correct because visual guidance is being shown a demonstration to aid learning of a skill</i></p> <p><i>D is not correct because terminal feedback is provided after the performance</i></p>	(1)

Question Number	Answer (A01 – 1 mark)	Mark
1 (f)	<p>The only correct answer is B - Liver damage</p> <p><i>A is not correct because arthritis is not caused by drinking too much alcohol</i></p> <p><i>C is not correct because lung cancer is caused by smoking and not too much alcohol</i></p> <p><i>D is not correct because osteoporosis is not caused by drinking too much alcohol</i></p>	(1)

Question Number	Answer (A01 – 2 marks)	Mark
2(a)	<p>One mark for identification of each type of health benefit</p> <p>One mark for each of the following:</p> <ul style="list-style-type: none"> • Physical • Emotional 	(2)

Question Number	Answer (A02 – 2 marks)	Mark							
2(b)	<p>One mark for each of the following points:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Reason</th> <th style="width: 50%;">Advantage when running a marathon</th> </tr> </thead> <tbody> <tr> <td>Non-smokers red blood cells will carry more oxygen (than if they smoked)</td> <td rowspan="4"> <ul style="list-style-type: none"> • which means she has more oxygen for energy production • maintain pace/run faster for longer • reduce fatigue </td> </tr> <tr> <td>Matilda will have more effective gaseous exchange (than if she smoked)</td> </tr> <tr> <td>Matilda will have more effective diffusion of oxygen/gases (than if she smoked)</td> </tr> <tr> <td>Matilda will have increased lung capacity/vital capacity (than if she smoked)</td> </tr> </tbody> </table> <p>Accept other appropriate responses.</p> <p>1 mark for reason there is an effect on performance (AO2) 1 mark for advantage to performance (AO2)</p>	Reason	Advantage when running a marathon	Non-smokers red blood cells will carry more oxygen (than if they smoked)	<ul style="list-style-type: none"> • which means she has more oxygen for energy production • maintain pace/run faster for longer • reduce fatigue 	Matilda will have more effective gaseous exchange (than if she smoked)	Matilda will have more effective diffusion of oxygen/gases (than if she smoked)	Matilda will have increased lung capacity/vital capacity (than if she smoked)	(2)
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Question Number	Answer (A02 – 2 marks)	Mark
3 (a)	<p>Strength</p> <ul style="list-style-type: none"> the target is specific (1) because it is clear they want to improve coordination in netball/they have a clear focus (1) <p>OR</p> <ul style="list-style-type: none"> It is time-bound (1) because it has to be completed within a month/ there is a deadline/time period to complete in/which will be motivating (1) <p>Accept any other appropriate responses.</p> <p>1 mark for identification of SMART target (AO2) 1 mark for justification of strength of SMART target (AO2)</p>	(2)

Question Number	Answer (A02 – 2 marks)	Mark
3 (b)	<p>Weakness</p> <ul style="list-style-type: none"> It is not measurable (1) as there is no way to tell when she has met her target / the target is not quantifiable (1) <p>Accept any other appropriate responses.</p> <p>1 mark for identification of SMART target (AO2) 1 mark for justification of weakness (AO2)</p>	(2)

Question Number	Answer (A01 – 3 marks)	Mark
4	<p>One mark for identifying any of the following reasons for goal setting (up to three marks).</p> <p>Any three from:</p> <ul style="list-style-type: none">• Increases attention/focus/gives something to aim for• Increases motivation/effort/increases task persistence• Allows assessment of progress over time <p>Accept any other appropriate responses.</p>	(3)

Question Number	Answer AO1 – 1 mark; AO2 - 2 marks; AO3 – 1 mark	Mark
5	<p>For example:</p> <p>Sub max 1 mark</p> <ul style="list-style-type: none"> • Closed skills are not affected by the environment (1) <p>Example of factors (max 2 marks):</p> <ul style="list-style-type: none"> • Being distracted by opponent moving/crowd making a noise (1) • If its windy affecting the ball toss (1) • If its sunny needing to change technique (1) • If it is wet/raining the surface may be slippery (1) <p>Sub max 1 mark</p> <ul style="list-style-type: none"> • It is more open because conditions are not always identical when serving/conditions when serving can change/there are external factors affecting the serve (1) <p>Accept any other appropriate responses.</p> <p>1 mark for statement about closed skills (A01) 2 marks for specific examples of the instability (AO2) 1 mark for justification that the environment is not predictable (AO3)</p>	(4)

Question Number	Answer (AO1 – 1 mark)	Mark
6(a)	<p>One mark for correct definition of sportsmanship</p> <ul style="list-style-type: none"> • Qualities of fairness/Fair play • Following the rules • Being gracious in victory or defeat • Respecting opposition <p>Accept any other appropriate responses.</p>	(1)

Question Number	Answer (AO1 – 2 marks)	Mark
6 (b)	<ul style="list-style-type: none"> • Gamesmanship is where the performer tries to 'bend' the rules without breaking them (1) • Deviance is where the performer cheats/breaks the rules (1) <p>Accept any other appropriate responses.</p> <p>1 mark for recognition that gamesmanship is bending the rules without breaking them (AO1)</p> <p>1 mark for recognition that deviance is breaking the rules (AO1)</p>	(2)

Question Number	Answer (A02)	Mark										
7	<table border="1" data-bbox="363 394 1209 999"> <thead> <tr> <th data-bbox="363 394 663 434">Reason</th> <th data-bbox="663 394 1209 434">Explanation</th> </tr> </thead> <tbody> <tr> <td data-bbox="363 434 663 676">Fit Good CV fitness</td> <td data-bbox="663 434 1209 676">Therefore, fatigue does not impact quality of practice Reinforces skill under fatiguing situation/maintain performance in game Reinforces use of skill when tired</td> </tr> <tr> <td data-bbox="363 676 663 757">Highly motivated</td> <td data-bbox="663 676 1209 757">Cope with the repetitive/potentially boring nature of the practice</td> </tr> <tr> <td data-bbox="363 757 663 837">Know how to perform the skill</td> <td data-bbox="663 757 1209 837">Will not need breaks for feedback</td> </tr> <tr> <td data-bbox="363 837 663 999">Skill already well learned</td> <td data-bbox="663 837 1209 999">Reinforcing correct action Improves muscle memory Improved consistency of skill under pressure/in a game</td> </tr> </tbody> </table> <p data-bbox="363 1043 1209 1200">Accept any other appropriate responses. 2 marks for reason why massed practice is suitable for experienced performer 2 marks for explanation of why mass practice is suitable</p>	Reason	Explanation	Fit Good CV fitness	Therefore, fatigue does not impact quality of practice Reinforces skill under fatiguing situation/maintain performance in game Reinforces use of skill when tired	Highly motivated	Cope with the repetitive/potentially boring nature of the practice	Know how to perform the skill	Will not need breaks for feedback	Skill already well learned	Reinforcing correct action Improves muscle memory Improved consistency of skill under pressure/in a game	(4)
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Question Number	Answer (A01 – 1 mark)	Mark
8(a) (i)	One mark for identifying the following (up to one mark) <ul style="list-style-type: none">• Figure 4 - Mechanical	(1)

Question Number	Answer (A01 – 1 mark)	Mark
8(a) (ii)	One mark for identifying the following (up to one mark) <ul style="list-style-type: none">• Figure 5 - Manual	(1)

Question Number	Answer	Mark												
8(b)	<p>Any two from:</p> <table border="1" data-bbox="357 383 1206 1626"> <tr> <td data-bbox="357 383 783 584">Disadvantage (Max 2)</td> <td data-bbox="783 383 1206 584">Explanation why disadvantage with this group (Max 2)</td> </tr> <tr> <td data-bbox="357 584 783 864">Not suitable for inexperienced/beginners More suitable for experienced</td> <td data-bbox="783 584 1206 864">Might not understand Can't process info Short attention span Lack concentration Easily distracted</td> </tr> <tr> <td data-bbox="357 864 783 1117">Terminology may be too complicated/too technical Could misinterpret instruction</td> <td data-bbox="783 864 1206 1117">They are young children/beginners so may not understand</td> </tr> <tr> <td data-bbox="357 1117 783 1279">Possible information overload</td> <td data-bbox="783 1117 1206 1279">Easy to give too many instructions Easy to miss points made</td> </tr> <tr> <td data-bbox="357 1279 783 1480">Requires concentration/focus on instruction Potentially boring</td> <td data-bbox="783 1279 1206 1480">Young children easily distracted Young children may have short attention span</td> </tr> <tr> <td data-bbox="357 1480 783 1626">Don't see the 'perfect model'</td> <td data-bbox="783 1480 1206 1626">Therefore, nothing to copy/ will need to see the action/demonstration</td> </tr> </table> <p>Accept any other appropriate responses 1 mark for identifying the disadvantage 1 mark for justifying why this is a disadvantage</p>	Disadvantage (Max 2)	Explanation why disadvantage with this group (Max 2)	Not suitable for inexperienced/beginners More suitable for experienced	Might not understand Can't process info Short attention span Lack concentration Easily distracted	Terminology may be too complicated/too technical Could misinterpret instruction	They are young children/beginners so may not understand	Possible information overload	Easy to give too many instructions Easy to miss points made	Requires concentration/focus on instruction Potentially boring	Young children easily distracted Young children may have short attention span	Don't see the 'perfect model'	Therefore, nothing to copy/ will need to see the action/demonstration	(4)
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Question Number	Answer (A01 – 2 marks)	Mark
9	<p>One mark for identifying any of the following effects of lack of sleep (up to two marks).</p> <p>Any two from:</p> <ul style="list-style-type: none">• Increased risk of heart disease• High blood pressure• Increased risk of stroke• Increased risk of diabetes• Increased risk of kidney disease• Increased risk of obesity <p>Accept any other appropriate responses</p>	(2)

Question Number	Answer (A03 - 4 marks)	Mark
10 (a)	<p>One mark for each analysis of the strengths of player 3 (up to 2 marks)</p> <p>Strengths</p> <p>Any two from:</p> <ul style="list-style-type: none"> • Good at heading the ball • Good at intercepting the ball • Makes most tackles <p>Accept any other appropriate responses</p>	(2)

Question Number	Answer (A03 - 4 marks)	Mark
10 (b)	<p>One mark for each analysis of the weaknesses of player 3 (up to 2 marks)</p> <p>Weaknesses</p> <p>Any two from:</p> <ul style="list-style-type: none"> • Does not run as far • Makes lowest number of successful passes • Makes most unsuccessful passes • Makes the least passes • No shots on target • Highest shots off target <p>Accept any other appropriate responses</p>	(2)

Question Number	Answer (A01 – 2 marks)	Mark
11 (a)	<p>Two marks for any of the following micronutrients (up to maximum of two marks)</p> <ul style="list-style-type: none"> • Vitamins/specific vitamin – Any from A/B1/C/D/E • Minerals/specific mineral e.g. calcium/potassium/zinc/sulphur/iron <p>Accept any other appropriate responses.</p>	(2)

Question Number	Answer (A01 – 1 mark; AO2 – 1mark; AO3 – 1 mark)	Mark
11 (b)	<p>For example:</p> <ul style="list-style-type: none"> • Protein intake allows the weightlifter’s muscles to repair/grow (1) • Should be consumed soon after exercise (1) • So they can recover from training more quickly /so they can increase protein synthesis (1) <p>Accept any other appropriate responses.</p> <p>1 mark for identifying repair/growth (AO1) 1 mark for relevance/link to activity (AO2) 1 mark for impact on protein synthesis (AO3)</p>	(3)

Question Number	Answer (AO1 – 2 marks; AO2 1 mark)	Mark
12	<p>Three marks for linked response describing the energy balance equation.</p> <ul style="list-style-type: none"> The amount of energy in/consumed (1) should equal the amount of energy used/out (1) otherwise weight will be gained or lost/become overweight or underweight (1) <p>2 marks for describing energy equation (AO1) 1 mark for impact/consequences (AO3)</p> <p>Accept any other appropriate responses.</p>	(3)

Question Number	Answer (A02 – 1 mark; A03 3 marks)	Mark
13	<p>Four marks for linked response of reasons for Nike withdrawing sponsorship</p> <ul style="list-style-type: none"> Nike originally sponsored Armstrong due to high profile/role model/ his link with excellence (1) If an athlete is discredited/cheats/ banned from their sport / displays deviant behaviour (1) this creates adverse publicity/will reflect negatively on company/ tarnishes brand/sponsor will not want to be seen to support deviant behaviour (1) which will cause drop in sales/ affect sales of product (1) <p>Accept any other appropriate responses.</p> <p>1 mark for why elite performers/Armstrong are sponsored (AO2) 1 mark for reference to deviance (AO3) 1 mark for negative link to sponsor (AO3) 1 mark for impact (AO3)</p>	(4)

Question Number	Indicative content: (A01 – 3 marks; A02 - 3 marks for application; A03 - 3 marks for analysis/evaluation)	Mark
14	<p>Reward acceptable answers. Responses may include, but are not limited to, the following:</p> <p>Knowledge and understanding of intrinsic and extrinsic feedback (A01)</p> <ul style="list-style-type: none"> • Intrinsic feedback comes from the performer themselves • Extrinsic feedback is information given from an external source e.g. coach, team mates, parents • Intrinsic feedback is more suitable for experienced performers/extrinsic for inexperienced • Feedback helps correct errors in technique/improve performance • Reference to other types of feedback – concurrent/terminal <p>Application of knowledge and understanding of intrinsic and extrinsic feedback (A02)</p> <ul style="list-style-type: none"> • An example of intrinsic feedback is when the performer feels whether they are dribbling the ball correctly without having to constantly look at the ball • An example of extrinsic feedback is the hockey coach shouting instructions/tactics from side of pitch • Feedback helps the performer correct errors in technique (A01) for example after a misplaced pass they will adjust the skill so the next pass is more accurate (A02) • Feedback is used to reinforce correct action when a movement has been performed well (A01) e.g. the coach praising a well-executed pass (A02). • In hockey extrinsic feedback can prevent injury, e.g. telling players to keep their stick down/hockey is a contact sport (A02) <p>Evaluation of topic – making a reasoned judgment about relative merits of intrinsic and extrinsic feedback (A03)</p> <ul style="list-style-type: none"> • Extrinsic feedback is from an external source (A01) e.g. a coach shouting instructions/advice/praise from side of pitch (A02) as the under 12 team is inexperienced they need instruction to maximise their performance (A03) • Feedback is used to reinforce correct action when a movement has been performed well (A01) e.g. the coach praising a well-executed pass (A02) this is important because it will motivate the players to continue playing (A03). • Too much extrinsic feedback may confuse the players leading to drop in performance (A03) 	(9)

	<ul style="list-style-type: none"> • Intrinsic feedback would be difficult/impossible for a beginner as they will not have the knowledge to be able to self-correct (AO3) • Extrinsic feedback comes from an external source (AO1) this could be the other players on the hockey team telling them what to do (AO2) but as they are also inexperienced Intrinsic feedback would be difficult/impossible as they will not have learnt the skills sufficiently (AO3) <p>Students who only show achievement against A01 will not be able to gain marks beyond level 1. Accept any other appropriate responses</p>	
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Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-3	<ul style="list-style-type: none"> • Demonstrates isolated elements of knowledge and understanding, with limited technical language used (AO1) • Limited attempt to apply knowledge to question context (AO2). • Generic assertions may be presented (AO3 - evaluation)
Level 2	4-6	<ul style="list-style-type: none"> • Demonstrates mostly accurate knowledge and understanding, including appropriate use of technical language in places (AO1). • Applied knowledge to question context (AO2). • Attempts at drawing conclusion, with some support from relevant evidence (AO3 – evaluation).
Level 3	7-9	<ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding throughout, including appropriate use of technical language (AO1). • Applied detailed knowledge to question context throughout (AO2). • Reaches a valid and well-reasoned conclusion supported by relevant evidence (AO3 – evaluation).

Question Number	Indicative content (A01 – 3 marks; A02 - 3 marks for application; A03 - 3 marks for evaluation)	Mark
15	<p>Reward acceptable answers. Responses may include, but are not limited to, the following:</p> <p>Knowledge and understanding of sedentary lifestyle on physical health (A01)</p> <ul style="list-style-type: none"> • A sedentary lifestyle is where there is little/no physical activity • Can cause excess weight/overweight/overfat/obesity • Can cause coronary heart disease/stroke/high blood pressure/high cholesterol • Can cause osteoporosis • Can cause poor posture/limited mobility <p>Application of knowledge (A02)</p> <ul style="list-style-type: none"> • A sedentary lifestyle can lead to becoming overweight/obese (A01) if the energy balance is not maintained/we are not using all the calories we eat (A02) • Lack of aerobic exercise can lead to increased blood pressure/coronary heart disease (A02) • Lack of weight bearing activities will cause bones to become less strong/more brittle (A02) • Poor posture results from not using the muscles/limited mobility (A02) <p>Evaluation of topic – making a reasoned judgment (A03)</p> <ul style="list-style-type: none"> • A sedentary lifestyle can cause osteoporosis (A01) through lack of weight bearing activities causing the bones to become less strong/more brittle (A02) which can increase the likelihood of fracturing/breaking bones (A03) • A sedentary lifestyle can lead to becoming overweight/obese (A01) if the energy balance is not maintained/we are not using all the calories we eat (A02) it is much harder to be physically active due to labour saving devices/technological advances (A03) • A sedentary lifestyle can cause coronary heart disease (A01) due to a lack of aerobic/continuous exercise (A02) which can lead to reduced life expectancy (A03) • A sedentary lifestyle can cause poor posture (A01) as a result of not using the muscles/limited mobility (A02) which can lead to injury/inability to perform daily tasks (A03) • A sedentary lifestyle need not lead to physical health issues if the individual makes other appropriate lifestyle choices (A03) <p>Students who only show achievement against A01 will not be able to gain marks beyond level 1.</p> <p>Accept any other appropriate responses</p>	(9)

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