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Mark Scheme (Results)

Summer 2017

Pearson Edexcel GCE
In Physical Education (8PE0) Paper 02

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark scheme – not according to their perception of where the grade boundaries may lie.
- 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/indicative content will not be exhaustive.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, a senior examiner must be consulted before a mark is given.
- Crossed-out work should be marked unless the candidate has replaced it with an alternative response.

Question Number	Answer	Additional information	Mark
1	<ul style="list-style-type: none"> • Cognitive • Associative • Autonomous 	Only accept correct spelling	GR (3)

Question Number	Answer	Additional information	Mark
2	<p>Open skills:</p> <ul style="list-style-type: none"> • Predominantly externally paced e.g. team games / racket sports. • Subject to environmental conditions e.g. sailing (wind) skiing (ice). • Often involve the influence of other performers / equipment / ball which determines where and when a skills is performed e.g. batting in cricket / rounders / baseball / clays shooting. • Predominately perceptual requiring changing movement patterns. <p>Accept suitable sports examples.</p> <p>Closed Skills:</p> <ul style="list-style-type: none"> • Internally paced such as a tennis serve. • Under the control of the individual e.g. golf swing, self-timed e.g. archery / pistol shooting. • Maybe environment or player affected – wind/batsman ‘charging’ at a bowler cricket • Predominately habitual stereotyped movement patterns. <p>Accept suitable sports examples</p>	No example provided, no mark. 3 marks for open skill and 3 marks for closed skill. 2 Marks for explanation. 1 mark for example.	EXP (6)

Question Number	Answer	Additional information	Mark
3	<p>Reward acceptable answers. Responses may include, but are not limited to the following:</p> <p>Feedback serves to:</p> <ul style="list-style-type: none"> ● Reinforce learning - strengthen the S-R bond ● Identify strengths and weaknesses ● Motivate the learner. ● Detect errors in a performance. ● Enable comparisons to previous performance. ● Provide opportunities for self-analysis. ● Identify strengths and weaknesses. 	Accept any three points	<p>EXP (3)</p>

Question Number	Answer	Additional information	Mark
4	<p>Reward acceptable answers. Responses may include, but are not limited to the following.</p> <ul style="list-style-type: none"> • Environmental factors such as location, age and eligibility contribute to team cohesion by creating a common environment / shared expectations. • Method of appointment of the leader (elected / appointed) affects team cohesion by how much the team are willing to accept their leader. • Style of leadership they adopt / relationship affects the relationship they build with team members. • Personal factors, e.g. motives, member personalities can affect team cohesion by the extent to which individual's interact socially with the group. • The extent to which the players work towards a shared goal, affects team task cohesion. • Characteristics of a successful and cohesive group / team related to team identity / targets / member abilities. • Combination of high task and social cohesion is more productive in achieving group productivity. • Motivation of the group is a key factor in achieving agreed targets / aims. • Cooperation between team members is essential to carry out tactical manoeuvres effectively. • Size of the group and job roles can lead to social loafing. • Coordination and cooperation can be reduced if in a larger group e.g. Ringlemann effect. 	<p>In order for candidates to gain maximum marks they must identify 3 factors supported with a suitable explanation.</p>	<p>EXP (6)</p>

Question Number	Indicative Content	Additional information
<p>5 Expert</p>	<p>AO1 = 4, AO3 = 8 marks</p> <p>Students who only show achievement against AO1 will not be able to gain marks beyond Level 1.</p> <p>Reward acceptable answers. Responses may include, but are not limited to the following:</p> <ul style="list-style-type: none"> • Drive theory shows that there is a linear relationship between arousal and sporting performance. (AO1) • As arousal increases dominant habit occurs – elite performer error free / novice performer error strewn. (AO3) • Under and over arousal can only be explained by inverted U. (AO1) • The achieving of optimal levels for performance varies for individuals task differences. (AO3) • The level of arousal required is affected by different personality types. (AO1) • Inverted U - athletes aim to reach tip of the U – zone of optimal performance to achieve best performance. (AO3) • If arousal increases beyond the zone performances can deteriorate / catastrophe theory. (AO3) • Possible and explained links in the course to the effects on drive/inverted U of self-efficacy, social facilitation and achievement motivation (NACH/NAF). (AO3) • Drive theory - If arousal needs to rise to produce best performance then does not take account of skills requiring low levels of arousal eg: putting in golf/Snooker (AO3) <p>Points can be supported with relevant sporting examples.</p>	<p>Candidates can be credited for including a valid criticism of each theory e.g. Inverted U theory – optimal arousal always occurs at the mid-point of the curve and state that one curve does not explain the different optimal levels of arousal needed for simple and complex tasks.</p>

Level	Mark	Descriptor	
	0	No rewardable material.	
1	1-3	<ul style="list-style-type: none"> • 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). • Limited analysis of the factors that underpin performance and involvement in physical activity and sport (AO3). • Analysis is not used to make a judgement (AO3). 	
2	4-6	<ul style="list-style-type: none"> • Attempts some understanding of the factors that underpin performance and involvement in physical activity and sport and expresses ideas with some clarity (AO1). • Attempts some analysis of the factors that underpin performance and involvement in physical activity and sport (AO3). • Analysis may not be used to make a clear judgement (AO3) 	
3	7-9	<ul style="list-style-type: none"> • Evidence of some understanding of the factors that underpin performance and involvement in physical activity and sport. Communicated in a logical writing structure (AO1). • Good analysis of the factors that underpin performance and involvement in physical activity and sport (AO3). • Uses analysis to make a judgement but without full substantiation (AO3) 	
4	10-12	<ul style="list-style-type: none"> • Comprehensive understanding of the factors that underpin performance and involvement in physical activity and sport. Communicated in a logical, clear writing structure (AO1). • Comprehensive analysis of the factors that underpin performance and involvement in physical activity and sport (AO3). • Uses analysis to make a clear judgement and supports this with examples (AO3). 	

Question Number	Answer	Additional information	Mark
6	<p>Reward acceptable answers. Responses may include, but are not limited to the following:</p> <ul style="list-style-type: none"> ● Attitudes ● Age ● Gender ● Facilities / access ● Work commitments ● Financial considerations/ disposable income ● Tradition / Social Class – social exclusion ● Family ● Self-Image / self-esteem ● Racial/Minority groups ● Trends ● Able bodied / Disability ● Friendship group ● Education ● Transport 	<p>Candidates are required to only identify 4 factors. No explanations are required.</p>	<p>Grad (4)</p>

Question Number	Answer	Additional information	Mark
7	<p>Reward acceptable answers. Responses may include, but are not limited to the following:</p> <p>Recreations were:</p> <ul style="list-style-type: none"> • Limited to a defined local geographical area • Had few written rules due to a lack of education therefore un-coded • Often cruel and / or violent • Based on combat skills related to the preparation for war • Divided between a two tier social class system (peasant and gentry) • Often linked to festivals and holy days – church and farming calendars • Linked to wagering, hunting / poaching 	<p>Where appropriate, characteristics will be supported by a brief contextualisation.</p>	<p>EXP (4)</p>

Question Number	Answer	Additional information	Mark
8	<p>Reward acceptable answers. Responses may include, but are not limited to the following:</p> <ul style="list-style-type: none"> ● Urbanisation led to limited space for recreation and play therefore leading to defining specific playing spaces e.g. size of pitch. ● Transport enabled people to travel and play so a common sets of rules were needed. ● Oxford / Cambridge melting pot of the rules of local games ● Industrialisation led to a need for an educated work force which helped the recording of rules ● Regular working hours increased the chance of regular fixtures and leagues ● As transport links developed inter town / city rivalries grew ● More laws were introduced to regulate urbanised society which were mirrored in sport. ● Workers needed a release from industrial hardship so sought recreational pursuits / rise in 'spectatorism' on a weekly basis so led to Saturday afternoon being given over to leisure / sport. ● Factory owners keen to support 'works teams' through providing financial backing and space. ● Technological advancements gave rise to specialist kit/equipment 	Identified factor must have where appropriate a suitable explanation	EXP (6)

Question Number	Answer	Additional information	Mark
9	Reward acceptable answers. Responses may include, but are not limited to the following: <ul style="list-style-type: none"> ● Promotion of Olympism – philosophy of life combining body, will and mind ● Free from political interference ● Global harmony through sport ● Excellence ● Friendship ● Free from the abuse of drugs ● Respect for all ● Equality of opportunity / inclusion of all countries 	Where appropriate, candidates may use alternative wording, such as <i>ethical principles</i>	<p style="text-align: right;">EXP (4)</p>

Question Number	Indicative Content
<p>10 Expert</p>	<p>A03 = 12 marks</p> <p>Reward acceptable answers. Responses may include, but are not limited to:</p> <p>Reference to data</p> <ul style="list-style-type: none"> ● The proportion of women participation has increased from 0 to 47.4% ● Number of female competitors has increased from 0 to 4700 ● There are now 306 events at the Olympics where 145 are for women ● The number of sports has grown from 2 in 1900 to 28 in 2016 ● There has been a rapid rise in the number of females participants, sports, events since the mid-1970s <p>Sport in Society</p> <ul style="list-style-type: none"> ● Social legislation has enhanced the opportunities and equality of women in wider society e.g. equal opportunities. (AO3) ● USA - Changes in law (Title IX) legislation on awarding sports scholarships (AO3) ● Reflecting cultural changes such as role of women in politics (AO3) ● Impact of World Wars and role of women (AO3) ● Influence of television /role models (AO3) ● Contrast of initial views of Coubertin and Rogge (50 - 50 target) (AO3) ● IOC charter on equality; from 1991, all new sports must feature women's events (AO3) ● TV media has promoted female participation / female presenters on TV in male sports e.g. rugby union/football/Olympics has female commentators/pundits (AO3) ● Female status equal in prize money – Wimbledon (AO3) ● Winter Olympics female athletes have greater status in disciplines such e.g.: ice dancing (AO3) ● Female sports bodies Women’s Sports Foundation promote and support female enhancement (AO3) <p>Psychology</p> <ul style="list-style-type: none"> ● Attitudes in some countries slow to change - middle eastern countries (AO3) ● Women seen more as equals to men – Olympics events (AO3) <p>Skill Acquisition</p> <ul style="list-style-type: none"> ● Schools have inclusion policies and equal promotion of girls sports – ‘schools games’/ESAA national championships (AO3) ● Girls acquire skills and abilities associated with male sports girls encouraged to play rugby, football and cricket alongside traditional female sports (AO3) ● Mixed teams continue girls/women play alongside male – tennis/hockey/badminton in schools (AO3) ● Talent Identification – ‘Girls For Gold’, ‘Tall and talented’, ‘This Girls

		<p>Can', Kelly Holmes campaign ' More Than medals' (AO3)</p> <ul style="list-style-type: none"> • Women's/Girls teams now common in traditional male orientated clubs – rugby, cricket, football (AO3) <p>Physiology</p> <ul style="list-style-type: none"> • impact of research into understanding exercise physiology etc. (triple jump for example) (AO3) • Women now compete in traditional male sports - boxing rugby union (AO3) • Women closing the gap in sports records to men (AO3) • Female athletic form openly accepted – Jessica Ennis-Hill (AO3) • Rise of professional football for women (AO3)
Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	<ul style="list-style-type: none"> • Limited analysis of the factors that underpin performance and involvement in physical activity and sport (AO3). • Little analysis of performance due to limited application of relevant skills and techniques in physical activity and sport (AO3). • Analysis is not used to make a judgement (AO3).
2	4-6	<ul style="list-style-type: none"> • Attempts some analysis of the factors that underpin performance and involvement in physical activity and sport (AO3). • Attempts to apply relevant skills and techniques in physical activity and sport to analyse performance (AO3). • Analysis may not be used to make a clear judgement (AO3).
3	7-9	<ul style="list-style-type: none"> • Good analysis of the factors that underpin performance and involvement in physical activity and sport (AO3). • Some application of relevant skills and techniques in physical activity and sport to analyse performance (AO3). • Uses analysis to make a judgement but without full substantiation (AO3).
4	10-12	<ul style="list-style-type: none"> • Comprehensive analysis of the factors that underpin performance and involvement in physical activity and sport (AO3). • Application of relevant skills and techniques in physical activity and sport to analyse performance (AO3). • Uses analysis to make a clear judgement and supports this with examples (AO3).