



Mark Scheme (Results)

Summer 2019

Pearson Edexcel GCE
In Physical Education (9PE0)
Paper 02 Psychological and Social
Principles

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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	Additional guidance	Mark
Q01	<p>Any three from:</p> <ul style="list-style-type: none"> • Strength of stimulus • Amount of stimuli / Hick's law • Speed of stimuli • Sports intelligence/experience • Scanning ability • Senses/Detection capabilities <ul style="list-style-type: none"> • Short term sensory store <ul style="list-style-type: none"> • ST Memory/ capacity • LT Memory <ul style="list-style-type: none"> • Speed of processing required • Channel Capacity • Age/Gender • Importance of stimuli • Environment/ Weather • Arousal level <p>1 mark for each correct factor max. 3</p>		(3)

Question Number	Answer	Additional guidance	Mark
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Q02	<p>Thorndike identified three laws</p> <ul style="list-style-type: none"> • Exercise <ul style="list-style-type: none"> ○ in learning the more frequently a stimulus and response are associated with each other the more likely the particular response is to follow the stimulus - trial and error ○ Exercise states that those things most often repeated are best remembered. It is the basis of drill and practice. • Effect <ul style="list-style-type: none"> ○ rewarding a behaviour will increase the probability of the behaviour will be repeated, punishment decreases chances/regular practice/law of use ○ Effect is based on the emotional reaction of the student. It has a direct relationship to motivation. • Readiness <ul style="list-style-type: none"> ○ learner must be responsive to act to strength S-R bond/nervous system mature to learn/mentally and physically ready to complete the task/motivated to learn ○ Readiness implies a degree of concentration and eagerness. Individuals learn best when they are physically, mentally, and emotionally ready to learn, and do not learn well if they see no reason for learning. 	<p>To gain a mark the law must be named, as well as summarised.</p> <p>No marks for simply naming the three laws.</p>	(3)
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Question Number	Answer	Additional guidance	Mark
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Q03	<p>Fixed practice:</p> <p>AKA ‘drilling/Grooving’, which has set circumstances and conditioned response/ thus the S-R bond is established and repeated. Hence this is primarily used for closed skills the learner practices a set task/outcome</p> <p>These are sometimes also known as drills and involves repeatedly practising a whole skill in order to strengthen the motor programme. This type of practice is best with discrete, closed skills.</p> <p>E.g.: cricket bowling machine, tennis feeder, line out set rehearsal, short corner routines</p> <p>Distributed Practice:</p> <p>Practice session punctuated with breaks for analysis/recovery which then enables learning a skill in small stages/units of practice -these set sessions of fixed length. Periods of rest and therefore be used to review learning, video analysis, coach feedback and guidance given.</p> <p>Attempts at the skill are divided up with intervals inbetween to allow for rest and mental rehearsal. This is best used in difficult, dangerous or fatiguing skills and with young or lowly motivated individuals.</p> <p>Eg team training working on a range of skills/ split into distinct sessions</p> <p>Tennis forehand/backhand/serve/volley/return/ split into distinct sessions</p> <p>1 marks for correct explanation of each practice type</p> <p>1 mark for each linked example</p>	<p>Marks are awarded for linked points. This means candidates must provide both the correct explanation and appropriate example. This would score 2 marks.</p>	(4)
Question Number	Indicative Content		
*Q04	A02 = 5 marks, A03 = 10 marks		(15)

Students who only draw their answer from one area of study will not be able to gain marks beyond Level 3.

Reward acceptable answers. Responses may include, but are not limited to the following.

Skill Acquisition:

Video - feedback on technique/guidance from bio-mechanics coach
 Software - mechanical analysis on performance
 Training Aids - learning weakness/rig/harness in trampolining,
 Dortmund ball feeder footbonaut/cricket/tennis bowling machines
 Understanding tactics - Pro zone - when to use a particular skill
 Pre-post game analysis - video/skill learning and production
 Recording audio - rhythm in swimming/underwater
 Clothing - neoprene support

Physiology:

Sports testing enables weaknesses to be identified and programmes developed -Correcting muscle imbalance to improve physical performance
 Monitoring HR - Lactate analysis set running pace

Psychology:

Music - control anxiety aid fluent skill production
 Bio-measures to aid learning to highlight onset stressor/anxiety
 Goal setting/Mental rehearsal/ visualisation to aid concentration/learning

Social:

Use of monitoring equipment such as Fitbit.

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.

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.

Level	Mark	Level descriptor
0	0	<ul style="list-style-type: none"> No rewardable content
1	1 - 3	<ul style="list-style-type: none"> There are limited links between theory and practice. Limited technical language supports isolated elements of knowledge and understanding (AO2). 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"> • Makes few links between theory and practice. Basic technical language supports some elements of knowledge and understanding (AO2). • 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"> • Makes some links between theory and practice. Some appropriate technical language supports a good knowledge and understanding (AO2). • 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"> • Makes strong links between theory and practice. Appropriate technical language supports a very good knowledge and understanding (AO2). • 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).
5	13 -15	<ul style="list-style-type: none"> • Makes many insightful and significant links between theory and practice. Appropriate technical language supports a significant level of knowledge and understanding (AO2). • Sophisticated analysis of the factors that underpin performance and involvement in physical activity and sport (AO3). • Uses analysis to make a fully informed judgement and supports this with examples (AO3).

Question Number	Answer	Additional guidance	Mark
Q05	<ul style="list-style-type: none"> • A negative aspect of stress • Worry over possibility of failure <p>1 mark for either aspect of the correct definition</p>	<p>To gain a mark for worry, there must be a context.</p> <p>Could accept as a negative emotion.</p>	(1)

Question Number	Answer	Additional guidance	Mark
Q06	<p>Cognitive - mental impairment of performance</p> <p>Symptom - worry, apprehension, doubt, incorrect decision making, confusion, feelings of unable to perform</p> <p>Somatic - physiological effects</p> <p>Symptom - poor muscle control, sweating, high HR, shaking, nausea,</p>	<p>1 mark for each description of cog./somatic</p> <p>1 mark for correct symptom</p>	(4)

Question Number	Answer	Additional guidance	Mark
Q07	<p>NACH - The performer has a need to achieve - seeks high risk challenges/does not fear failure/seeks feedback</p> <p>NAF - The performer has a need to avoid failure - seeks situations where success highly probable, fears failure/avoids defeat/avoids feedback</p>	<p>1 mark for the correct description of each type, which must be correctly named.</p> <p>No marks given for just naming NAF and NACH.</p>	(2)

Question Number	Answer	Additional guidance	Mark
Q08	<ul style="list-style-type: none"> • Giving positive feedback • Increase in/accountability/ responsibility • Individual / positive support / motivation • Create individual goals/goal setting • Raise self-efficacy • Greater social interaction/team buddy system / communication • Highlight importance of the individual to the team • Eliminate negative comments to the individual • Reduce group size • Use of punishment • Change of coach/leader • Peer pressure <p>Any 3 points acceptable 1 mark each</p>		(3)

Question Number	Indicative Content	
Q09	<p data-bbox="261 286 520 320">AO1 = 5 AO3 =10</p> <p data-bbox="261 360 1302 434">Students who only show achievement against AO1 will not be able to gain marks beyond Level 1.</p> <p data-bbox="261 472 1302 546">Students who only draw their answer from one area of study will not be able to gain marks beyond Level 4.</p> <p data-bbox="261 584 1238 658">Reward acceptable answers. Responses may include, but are not limited to the following.</p> <p data-bbox="309 696 1267 770">Leaders: Application of leadership to sporting success through the following:</p> <ul data-bbox="261 808 1318 1749" style="list-style-type: none"> <li data-bbox="261 808 1318 994">• Leadership styles vary and can be different for different situations/team v individual (Fielder and Chelladurai): <ul style="list-style-type: none"> <li data-bbox="368 882 890 916">○ Autocratic - dictates to the group <li data-bbox="368 920 874 954">○ Laissez-faire - ‘go with the flow’ <li data-bbox="368 958 1190 992">○ Democratic - seeks group consensus to make decisions <li data-bbox="261 1032 1302 1106">• How a leader is appointed can affect success of the group: emergent, prescribed <li data-bbox="261 1144 1235 1178">• Coach categories - Task orientated / Person orientated (Fielder) <li data-bbox="261 1218 1318 1292">• Chelladurai - 4 dimensions: relation between leader and the group can dictate success; <li data-bbox="261 1296 1238 1370">• Satisfaction of team to leaders approach: coach/team behaviour, situation, personality of coach/leader/ <li data-bbox="261 1411 1174 1485">• Coaching style can affect the effectiveness of his leadership; command, guided discovery, reciprocal <li data-bbox="261 1525 1299 1637">• Coach qualities - role model, motivator, goal setter, planner, inspirational, decision maker, planner, empathetic, technical advisor responsible for learning, good communicator <li data-bbox="261 1677 1278 1751">• Examination of the advantages and disadvantages of the above with suitable sporting example applications to individuals/team <p data-bbox="261 1789 1283 1901">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 data-bbox="261 1939 1315 2112">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</p>	(15)

		receive the top mark in the level preceding it.
Level	Mark	Level descriptor
0	0	<ul style="list-style-type: none"> • No rewardable content
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). • 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 understanding of the factors that underpin performance and involvement in physical activity and sport and organises or expresses ideas with some clarity (AO1). • 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"> • 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). • Evidence of some 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). • A judgement may be given but with limited substantiation (AO3).
4	10-12	<ul style="list-style-type: none"> • 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). • Analyses 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).
5	13 -15	<ul style="list-style-type: none"> • 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). • Sophisticated analysis of the factors that underpin performance and involvement in physical activity and sport (AO3).

		<ul style="list-style-type: none">• Uses analysis to make a fully informed judgement and supports this with examples (A03).
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Section B

Question Number	Answer	Additional guidance	Mark
Q10	<p>Oxbridge or the universities became a 'melting pot' for games. Different games were taken to Oxbridge where they mixed and became standardised version of game/s.</p> <p>1 mark for the correct definition</p>		(1)

Question Number	Answer	Additional guidance	Mark
Q11	<p>Advantages:</p> <ul style="list-style-type: none"> • Allows a club to move geographically ensuring financial security • Clubs are financially viable/ ensure financial security • Allows private investment to buy into the 'closed shop' of sport when franchises become available • The number of teams in the franchise can be increased, which allows for greater commercialisation • Exclusivity of the group allows the franchise to develop commercially e.g. Tv coverage • Franchise develops as a brand e.g. NBA • No fear of relegation <p>Disadvantages:</p> <ul style="list-style-type: none"> • Players/clubs move uprooting / loss of fan base • No affinity for club in new home/resentment • High cost means ownership can be a risk • Can back fire and club loses out - low fan base revenue • Fans have increased travel to spectate • Limits ownership to wealthy groups/individuals • Lack of relegation can lead to meaningless games • No automatic promotion into the league • Sport can be seen as a commodity 	Submax 2 marks for advantages, 2 marks for disadvantages	(4)

Question Number	Answer		Marks
Q12	<p>Data:</p> <ul style="list-style-type: none"> • Obesity increase by 11.2% over 23 years • Diabetes increase by 1% between 2012 and 2016 • Increase seen in obesity and Diabetes but decrease in CHD • Rises show increases greater in obesity which can affect diabetes in the coming years • CHD been at the centre of a national initiative/rise in defibrillators <p>Candidates would be expected to include some of the following points in their answer, in addition to using the data provided:</p> <p>Reasons why the statement is true</p> <ul style="list-style-type: none"> • Increasing rates of obesity - all ages • Increases in hypokinetic disorders • International trend to eat excessively in developed nations • Increase in drop-out rates - certain sports • Increased availability of 'fast food'/'take-aways' • Costs of gym membership can be prohibitive • Increases for some in sedentary lifestyles • Pressures of work/travel limit recreation time • Increase in home technology - video gaming/multi media • Identification and treatment of mental health issues <p>Reasons why the viewpoint is not true:</p> <ul style="list-style-type: none"> • Increased participation in athletics/cycling • Increased media coverage to promote health/exercise • Increased provisions -gyms/health • NHS - national strategies to combat unhealthy lifestyles • Increased action in schools • Legislation - neglect an offence if parents allow children to become obese • Calorie counts common/all food sources - greater awareness • Rise in technology to monitor activity - Fitbit/Garmin 		<p>If candidates do not refer to the information contained in the table, they cannot score beyond level 2.</p> <p>(8)</p>

	<ul style="list-style-type: none"> • Mental health issues could be due to increase reporting, not necessarily increased incidences • NGB/School initiatives to increase participation 		
Level	Mark	Level descriptor	Level
0	0	<ul style="list-style-type: none"> • No rewardable content 	0
1	1 - 2	<ul style="list-style-type: none"> • Some accurate and relevant knowledge (AO1). • Simple or generalised statements supported by limited evidence (AO1). • Limited balancing of ideas against each other (AO3). • Limited evaluative statement (AO3). 	1
2	3 - 5	<ul style="list-style-type: none"> • A good level of accurate and relevant knowledge (AO1). • A line of reasoning is presented and supported by some evidence (AO1). • Examines a wide range of ideas, balancing ideas against each other (AO3). • An evaluative statement which is relevant (AO3). 	2
3	6 - 8	<ul style="list-style-type: none"> • A high level of accurate and relevant knowledge (AO1). • Articulates a clear viewpoint with clarity and precision which is well substantiated (AO1). • Critically examines a wide range of issues balancing ideas against each other (AO3). • Clear evaluative statement which is thorough and focused (AO3). 	3

Question Number	Answer	Additional guidance	Mark
Q13	<ul style="list-style-type: none"> • To oversee the general administration of their sport • To develop financial revenues • To link to media/commercial actions • To train officials/coaches • To select/prepare national teams • To apply laws - link to international GBs • To select Olympic teams • To oversee disciplinary pathways • To promote equality/diversity/disabled provisions/participation • To build/maintain facilities/national centres • To offer opinion/advice to authorities/governments • To link to UKSI, Sports Bodies e.g. Sport England • To establish talent identification pathways/LTAD • To combat the use of prohibited substances • To develop grass roots participation • To administer national competitions • Ensure participant safety/wellbeing 	Any 4 points 1 mark each correct point	(4)

Question Number	Answer	Additional guidance	Mark
Q14	<ul style="list-style-type: none"> • More channels increase choice • Access 24 /7 - Tv, tablet, phone • Live ongoing coverage / streaming • Increased coverage 24/7 from sports around the world • Pay per view benefits the sports supporter without a long term subscription • Win more play more generates interest/bigger games • Increase live games/multi-channels/ split screen viewing • Better technology 4D • More in depth analysis • More sports -variety/global • Factual coverage increased - performance stats • Camera angles better - overhead camera at major events • Increases supporter affinity e.g. interviews/MUTV/in depth documentaries • Cheaper to view on TV than buying a season ticket • Supporters not living locally can still watch team playing 	Any 3 points acceptable - 1 mark each	(3)

Question Number	Indicative Content		
*Q15	<p data-bbox="288 286 549 320">AO1 = 5 AO3 =10</p> <p data-bbox="288 360 1329 432">Students who only show achievement against AO1 will not be able to gain marks beyond Level 1.</p> <p data-bbox="288 472 1329 544">Students who only draw their answer from one area of study will not be able to gain marks beyond Level 4.</p> <p data-bbox="288 584 1267 656">Reward acceptable answers. Responses may include, but are not limited to the following.</p> <ul data-bbox="336 696 1361 1563" style="list-style-type: none"> • Social Acceptance of disabled athletes as sports performers - equal with able-bodied • Rise in games provisions - Olympic Movement/Invictus Games • Increased media coverage/support • Legislation to limit discrimination • Greater social acceptance of disabled individuals as equals • Increased technology enables participation - prosthetics • Rise in funding from NGBs enable full time disabled athletes • Other associated bodies/groups - The English Federation of Disability Sport/National Disability Sport Organisations • Diversity in sports -blind football/deaf • Role models - David Weir/T.G-Thompson/ • 11 million people in Uk now have a disability - not uncommon • Performances across a range of sports / disciplines with world records continually broken/closer to able bodied • NGBs obliged to promote opportunities/social equality • Athletes have to undergo testing to prove their disability • Major championships are still split into able bodied / disabled e.g. Olympics - Paralympics • Some examples where disabled/able bodied have competed with and against each other <p data-bbox="288 1641 1310 1753">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 data-bbox="288 1794 1342 2011">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>		(15)
Level	Mark	Level descriptor	
0	0	<ul style="list-style-type: none"> • No rewardable content 	

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). • 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 understanding of the factors that underpin performance and involvement in physical activity and sport and organises or expresses ideas with some clarity (AO1). • 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"> • 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). • Evidence of some 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). • A judgement may be given but with limited substantiation (AO3).
4	10-12	<ul style="list-style-type: none"> • 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). • Analyses 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).
5	13 -15	<ul style="list-style-type: none"> • 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). • Sophisticated analysis of the factors that underpin performance and involvement in physical activity and sport (AO3). • Uses analysis to make a fully informed judgement and supports this with examples (AO3).

Question Number	Indicative Content	
Q16	<p data-bbox="284 284 766 320">A02 = 5 marks, A03 = 10 marks</p> <p data-bbox="284 360 1262 432">Reward acceptable answers. Responses may include, but are not limited to the following.</p> <p data-bbox="284 472 1259 544">Candidates who cover solely A02 material cannot access beyond Level 2.</p> <p data-bbox="284 584 1318 696">Commercialisation: The treating of sport as a commodity, involving the buying and selling of assets, with the market as the driving force behind sport.</p> <p data-bbox="284 723 1259 795">Candidates would be expected to evaluate a range of the following points. This could be from a positive and/or negative perspective.</p> <ul data-bbox="331 826 1318 2112" style="list-style-type: none"> • Sports Golden Triangle has combined event/tv/sponsor - successful model • TV the 'prime mover' in sporting commercialisation • Higher wages and status for performers - global stars • Performer rights preserved/agents/Bosman ruling • Better facilities - performer/spectator • Increased /better/ in depth media coverage • Higher levels of performance • Careers in performing/coaching - qualifications enhanced • Performers can have longer careers/retire financially sound • Olympics/World Championships would be dead without commercial enterprise (Tops Programme) • Full time athletes in previous amateur sports raising standards • Business of sport - employment opportunities increased off the field • Global sport all year round accessible • TV able to make sports that would otherwise have not flourished • Americanisation of sport package - entertainment package • Sport per se now elevated to a global audiences as a major entertainment medium • Players bought/sold so treated as a commodity • No loyalty to club/team - managers/players • Escalating transfer fees - football • High levels of demand increases injury rates (rugby Union) • Spectators often paying over the odds for tickets • Middle class fan base at stadia due to costs/Lower incomes excluded • TV saturation - dilutes importance/spectacle • Media can hire/fire coaches • Players exploited - playing when injured to achieve/win bonuses • Olympic games now beyond most cities abilities to finance 	(15)

	<ul style="list-style-type: none"> • World Cup allocations subject to bribery • Deviance - banned substance use on the increase • Gamesmanship overriding Sportsmanship • Player burn out/higher injury rates - all year round expectation (cricket/rugby Union) • If TV removes sport it will diminish/suffer • TV dictates to NGBs/International GBs • Americanisation of sport - over hyped • Minority sports suffer from a loss of exposure <p>The indicative content is a guide to the responses a 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>	
Level	Mark	Level descriptor
0	0	<ul style="list-style-type: none"> • No rewardable content
1	1-3	<ul style="list-style-type: none"> • There are limited links between theory and practice. Limited technical language supports isolated elements of knowledge and understanding (AO2). • 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"> • Makes few links between theory and practice. Basic technical language supports some elements of knowledge and understanding (AO2). • 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"> • Makes some links between theory and practice. Some appropriate technical language supports a good knowledge and understanding (AO2). • 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"> • Makes strong links between theory and practice. Appropriate technical language supports a very good knowledge and understanding (AO2). • 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).
5	13-15	<ul style="list-style-type: none"> • Makes many insightful and significant links between theory and practice. Appropriate technical language supports a significant level of knowledge and understanding (AO2). • Sophisticated analysis of the factors that underpin performance and involvement in physical activity and sport (AO3). • Uses analysis to make a fully informed judgement and supports this with examples (AO3).

Total marks = 100

