



Pearson  
Edexcel

## **Mark Scheme (Final)**

Summer 2018

Pearson Edexcel GCE

In Physical Education (9PE0)

Paper 02 Component 2: Psychological and  
Social Principles

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk). Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

## **Pearson: helping people progress, everywhere**

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

Summer 2018

Publications Code 9PE0\_02\_1806\_MS\*

All the material in this publication is copyright

© Pearson Education Ltd 2018

## 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 guidance	Mark
Q01	<ul style="list-style-type: none"> <li>• Performers directed to problem solve / verbal interaction</li> <li>• Performers given responsibility through trial and error for learning</li> <li>• Feedback is question posing</li> <li>• Learning tasks set challenges for the performer to seek solutions</li> <li>• Coach input used as a guide to discover solutions/learning</li> <li>• Build S-R bond through experience</li> <li>• Time element – GD time consuming / time available</li> </ul>	Any four points acceptable. No example expected.	<b>(4)</b>

Question Number	Answer	Additional guidance	Mark
Q02	<p>1. <i>Recall Schema:</i></p> <p>This occurs before a movement is initiated and includes the following information which the performer must know to form a schema:</p> <ul style="list-style-type: none"> <li>• 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: 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>2. <i>Recognition Schema</i></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>• 2 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 <i>Open and Closed Loop motor control</i>.</li> </ul>	<p>Correct explanation of Recall Schema and &gt;3 marks for Recognition Schema &gt;3 marks.</p>	<p>(6)</p>

Question Number	Indicative Content	
Q03	<p><b>Feedback</b> is any information received by the learner during or after a performance about the performer.            Answer to include types of feedback as appropriate:</p> <p><b>Knowledge of Results</b> and <b>Knowledge of Performance</b>            Within these two broader categories the correct application and use of:            Types of Feedback:            Positive, negative, terminal, augmented, intrinsic and extrinsic, concurrent feedback</p> <p><b>Guidance</b> is            Information presented to a performer to accelerate the learning process/shape behaviour/correct image and movement pattern</p> <p><b>Guidance</b> has 4 main forms: verbal, visual, manual, mechanical</p> <p><b>APPLICATION TO COGNITIVE/AUTONOMOUS LEARNERS</b></p> <p><b>FEEDBACK AND GUIDANCE SHOULD BE APPROPRIATE TO THE LEARNER</b></p> <p><b>Cognitive:</b></p> <ul style="list-style-type: none"> <li>• Focus on Knowledge of results as no generalised motor pattern exists using positive feedback</li> <li>• Feedback should be concurrent, often but reducing as learning progresses –reduce feedback dependency</li> <li>• Visual feedback is more effective – see results</li> <li>• Learner relies on extrinsic feedback</li> <li>• Use positive feedback and reinforcement/praise/some use of terminal feedback avoid information overload based on gross movement/ S-R bond not established so information kept simple</li> <li>• No interpretation of intrinsic feedback</li> <li>• No kinaesthetic possible in early stages of learning</li> <li>• Use visual guidance paramount / manual guidance – necessary, mechanical aids learning/safety/</li> <li>• Verbal guidance basic error corrections</li> </ul> <p><b>Autonomous:</b></p> <ul style="list-style-type: none"> <li>• Build on the Knowledge of Performance focusing on internal intrinsic feedback</li> </ul>	(15)

	<ul style="list-style-type: none"> <li>• Autonomous learner more able to use kinaesthetic feedback/knowledge of performance because by this stage the learner will be able to assess by the feel of movement, have motor programme to refer to/schema theory now in place. S-R bond adaptable</li> <li>• Can use negative feedback, terminal feedback can be critical</li> <li>• Use verbal guidance/ some effective visual guidance through video analysis and elite comparisons</li> <li>• Performer can use visual self-guidance – see for themselves with intervention</li> <li>• Mechanical still possible with bowling machines etc extend and challenge skill of learner</li> <li>• Feedback can be very technical, fine movement</li> <li>• Manual guidance now limited</li> </ul>		
Band			Mark
0	No rewardable material		0
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>	
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>	
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>	

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> <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 with examples (AO3).</li> </ul>
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>

<b>Question Number</b>	<b>Answer</b>	<b>Additional guidance</b>	<b>Mark</b>
<b>Q04</b>	The influence of the presence of others on a performance. These others could be in the audience or performing in the same activity (coactors)	Do not accept negative influences = social inhibition  1 mark correct definition/explanation	<b>(1)</b>

Question Number	Answer	Additional guidance	Mark
Q05	<p><i>Personality:</i> Introvert/Extrovert, State/Trait Anxiety/Type A or B</p> <p><i>Situation:</i> Task difficulty, Importance of event, Spectators/evaluation of performance, emotional arousal/anxiety level - dominant response. Luck referee/ball bounce/weather</p> <p><i>History:</i> Previous performance accomplishments, novice v. expert</p> <p><i>Bandura's four factors:</i></p> <p>Past experiences: Build on positive past performances</p> <p>Emotional arousal: performers seek correct levels of cognitive arousal</p> <p>Verbal persuasion: the influence of others to motivate/use of self-talk</p> <p>Vicarious experiences - Modelling: copying performances of a similar standard level/age/gender</p>	1 mark for each with suitable description	(3)

Question Number	Answer	Additional guidance	Mark
Q06	<p>Two dimensions:</p> <p><i>Stability</i></p> <ul style="list-style-type: none"> <li>• Dimension crucial to future expectations of success (stable /unstable)</li> </ul> <p><i>Locus of causality</i></p> <ul style="list-style-type: none"> <li>• Internal or external dimensions.</li> </ul> <p>Four factors that build expectations:</p> <p><i>Stable factors</i></p> <ul style="list-style-type: none"> <li>• <i>Ability</i> (internal - under control)</li> <li>• <i>Task difficulty</i> (external a factor normally beyond self-control)</li> </ul> <p><i>Unstable factors</i></p> <ul style="list-style-type: none"> <li>• <i>Effort</i> (internal)</li> <li>• <i>Luck</i> (external)</li> </ul>	<p>2 marks for identifying locus of causality and stability as the named two dimensions</p> <p>2 marks for identifying the stable factors</p> <p>2 marks for identifying the unstable factors</p> <p>The question does not ask for a diagram but to summarise attribution theory and therefore no credit will be given for a diagram as no explanations given</p> <p>Summarise – express the most important facts or ideas about something.</p>	<b>(6)</b>

Question Number	Indicative Content	
*Q07	<p>Guidance for marking: It is important to distinguish between aggression and assertion. Aggression is behaviour intended to harm another person, either physiologically or psychologically, outside the laws of the game/sport/activity. Assertion is forceful play within the rules of the game.</p> <p>Answer to link one type aggression to one theory with correct explanations.</p> <p>Theories:</p> <ul style="list-style-type: none"> <li>• Instinct</li> <li>• Social Learning Theory</li> <li>• Frustration/Aggression hypothesis</li> <li>• Aggressive-cue hypothesis</li> </ul> <p>Types of Aggression: Linked Examples only other suitable combinations acceptable</p> <ul style="list-style-type: none"> <li>• Hostile link to Innate Theory deliberate act- those aggressive in life carry into sport</li> <li>• Channelled link to Frustration/Aggression –goals blocked so respond with controlled aggression <i>grey area</i></li> <li>• Instrumental link to Social learning theory – performers told to ‘get stuck in’ and use aggression as a tactic/copy modelling</li> <li>• Reactive link to Aggressive Cue hypothesis – 99 call British Lions react to foul play with aggression</li> </ul> <p><b>Topic/curriculum links to:</b></p> <ul style="list-style-type: none"> <li>• Social facilitation/inhibition</li> <li>• Arousal / Anxiety</li> <li>• Social Loafing</li> <li>• Choking/Catastrophe theory</li> <li>• Drive theory/Inverted U/Peak Flow/Optima performance</li> </ul>	<b>(15)</b>
Band		Mark
0	No rewardable material	0
1	<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> </ul>	1-3

	<ul style="list-style-type: none"> <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>	
2	<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>	4-6
3	<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>	7-9
4	<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> <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 with examples (AO3).</li> </ul>	10-12
5	<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>	13-15

## Section B

Question Number	Answer	Additional guidance	Mark
Q08	<ul style="list-style-type: none"><li>• Only day free from work so leisure time</li><li>• Chance to let off steam led to combats and team challenges – mob games/combat sports</li><li>• Social gatherings of large groups/community – gambling/wager/alcohol</li><li>• Patronage of the church/local gentry/land for competitions/prizes</li><li>• Village rivalry promoted competition led to foundation of village v village sport then town v town</li></ul>	1 mark for each point	<b>(2)</b>

Question Number	Answer	Additional guidance	Mark
Q09	<p>Advantages</p> <ul style="list-style-type: none"> <li>• Allows teams to recruit top performers irrespective of nationality so raises standards/larger gene pool</li> <li>• Removes nationalism and allows spectators to follow any team</li> <li>• Sponsorship can come from any company with no national ties</li> <li>• Potential for performers to earn large reward / salary</li> <li>• Performers can switch or move from team to team</li> <li>• Traditional divisions between countries can be set aside / ignored</li> </ul> <p>Disadvantages</p> <ul style="list-style-type: none"> <li>• Performers and teams have no national identity that binds them together other financial/personal glory</li> <li>• Fans lack the passion seen when supporting their club/national team</li> <li>• Corporations dictate to team otherwise withdraw funding</li> <li>• Corporations 'faceless' no affinity with fans</li> <li>• Competitors not solely tied to corporation / hold national flags on winning podiums / national anthems played</li> <li>• Corporations may have a negative image – Red Bull</li> </ul>	Max two marks for advantages/two marks disadvantages – any two for each	<b>(4)</b>

Question Number	Answer	Additional guidance	Mark
Q10	<p>Olympic Games being used for motives other than sport – ‘Shop window’ effect</p> <p>Mexico 1968 - Black Power - Smith/Carlos highlighted the plight of ethnic minorities and the social situation in USA but had impact on world-wide racial discrimination through sport e.g. SA – 1984 social acceptance of black athletes in society</p> <p>Munich 1972 – Terrorism - athlete security and politics influencing sport for political causes. Games carried/must go on. Impact on 1984 Games for security provisions/IOC statement on keeping Olympic sport free from political involvement but political boycotts common 1970s/80s</p> <p>Montreal 1976 – Commercial disaster - highlighted the need for commercial involvement to finance future games – 1984 Ueberroth model for funding (public versus private model) The Montreal Games are remembered as the Games that put a city in debt...</p> <p>Will accept: 1976 was the first use of the boycott en masse as a political tool.</p> <p>28 mostly African countries refused to take part as a protest against apartheid-era South Africa. Led to political boycotts for the next decade.</p> <p>IOC alter Olympic Charter to allow commercial funding</p>	<p>1 mark for each correct social event MAX 3 marks</p> <p>1 mark for linked explanation</p>	(6)

Question Number	Indicative Content	
Q11	<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 (Discover Your Gold)</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 eg Bath, Loughborough</li> <li>• EG had sports science - world leaders attached to Institute model – nutrition, bio-mechanics, 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</li> </ul> <p>Answers must contain explanations and not a list.</p>	(8)
Band		Mark
0	No rewardable material	0
1	<ul style="list-style-type: none"> <li>• Some accurate and relevant knowledge (AO1).</li> </ul>	1 – 2

	<ul style="list-style-type: none"> <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>	
2	<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>	3 – 5
3	<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>	6 – 8

Question Number	Indicative Content	
*Q12	<p>Data Interpretation</p> <ul style="list-style-type: none"> <li>• Globalisation a two-way process in/out country selling TV rights –shop window for Premier League/talent recruitment/merchandising</li> <li>• Data shows immediate cut from a 5 to a 4 to a 3 year cycle providing a short re-bidding cycle thus generating new deals / higher revenue</li> <li>• Rights sold for increased amounts on every cycle - supports global popularity</li> <li>• Rate of increase slowing down in last two cycles of rights issued</li> </ul> <p>Positives Impacts:</p> <ul style="list-style-type: none"> <li>• Labour migration in and out of the country promotes standards and opportunities to perform - Europe/USA/Africa</li> <li>• Rise of multi-media and access to wider world sport 24/7</li> <li>• Technology has increased quality of coverage to view worldwide events live. Technology developed to appeal to audience e.g.: goal line technology</li> <li>• Commercial interests served through large TV audience –creating and satisfying the demand from arm chair fans</li> <li>• Pay per view allows for increased funding to companies/wider range of sports e.g. boxing</li> <li>• Americanisation has lifted the product to provide sport as an entertainment medium e.g.: half time entertainment, changes team names - Sharks, sports scholarships in Universities, KO times to fit worldwide tv audiences, change in competition formats-Twenty20,</li> <li>• Subsequent rise in standards of facilities – all seat covered stadiums with catering/ spectator boxes/lounges/hospitality</li> <li>• benefit from increased opportunities to sports/compete in compete - 48 teams soccer world cup</li> <li>• World sports/events attracted into country – NFL/NBA</li> <li>• Influx of overseas players boosts standards/attracts spectators</li> <li>• Revenues invested into league/player recruitment from overseas increases/buy talent/ develop facilities/ stadia</li> <li>• Countries able to financially pay for the rights so supports buying country popularity of PL football</li> </ul>	<b>(15)</b>

	<ul style="list-style-type: none"> <li>• Increase in total viewing/ coverage/ number of live games shown worldwide</li> <li>• Player trade from developing countries brings wealth and publicity to that country</li> </ul> <p>Negative Impacts:</p> <ul style="list-style-type: none"> <li>• Increase in deviancy – win at all costs/cheating/gamesmanship</li> <li>• Performers earnings outstrip value</li> <li>• Spectator costs risen disproportionately</li> <li>• Sponsorship TV revenue can be withdrawn</li> <li>• Players – ‘plastic brits’ players now shop around for a country to compete for/lack of fan affinity</li> <li>• Foreign players can limit development of home grown talent/national teams</li> <li>• 39th fixture in Football and possible consequences for home fans</li> <li>• Player burn out from excessively long seasons/travel</li> <li>• Exploiting the Asian market through closed season tours but can create local game development</li> </ul> <p>To obtain full marks the answer must contain a balance of positive and negative points</p>	
Band		Mark
0	No rewardable material	0
1	<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>	1-3
2	<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>	4-6
3	<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> </ul>	7-9

	<ul style="list-style-type: none"> <li>• Uses analysis to make a judgement but without full substantiation (AO3).</li> </ul>	
4	<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>	10-12
5	<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>	13-15

Question Number	Indicative Content	
Q13	<p>Answers should explore the arguments with a knowledge across the topic</p> <p>Arguments for:</p> <ul style="list-style-type: none"> <li>• Cheating – defined as gaining an <i>unfair advantage</i> – unfair advantages exists in all areas of sport such as gene pool/financial backing/training facilities/full time athletes.</li> <li>• If all athletes have access no unfair advantage</li> <li>• Health - No conclusive evidence that any/all athletics will suffer negative health issues.</li> <li>• Athlete deaths occur in boxing, outdoor pursuits, equestrianism – no collective call to ban these</li> <li>• more injuries in contact sports – 385,000 hospital injuries per year in UK - rugby 100,000</li> <li>• Deaths: 2010-16 x 47 in football; 1945-2005 x 478 American Football; Since 2006 x 5 U18 deaths in Rugby Union; 59 deaths in equestrian events since 1993.</li> <li>• <i>Medicalisation of Society</i> – drug use now part of everyday life so why not in sport?</li> <li>• Are their fair and unfair advantages?</li> <li>• Drugs used from medical reasons to treat injured players who for are forced to play through pain – morally wrong</li> <li>• WADA controls not eradicating/solving the issue/little effect worldwide</li> <li>• No ban on hypoxia chambers or altitude training but bans on EPO</li> <li>• TUEs – complicated issue – ways of circumventing rules</li> <li>• Some countries/sports not enforcing WADA rulings for open testing Jamaica/Kenya/Russia – state sponsored</li> <li>• Thin line between legal/illegal.</li> <li>• What is the difference between a supplement and a drug? E.g.: creatine/protein supplementation v EPO</li> <li>• Addictive versus restorative drugs</li> <li>• Testing not foolproof –Olympic Committee ‘cover ups’ cloud the issue</li> <li>• Spectators demand outstanding performances – not concerned with drug use</li> <li>• Keeping track of athletes difficult/Out of competition testing</li> <li>• Use of masking agents make detection impossible</li> </ul>	<b>(15)</b>

	<ul style="list-style-type: none"> <li>Support from Court action and inconsistencies: Baxter Salt lake City/Butch Reynolds</li> </ul> <p>Arguments against:</p> <ul style="list-style-type: none"> <li>Any allowance for the use of drugs sends the messages particularly to young people taking 'drugs' is ok</li> <li>Health implications - would morally be wrong to allow relaxation of rulings as long term health issues exist</li> <li>Reward artificial performances not dependent on natural development</li> <li>Athletes coerced into taking them/all doing it/ margins for victory small so try anything</li> <li>Bans can work - Russia</li> <li>Runs against principle that drugs are for medical not sporting use</li> <li>Manufacturers concerned with profit not athlete health</li> <li>Financially rich countries will dominate the development of best drugs (already do)</li> <li>WADA when working in co-operation with world governing bodies - IAAF and Russian bans</li> <li>Runs counter to long held belief that sport is <i>pure</i> free from cheating – moral standard</li> <li>Athlete users taking a short cut to success/while other devote a life time to a moment of success</li> </ul> <p>One step towards eugenics – 'robo' athletes</p>	
Band		Mark
0	No rewardable material	0
1	<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>	1-3
2	<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>	4-6
3	<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> </ul>	7-9

	<ul style="list-style-type: none"> <li>• Uses analysis to make a judgement but without full substantiation (AO3).</li> </ul>	
4	<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>	10-12
5	<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>	13-15