



## **Mark Scheme (Results)**

Summer 2018

Pearson Edexcel GCE  
In Physical Education (8PE0/02)  
Component 2: Psychological and  
Social Principles of Physical  
Education

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## General Marking Guidance

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

Question Number	Answer	Additional guidance	Mark
Q01	<p><b>A clear definition is given for each of the indicated types of transfer (1 mark for each definition)</b></p> <p>Positive – when a previously learned skill has a beneficial/advantageous effect on the learning of a new skill (or similar) (1)</p> <p>Bilateral – transfer of a skill from one side of the body to the opposing side (or similar) (1)</p> <p>Proactive – previously learned skill impacts on the learning of a new skill (or similar) (1)</p>	<p>A maximum of one mark for each type of transfer. Accept close approximations to the definitions prescribed but do not accept simply positive or proactive effect on skill.</p> <p>For Positive accept existing skill has a beneficial impact For Bilateral accept other side of the body/limb to limb For Proactive accept positive impact or just impact</p>	<b>(3)</b>

Question Number	Answer	Additional guidance	Mark
Q02	<p><b>An appropriate sporting example is used to provide a summary of the selected method. Credit is given for a maximum of three methods</b></p> <p>Verbal guidance</p> <p>Verbal explanations from the coach telling the performer how to perform. The summary may include provision of detailed and additional information; can target certain parts of the skill and areas of the body. If the information conveyed is detailed and complex, verbal guidance is thought to be more effective with advanced learners in the autonomous phase. (2)</p> <p>Visual guidance</p> <p>Provision of visual cues, demonstrations, video and/or software analysis. The summary may include that this is effective for novice learners and for simple skills; it allows focus on different elements of the skill (2)</p> <p>Manual guidance</p> <p>Physical manipulation of the performer enabling them to execute the skill enabling the performer to feel the joint/muscle/proprioception. The summary may include improving learner confidence; allowing complex skills to be learned in parts (2)</p> <p>Mechanical guidance</p> <p>Use of equipment to enhance learning of the skill e.g. harness in trampolining. The summary may include limiting potential danger; increasing learner confidence; developing kinesthetic sense of the movement (2)</p>	<p>The maximum of two marks per guidance method can only be given if there is a summary provided as well as an example.</p> <p>A mark of 1 will be awarded for any method that is not accompanied by a specific sporting example up to maximum of 3 marks.</p> <p>Restating the term in the question is not sufficient to gain a mark.</p>	<b>(6)</b>

Question Number	Answer	Additional guidance	Mark
Q03	<p><b>A maximum of 3 marks from the following four items.</b></p> <p>Psychological core (1)</p> <p>Typical responses (1)</p> <p>Role related behaviour (1)</p> <p>Environmental factors (1)</p>	<p>Do not accept core. This must be preceded by the word psychological. Closely linked terminology would be acceptable e.g. typical behaviour</p>	<b>(3)</b>

Question Number	Answer	Additional guidance	Mark
Q04	<p><b>Answers must contain a linked explanation that references effectiveness for the following points (to a maximum of 6 marks)</b></p> <p>Specific Explanation – emphasis on a specific aspect of performance will remove uncertainty and allow for a clear focus</p> <p>Measurable Explanation – allowing progress to be measured provides motivation and a picture of improvement</p> <p>Achievable Explanation – goals must be achievable, achieving a goal creates a sense of well-being and motivates performers</p> <p>Realistic Explanation – goals have to be within perceived reach yet challenging</p> <p>Time bound Explanation – use of realistic time frames to allow performers to see progress over time to an end goal</p> <p>Evaluated Explanation – regular reviews to address any issues allow for greater performer involvement and progress</p> <p>Recorded Explanation – this gives meaning to the goals and provides a formal record.</p>	No marks for non-linked statements that provide no explanation.	(6)

Question Number	Answer	Additional guidance	Mark
Q05	<p>AO1 = 4 marks, AO3 = 8 marks</p> <p><b>Students who only show achievement against AO1 will not be able to gain marks beyond Level 1.</b></p> <p>Reward acceptable answers. Responses may include, but are not limited to the following:</p> <p>A discussion that gives all sides of the issue and any implications, including details about how and why stress reduction strategies reduce anxiety, that includes the following indicative content:</p> <ul style="list-style-type: none"> <li>• Mental rehearsal/practice</li> <li>• Visualisation</li> <li>• Imagery</li> <li>• Self-talk</li> <li>• Thought stopping</li> <li>• Relaxation techniques</li> <li>• Centring</li> <li>• PMR (Progressive muscular relaxation) <ul style="list-style-type: none"> <li>• Pre-game routine</li> <li>• Use of techniques to control levels of arousal</li> <li>• Use of techniques to improve confidence</li> <li>• Environment and skills required to perform techniques such as imagery</li> <li>• Mental focus and belief needed for techniques such as self-talk and thought stopping</li> <li>• Breathing techniques</li> </ul> </li> </ul> <p>The indicative content is a guide to the responses candidate may give. Other valid responses which answer the question correctly can be credited as appropriate.</p> <p>The candidate's response must be read in conjunction with the level descriptor below in order to give the</p>	<p>Students can be credited for referencing other stress reduction strategies as long as they are applicable to sport and related to reducing anxiety.</p>	<b>(12)</b>

	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.		
<b>Level</b>	<b>Mark</b>	<b>Level descriptor</b>	
0	0	<ul style="list-style-type: none"> <li>• No rewardable content</li> </ul>	
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>• 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 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>• 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 understanding of the factors that underpin performance and involvement in physical activity and sport. Communicated in a logical writing structure (AO1).</li> <li>• Good analysis of the factors that underpin performance and involvement in physical activity and sport (AO3).</li> <li>• Uses analysis to make a judgement but without full substantiation (AO3)</li> </ul>	
4	110 -12	<ul style="list-style-type: none"> <li>• Comprehensive understanding of the factors that underpin performance and involvement in physical activity and sport. Communicated in a logical, clear writing structure (AO1).</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>	

Question Number	Answer	Additional guidance	Mark
Q6	<p><b>One mark for any of the following. Allow other relevant points (to a maximum of 4 marks)</b></p> <p>Violent (1)</p> <p>Uncoded/ limited/ unwritten rules (1)</p> <p>Occasional (1)</p> <p>Based on ritual (1)</p> <p>Wagering / alcohol (1)</p> <p>Local (1)</p> <p>Unpopular (with church, aristocracy etc) (1)</p> <p>Usual participants were peasants (1)</p> <p>Simple (1)</p> <p>Mainly male (1)</p> <p>Cruelty to animals (1)</p>	<p>The question refers to mob activities rather than mob games. This allows a wider range of responses.</p>	<p><b>(4)</b></p>

Question Number	Answer	Additional guidance	Mark
Q7	<p><b>The explanation must include recognition of how the identified factors led to the establishment of NGBs (a maximum of three explained factors)</b></p> <p>Transport</p> <p>The railway network allowed travel across a wider geographical area <b>therefore</b> requiring agreed formal structure. This allowed towns to compete against other towns. (2)</p> <p>Education</p> <p>The increased literacy rates <b>enabled</b> a wider population to understand a common set of written rules (2)</p> <p>Urbanisation</p> <p>The decrease in available space <b>led</b> to the need for a common set of dimensions for areas of play and to accommodate spectators (2)</p> <p>Law and order</p> <p>The government legislation reduced the amount of acceptable violence and <b>led</b> to the need for safety considerations in physical activities (2)</p> <p>Oxbridge melting pot</p> <p>Oxbridge students, who were ex public school boys, brought public school games together with different rules <b>requiring</b> common codification (2)</p> <p>Factory teams</p> <p>The growth of factories and “free time” <b>led</b> to the need for common competition regulations (2)</p> <p>Press</p> <p>Popularised sporting events. Newspapers could print reports, leagues and fixtures from national sports <b>fuelling</b> the need for NGB’s to administer their sport through formalisation of rules and regulations (2)</p> <p>Other relevant and explained factors</p>	No marks for non-linked statements that provide no explanation	(6)

Question Number	Indicative Content		Mark
Q8	<p><b>A02 = 4 marks, A03 = 4 marks</b>  <b>Students who only show achievement against A02 will not be able to gain marks beyond Level 2.</b>  <b>All answers should be linked to how hosting the Olympic Games has an impact on the host nation</b>  <b>Reward acceptable answers. Responses may include, but are not limited to the following.</b></p> <p>An assessment that gives all sides of the issue and any implications, including details about the positive and negative impacts of hosting an Olympics, that includes the following indicative content:</p> <p><u>Positive impact</u></p> <ul style="list-style-type: none"> <li>Global recognition</li> <li>Showcase for emerging economies e.g. Moscow, Tokyo</li> <li>Revenue from TV, tickets and sponsorship</li> <li>Investment in sporting infrastructure and participation</li> <li>Increased chance of medal success for hosts</li> <li>Tourism and hospitality</li> <li>Volunteers</li> </ul> <p><u>Negative impact</u></p> <ul style="list-style-type: none"> <li>Negative impacts of cost</li> <li>Impact on non-sporting events e.g. 2012 August West End shows were cancelled and British Museum had less visitors</li> <li>Potential for terrorism</li> </ul> <p><u>Assessment</u></p> <ul style="list-style-type: none"> <li>Money impact – cost outweighs profits</li> <li>Publicity impact – impact on city workers and transport; accommodation and business of city. Target for global protest</li> <li>Enduring legacies - negative (Munich, Athens) or positive (Barcelona, London)</li> </ul> <p>The indicative content is a guide to the responses candidate may give. Other valid responses which answer the question correctly can be credited as appropriate.</p> <p>The candidate’s response must be read in conjunction with the level descriptor below in order to give the appropriate mark. For example, a response that is firmly in the level would receive the middle mark in the level, a response that is just into the level would receive the bottom mark in the level, and a response which nearly reaches the next level would receive the top mark in the level preceding it.</p>		<b>(8)</b>
Level	Mark	Level descriptor	
0	0	<ul style="list-style-type: none"> <li>• No rewardable content</li> </ul>	
1	1 - 2	<ul style="list-style-type: none"> <li>• Some accurate and relevant knowledge (AO1).</li> <li>• Simple or generalised statements supported by limited evidence (AO1).</li> <li>• Limited balancing of ideas against each other (AO3).</li> <li>• Limited evaluative statement (AO3).</li> </ul>	

2	3 - 5	<ul style="list-style-type: none"> <li>• A good level of accurate and relevant knowledge (AO1).</li> <li>• A line of reasoning is presented and supported by some evidence (AO1).</li> <li>• Examines a wide range of ideas, balancing ideas against each other (AO3).</li> <li>• An evaluative statement which is relevant (AO3).</li> </ul>
3	6 - 8	<ul style="list-style-type: none"> <li>• A high level of accurate and relevant knowledge (AO1).</li> <li>• Articulates a clear viewpoint with clarity and precision which is well substantiated (AO1).</li> <li>• Critically examines a wide range of issues balancing ideas against each other (AO3).</li> <li>• Clear evaluative statement which is thorough and focussed (AO3).</li> </ul>

Question Number	Answer	Additional guidance	Mark
Q9	<p><b>AO1 = 4 AO3 =8</b></p> <p><b>Students who only show achievement against AO1 will not be able to gain marks beyond Level 1.</b></p> <p><b>Reward acceptable answers. Responses may include, but are not limited to the following:</b></p> <p>A discussion that gives all sides of the issue and any implications, including details about how and why increased levels of participation has consequences for society, that includes the following indicative content:</p> <ul style="list-style-type: none"> <li>• Benefits for health of the nation and reduction of CHD risk factors</li> <li>• Regular exercise positive effects – physical and mental health</li> <li>• Appeal for different target groups – young people, women and disability</li> <li>• Increased chance of further global success because of larger numbers participating</li> <li>• Growth of cycling industry and other fitness industries</li> <li>• Prevalence of schemes e.g. Ride to work</li> <li>• Development of cycling technology e.g. Map my ride</li> <li>• Increased chance of road accidents and lack of cycle ways</li> <li>• Increased prevalence of overuse injuries</li> <li>• High costs of participation e.g. gym membership</li> <li>• Indoor activities not easily accessible e.g. velodrome</li> </ul> <p>The indicative content is a guide to the responses candidate may give. Other valid responses which answer the question correctly can be credited as appropriate.</p> <p>The candidate’s response must be read in conjunction with the level descriptor below in order to give the appropriate mark. For example, a response that is firmly in the level would receive the middle mark in the level, a response that is just into the level would receive the bottom mark in the level, and a response which nearly reaches the next level would receive the top mark in the level preceding it.</p>	<p>To access Level 3 and 4, candidates must include consideration of differing viewpoints.</p>	(12)

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