



Pearson
Edexcel

Mark Scheme (Results)

Summer 2022

Pearson Edexcel Advanced Level
In Physical Education (9PE0)
Paper 02: Psychological and Social Principles of
Physical Education

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Summer 2022

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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.

Section A

Question Number	Answer	Additional Guidance	Mark
Q01	<ul style="list-style-type: none"> • Cognitive - beginner, gathering information, inconsistent performance, verbal-motor stage • Associative - putting actions together, small gains, disjointed performances, conscious effort, motor stage • Autonomous – Performance seems unconscious, automatic. Auto stage, and smooth, fine tuning, focus to tactics/'big picture', high kinaesthetic feel 	1 mark for each stage which must be described - max 3 responses	(3)

Question Number	Answer	Additional Guidance	Mark
Q02	<ul style="list-style-type: none"> • Visual - demonstrations/vicarious experiences/video • Verbal - knowledge direct/indirect prompting; coaching/teaching /instructions • Manual - physical support and aids, e.g. hand support when learning a backflip • Mechanical - physical support and aids/restrictions/forced responses, e.g. harness in trampolining, cricket bowling machine, floats in swimming 	1 mark for each named and outlined type – max 4 responses	(4)

Question Number	Answer	Additional Guidance	Mark
Q03	<p>Hick's Law is the relationship between number of choices and reaction time. The more choices there are available the slower, or longer, the reaction time is.</p> <p>Its components:</p> <ul style="list-style-type: none"> • Simple RT - no options decreases reaction time/response e.g. sprint start 100m. • Choice RT - multiple options/several stimuli/more choices and information to process increases the time it takes to react/ reaction time/response e.g. open skills in team games such as passing for a netball centre-position. The more responses that are possible the longer the reaction time will be. 	<p>1 mark for overview of Hicks Law</p> <p>1 mark for each of the two explained components and must include a suitable example for each of SRT and CRT to gain 1 additional mark</p>	(3)

Question Number	Indicative Content	Mark
*Q04	<p>AO2 = 5 marks, AO3 = 10 marks</p> <p>Students who only draw their answer from one area of study will not be able to gain marks beyond Level 3.</p> <p>AO3 marks will be rewarded for the examination of something methodically and in detail, typically in order to explain and interpret it.</p> <p>Reward acceptable answer. Responses may include, but are not limit to the following:</p> <p>Candidates required to explore an understanding of the main theories and apply these to the learning skills/sports examples.</p> <p>Associationalist/Connectionist Theory of S-R bonding – the establishment between a stimulus and a desired related response. There is a natural relationship between the two.</p> <p>Theories:</p> <ul style="list-style-type: none"> • Classical conditioning - Pavlovian conditioning a neutral stimulus becomes a conditioned response, a stimulus capable of eliciting a given response due to repetition • Operant conditioning - trial and error. Instrumental conditioning. A form of learning in which an individual forms an association between a particular response and a particular reinforcement from a given stimulus. <p>Both theories linked to reinforcement – positive, negative, punishment stimulus-response (S-R bonding)</p> <p>Thorndike's Laws: S-R strengthening of the relationship.</p> <ul style="list-style-type: none"> • Effect - rewarding a behaviour increases probability of repeating that behaviour, punishing decreases • Exercise - the more frequent a stimulus and response are associated with each other the more likely the particular response is to follow the stimulus • Readiness -learning depends upon the learner' s readiness to act, strengths S-R bond. Link to motivation/physical preparedness. <p>Fitts and Posner's Three stages</p>	

	<ul style="list-style-type: none"> • Cognitive • Associative • Autonomous. <p>Accept correctly applied:</p> <ul style="list-style-type: none"> • Social Learning Theory • Cognitive Learning Theory (Gestalt). <p>Responses can link to coaching styles, stages of learning, types of skill (classifications), transfer of skills, information processing, schema theory, practice methods, guidance, feedback etc.</p> <p>Course of study: Personality, anxiety, achievement motivation, goal setting, group dynamics, confidence and self-efficacy, equality, deviancy, technology - examples can be used to support the response</p> <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, a response which nearly reaches the next level would receive the top mark in the level preceding it.</p>	(15)
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Level	Mark	Descriptor
	0	<ul style="list-style-type: none"> • No rewardable material
Level 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).
Level 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).

Level 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).
Level 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).
Level 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"> • NAF (Need to avoid failure) • NACH (Need to achieve) 	<p>1 mark for each type</p> <p>Accept; Nach/NaF</p>	(2)

Question Number	Answer	Additional Guidance	Mark
Q06	<ul style="list-style-type: none"> • Trait (innate) - introvert/extrovert, neurotic/stable (Eysenck) Individuals born with stable, enduring traits that determine personality and behaviour • Interactionist - B=F (Personality + Environment) Combination of both trait and SLT • Cattell's 16PF - as applied/explained • Social Learning Theory - born as a blank canvas and social growth shapes personality through real life experiences/role modelling/significant others/vicarious experiences; socialisation process. • Hollander's/Martens - personality structure - 3 layers (psychological core, typical responses, role-related behaviour) shape personality. 	<p>1 mark for theory if linked to a correct outline 1 mark</p> <p>No mark for just naming theory</p> <p>Type A Type B theory given credit if correctly outlined.</p>	(4)

Question Number	Answer	Additional Guidance	Mark
Q07	<ul style="list-style-type: none"> • Task differences e.g. simple/gross, open/closed skill • Situational factors - social facilitation/inhibition/environment • Stage of learning - novice/expert/experience • Personality - type • Experience in using psychological skills training e.g. visualization/thought stopping • Genetics, experience, current 'mood' 	<p>Other acceptable responses if outlined: temperature, weather, rewards/prize, lost lucky mascot, rituals disrupted, past experiences, motivation effect, reaction to officials, weakened team</p> <p>1 mark each factor if outlined</p>	(2)

Question Number	Answer	Additional Guidance	Mark
Q08	<ul style="list-style-type: none"> • Past accomplishments/performances • Vicarious experiences (modelling) • Verbal persuasion • Emotional arousal 	1 mark for each of any 2 factors	(2)

Question Number	Indicative Content	Mark
<p>Q09</p> <p>Expert</p>	<p>A02 = 5 marks, A03 = 10 marks</p> <p>Students who only draw their answer from one area of study will not be able to gain marks beyond Level 3.</p> <p>A03 marks will be rewarded for the examination of something methodically and in detail, typically in order to explain and interpret it.</p> <p>Reward acceptable answer. Responses may include, but are not limit to the following:</p> <p>Weiner identified 4 attributions:</p> <ul style="list-style-type: none"> • Ability • Effort • Task difficulty • Luck. <p>These attributions are allied to 3 dimensions:</p> <ul style="list-style-type: none"> • Locus of causality • Locus stability • Locus of controllability. <p>Responses can include strategies for attribution retraining</p> <p>When a performer succeeds, one attributes successes internally (“my own skill”). When a rival succeeds, performers tend to credit external (e.g. luck). When a performer fails or makes mistakes, we will more likely use external attribution, attributing causes to situational factors rather than blaming ourselves. When others fail or make mistakes, internal attribution is often used, saying it is due to their internal personality factors. This functions as a self-serving bias.</p> <p>Novice – attribute failure to own deficiencies internal factors (ability) - can lead to learned helplessness. Success often be attributed to external factors (luck) i.e. between deficiencies and internal factors.</p> <p>Elite – can attribute failure to unstable external factors (Bad luck)/success to internal factors (ability/effort) – can lead to mastery orientation.</p> <p>Stable factors lead performers to expect the same outcome next time; unstable attributions give hope for change.</p>	

Stable attributions reinforce performers perceived competence, whether it's low or high.

Works to form/ used in the concepts of a **self-serving bias** and **learned helplessness**

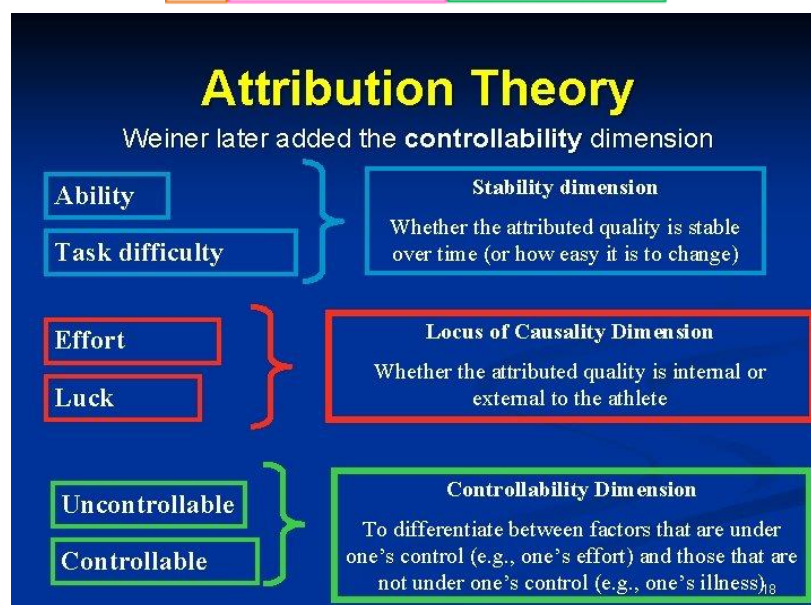
Attribution is a three-stage process: (1) behaviour is observed, (2) behaviour is determined to be deliberate, and (3) behaviour is attributed to internal or external causes.

Linked to emotion and expectancy

Dated theory which could be analysed critically

No diagram expected but helps contextualise theory

	Internal	External
Stable	Ability <i>I have the talent.</i>	Task Difficulty <i>This is hard.</i>
Unstable	Effort <i>I worked hard.</i>	Luck <i>I just got lucky.</i>



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>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)
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Level	Mark	Descriptor
	0	<ul style="list-style-type: none"> No rewardable material
Level 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).
Level 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).
Level 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).
Level 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).
Level 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).

		<ul style="list-style-type: none">• 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).
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Section B

Question Number	Answer	Additional Guidance	Mark
Q10	<ul style="list-style-type: none">• Urbanisation• Industrial revolution• Technological developments• Transport• Education• Move to a capitalist economy• Oxbridge melting pot/Muscular Christianity/Cult of Athleticism• Codification of rules.	<p>Do not accept:</p> <p>Broken time payments Commercialisation/ sponsorship Globalisation Rationalisation Media Half-day act Professional sport NGB formations Mob games</p> <p>1 mark for each identified factor - max 2 marks</p>	(2)

Question Number	Answer	Additional Guidance	Mark
Q11	<ul style="list-style-type: none"> • No city/national affinity for competitors' loyalty to 'brand' e.g. Mercedes • Supporters have no affinity with a home City/Country/Player • Competition tends to be spread over numerous countries /venues so lacks regular local performances/limited opportunities to view live sport • No 'local performer made good' factor - watched performing locally • Performers may have less emotional attachment to a venue compared to geographically based team • Consequences of no promotion/relegation • Corporation may generate a negative image affecting performer (Sky cycling - TEU/ Red Bull - health) • Success may reflect more on corporation • Less events annually • Can be dominated by the richer corporations / running costs high • Fans restricted to travel to view/costs time and distances. 	<p>1 mark for each identified factor - max 2 marks</p> <p>Performers can compete for both a country and a corporation - cycling / GB Olympics</p> <p>Do not accept</p> <ul style="list-style-type: none"> • Travel/costs for performers • Corporations only interested in profit as F1 is a testing ground • Expendability of performer • Fans less loyal 	(2)

Question Number	Answer	Additional Guidance	Mark
Q12	<ul style="list-style-type: none"> • Overall responsibility for the governance of a sport, duty to manage and monitor every day running of sport • Implement and link to WADA - campaign against the use of banned substances • Can set international laws/rules for regional GBs e.g. UEFA • Plan/organise world cups/world championships. Link to IOC/Olympics • Appoint officials to hold governance • Lead in campaigns against discrimination, racism, plan for inclusion and equality for all - gender, race, religion • Document world performance records • Set regulations on equipment/safety • Raise funds through sponsorship/TV etc 	<p>Following the specification International Governing bodies can include those at a continent based level e.g. UEFA</p> <p>Do not accept punish performers as predominately undertaken by NGBs</p> <p>1 mark for each identified factor - max 3 marks</p>	(3)

Question Number	Answer	Additional Guidance	Mark
Q13	The link between a sports event, sponsorship by businesses and the media	Do not except 'commercialisation' or just 'business' as broader concepts	(1)

Question Number	Indicative Content	Additional Guidance	Mark
<p>Q14</p>	<p>AO1 = 4 marks, AO3 = 4 marks</p> <p>Students who only show achievement against AO1 will not be able to gain marks beyond Level 1.</p> <p>AO3 marks will be rewarded by justification or exemplification of a point using analysis or evaluation.</p> <p>Reward acceptable answers. Responses may include, but are not limited to the following.</p> <ul style="list-style-type: none"> • LA decided they could not afford the games due to spiralling costs. Games becoming too expensive. 1972 – Security issues and future/costs. Montreal debt 1976/1980 Moscow state funded • Previous games funded privately/IOC • PU appointed to create model to finance this and, thus future games. Chairman LA Olympic Organising Committee • Recruited c160 local business leaders to drive process - aggressively recruited sponsors and began the genesis for the current Olympic sponsorship • Aim was that the games should not ‘cost the City’s public purse one cent’ • Persuaded private enterprise to build the major facilities • IOC amended the Olympic charter to allow commercial processes • Games ‘sold’ to generate revenue - first privately financed games making \$250m profit. Become known as the ‘McDonalds/hamburger’ games • This meant many cities now wanting to host the games as it made a profit with the associated benefits to the host city/nation. Seoul 1988 followed same model • Radio rights (\$500m) sold for more than TV rights (\$225m) 		

	<ul style="list-style-type: none"> • Subsequently 1985 - TOPS (Olympic partner programme) initiated to reward select band of major sponsors x 4-year cycle • Amateur and professional athletes competed side by side • Commercial processes underpinned financing link of the IOC to the world of big business - Globalisation/commercialisation. <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, a response which nearly reaches the next level would receive the top mark in the level preceding it.</p>		(8)
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Level	Mark	Descriptor
	0	<ul style="list-style-type: none"> • No rewardable material
Level 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).
Level 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).
Level 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 focussed (AO3).

Question Number	Answer	Additional Guidance	Mark
Q15	<ul style="list-style-type: none"> • Localised/confined to a particular area/regionalised due to the lack of transport • Occasional/so only played on specific days e.g. Holy Days • Few rules thus uncoded • Male dominated - emphasis on physical prowess/reflected roles in society • Violent/involved baiting of animals/cruel/settle scores/let off steam - reflected society/inherent aggression • Many sided/mobs - involve whole village/'passage of rights' for younger men • Rural focus so large playing areas • Often had functional purpose - develop combat skills/war • Equipment - basic/natural/cheap • Provide entertainment/chance to gamble. 	<p>Any 4 correctly summarised Factors - 1 mark each - max 4 responses</p> <p>No marks if the response presented as a list</p>	(4)

Question Number	Indicative Content	Mark
*Q16	<p>AO2 = 5 marks, AO3 = 10 marks</p> <p>Students who only draw their answer from one area of study will not be able to gain marks beyond Level 3.</p> <p>AO3 marks will be rewarded for the examination of something methodically and in detail, typically in order to explain and interpret it.</p> <p>Reward acceptable answer. Responses may include, but are not limit to the following:</p> <p>Some points from the data show:</p> <ul style="list-style-type: none"> • As age increases a slight drop in sports/activity participation but decreases 6% at 55+, a more significant drop post 65 • Interest in sport/physical activity largest factor in participation factors • Financial reasons affect sports – increasing costs/costs living 13.1% • As age increase sports, fitness and recreation options can change hence decades from 15-24 to 55-64 see relatively low changes % recreations • No interest at 58.3% may be a reflection of home entertainment/other options outside sport/fitness/recreation. <p>Answer could explore the following:</p> <ul style="list-style-type: none"> • Age - parents/school/gross motor skill development • Develop self-confidence/self-esteem/body image • Gender - issues for females but increases seen in sports such as female football/ rugby union • Ethnicity - lower participation from some ethnic and cultural minorities (South Asian female) • Religion and culture - sport not seen as an inherent part of some religions/cultures e.g. Muslim • Family - traditions to engage with sport/activities of parents/older siblings • Education - knowledge and understanding of the benefits/strong sports/activity programme in schools generates habit of participation/role models 	

- Time/work commitments - increased work hours/commitments/family commitments
- Cost/disposable income - increased costs seen in many areas. Alternatives for 'leisure pound'
- Opportunity/Provision/esteem - link to gender/disability
- Role models - media still dominated by male sports/images/athletes
- Media coverage/trends - e.g. health /promote new sports/better female and disability coverage
- Discrimination - inherent prejudices
- Alternative sports - Esports/'couch potato'
- TV coverage of sport can both increase/reduce participation
- Technology boosting participation e.g. wearable tech.

Link to:

- Media
- Equality and Diversity
- Confidence and self-efficacy
- Motivation
- Historical provisions and opportunities
- NGB activities
- National campaigns
- Success at major events/tournaments -vicarious exp.
- Skill repertoire/body image
- Technology

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.

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(15)

Level	Mark	Descriptor
	0	<ul style="list-style-type: none"> No rewardable material
Level 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).
Level 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).
Level 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).
Level 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).
Level 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	Indicative Content	Mark
Q17	<p>A02 = 5 marks, A03 = 10 marks</p> <p>A03 marks will be rewarded for the use of analysis to make a judgement.</p> <p>Reward acceptable answer. Responses may include, but are not limit to the following:</p> <p>An evaluation that gives all sides of the issue and any implications, including details about how and why, that includes the following indicative content:</p> <p>Indicative Content: Has sport become unethical leading to rise in deviancy due to commercialisation, nationalism, globalisation, technological developments, sports science? Media pressure?</p> <p>Ethics – the moral behaviour that ensures a level of integrity or good character</p> <ul style="list-style-type: none"> • Helps distinguish between the ‘right and wrong’ in sport • Non-compliance with the formal/informal Laws/rules to participate. • Non-acceptance of the ‘contract to compete’. <p>Concerned with:</p> <ul style="list-style-type: none"> • Fairness • Integrity • Honesty • Respect • Co-operation. <p>The spirit of sport, which encompasses intrinsic values associated with sport participation, is core to the World Anti-Doping Agency’s (WADA) strategy for doping prevention.</p> <p>The contribution of these values to clean sport has yet to be established. In this study, athletes rated the importance of <i>spirit of sport</i> values (WADA, 2015) and <i>sport values</i> (Lee et al., 2000, 2008) and indicated their clean sport likelihood in a hypothetical scenario.</p> <p>Clean sport likelihood was positively predicted by the five spirit of sport values (ethics/fair play/honesty, respect for rules/laws, dedication/commitment, teamwork, community/solidarity), two sport value domains (morality, competence), and 11 sport values (contract</p>	

maintenance, being fair, conscientiousness, sportpersonship, show skills, health/fitness, caring/compassion, team cohesion, achievement, tolerance, obedience).

Clean sport likelihood was best predicted by moral values. Wider society seen a drop in 'moral standards and religious influences - 'thy shall not cheat'...

Athletes suffer from 'Bracketed Morality' - cheat in sport but not in life.

Deviancy - behaviour that falls outside the norms or outside what is deemed to be acceptable (can be positive or negative)

- General rise in cheating / gamesmanship - football, rugby, F1 no considered as 'ethical' to exploit rules and laws and the spirit of sport to gain an advantage. 'Only cheating if you get caught'
- Win at costs mentality - commercial pressures
- 3000 plus athletes currently suspended or banned due to the use of illegal substances (PED) or practices
- Russia state sponsorship of doping programmes - banned Nov 2015-2022 (No flag or anthem 2021-22)
- Increasing pressures of performers to win
- Acceptance of 'fair means as others use it'
- WADA some success in combating issues
- Spectators produce pressure to see better performances/athletes seek exhilaration by any means
- Commercialisation drives expectations on events/performers
- Some athletes develop hubris - think they are superior/arrogant to ethics and deviancy
- Missing random out of competition testing - C. Coleman USA 2020
- Athletes use courts to defend bans for using PED
- Continuation of blood doping 'Aderlass' (German doctor Dr M. Schmidt jailed 2021 BD 7 years), bribery (UEFA) FIFA officials, simulation - diving, betting syndicates - cricket and horse racing
- Increase in gamesmanship v sportsmanship -Australia cricket Steve Smith
- Rise in the 'medicalistion' of sport/society - acceptance of the use of drugs in some areas. Increased use of 'supplementation' means a lack of clarity between legal/illegal.
- Rise/debate of the abuse of Therapeutic Use Exemptions (TUEs) - British Cycling Dr. Freeman/B. Wiggins

	<ul style="list-style-type: none"> • Not only athletes that are deviant - coaches/officials/administrators/Countries (Russia) • 65 athletes post 2012 tested positive due to re-analysis (10-year window) • Numerous countries involved in integrity issues and abuse of athletes – USA Gymnastics • Many examples of corruption and bribery - UEFA • Many examples of officiating being rigged – Boxing Olympics. <p>Responses of countries vary – Russia/USA/GB and Australia International and National Governing Bodies vary in support of WADA leading to confusion/inconsistency.</p> <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, a response which nearly reaches the next level would receive the top mark in the level preceding it.</p>	(15)
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Level	Mark	Descriptor
	0	<ul style="list-style-type: none"> • No rewardable material
Level 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).
Level 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)
Level 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).

		<ul style="list-style-type: none"> • 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).
Level 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).
Level 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).