



Pearson
Edexcel

Mark Scheme (Results)

November 2021

Pearson Edexcel Advanced Level
In Physical Education (9PE0)
Paper 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.

Section A

Question Number	Answer AO1	Additional Guidance	Mark
1	<ul style="list-style-type: none"> • Change practices methods/instructions before or after performance • Performer education • Video analysis – self/others • Trial and error learning – training • Adapt formations to opponents/opposition in advance of performance • Planning to cope with adversity – losing/climate/hostile environment/away fixture/cope with injuries • Pre-planning of team selections and tactical substitution • Work and build to the strengths of the performer(s) as a tactic/strategy 	1 mark for each correct response – max 2 responses	(2)

Question Number	Answer AO1	Additional Guidance	Mark
2	<ul style="list-style-type: none"> • Proactive - the influence of a previously learned skill on a skill yet to be learned/performed either positively or negatively • Retroactive – the influence of a learned new skill on the learning or performance of a skill that has previously been learned • Positive – the learning of a previous skill aids the learning of a new skill • Negative – the learning of a new skill or task can be impaired by a previously learned skill or task. This 	1 mark for each correct named type of transfer and outline response – max 4 responses	

	<p>occurs when content in a subject or in two different subjects has a negative influence on one another. This happens when what is learned in one situation hinders or inhibits what is learned in another situation.</p> <ul style="list-style-type: none"> • Bilateral – the transfer of learning from one limb to another, one muscle group to another • Zero – previously learned skills or knowledge have no effect on the learning or new skills or tasks. This refers to acquiring knowledge, skills or principles that are not transferable from one situation to another. This occurs when there is no relationship between one subject and another one. <p>Acceptable content but not contained in the specification:</p> <ul style="list-style-type: none"> • Intertask - the influence of experience with one skill on a new skill • Intratask – The comparison of different types of practice conditions that may affect the learning of one particular skill • Near transfer - skills applied the same way every time despite changes in conditions • Far transfer - Skills and knowledge being applied similarly in situations that change e.g. game to practice 		<p>(4)</p>
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Question Number	Answer AO1	Additional Guidance	Mark
3	<p>Concerns movement and the role of feedback:</p> <ul style="list-style-type: none"> • Open loop – a control system with a pre-programmed set of instructions to an effector which has no feedback or error detection process. • Model comprised of input, executive system, effector system and output • Movements made with no compensatory adjustments during performance e.g., golf swing • Closed loop – gives feedback during movement via the senses/proprioceptors • Deviations from the norm/motor programme are detected and corrections made during performance • Model comprised of input, executive system, effector system, feedback and output e.g. tennis serve – ball toss <p>Complex, skilled movements have a mixture of both system</p>	<p>Examples maybe given to support answer but will not be directly credited.</p> <p>Max 2 marks for each of open or closed loop models</p> <p>An appropriate annotation/diagram will be credited</p>	(4)

Question Number	Answer	Mark
4	<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>Reward acceptable answer. Responses may include, but are not limit to the following:</p> <p>An analysis that gives all sides of the issue and any implications, including details about how and why practice methods and structures are used to develop skills and enhance performance, that includes the following indicative content:</p> <ul style="list-style-type: none"> • Analysis of the way in which practice methods can vary in different circumstances/conditions/performers in different stages of development • Explanations of and the advantages/disadvantages of each type • Practice methods as part, progressive part, whole, whole-part-whole • Practice structure as in massed, distributed, fixed and variable. • Performers responded differently to methods used – stage of learning/own preferences/technical proficiency/psychological state/attitude to learning • Performers build on the transfer of learning • Practice reflects type of skill to be learned <p>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)

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 AO1	Additional Guidance	Mark
5	<ul style="list-style-type: none"> • Tension resulting from having contradictory thoughts or beliefs about something or someone. 	1 mark for correct definition	(1)

Question Number	Answer AO2	Additional Guidance	Mark
6	<p>Model - CAB:</p> <ul style="list-style-type: none"> • Cognition/ideas – what we think, believe and know, about an object/subject • Affects/effects/emotions – what we feel, emotional response, about an object/subject • Behaviour/actions – intention to behave/what we do physically with reference the object/subject 	1 mark for each correctly explained component – max 3	(3)

Question Number	Answer AO2	Additional Guidance	Mark
7	<ul style="list-style-type: none"> • Hostile – premediated actions to deliberately harm • Instrumental – aggression used to achieve an aim/tactic foul play • Channelled – grey area where an overlap exists between ‘aggression’ (deliberate attempt to harm/injure) and/with ‘assertion’ (Exert unusual force) • Reactive in response to external/internal trigger e.g. pain/foul play <p>Acceptable content but not contained in the specification:</p> <ul style="list-style-type: none"> • Emotional Aggression - aggression occurs with only a small amount of forethought or intent • Expressive Aggression - Committing an aggressive act because it feels good 	<p>Examples may be used to support answers</p> <p>1 mark for each type with a suitable description - max 4</p>	(4)

Question Number	Answer AO1	Additional Guidance	Mark
8	<ul style="list-style-type: none"> • Removes performer decision making • Leads to an over reliance of the coach • Creates dependency on fixed practice • Can build a false sense of safety • Can become repetitive/mundane • Communication tends to be one directional, top down • Heavy work burden for the leader/coach • No group consultation can result in disengagement of both individuals and the group so impairing performance 	<p>1 mark for each disadvantage – max 2</p>	(2)

Question Number	Answer	Mark
*9	<p>AO1 = 5 marks, AO3 = 10 marks</p> <p>Students who only show achievement against AO1 will not be able to gain marks beyond Level 1</p> <p>Students who only draw their answer from one area of study will not be able to gain marks beyond Level 4.</p> <p>Reward acceptable answer. Responses may include, but are not limit to the following:</p> <p>A discussion that gives all sides of the issue and implications, including details about how and why a performer could use goal setting to optimise performance, that includes the following indicative content:</p> <ul style="list-style-type: none"> • Application of the SMARTER principles – specific, measurable, achievable, realistic, time-bound, evaluated and recorded. • Planning takes on increased importance • Allows for critical analysis • Involves outside influences/advice –coach/trainer/biomechanics analyst • Looks at short/medium and long-term goals • Goals should be process/the performance then outcome goals • Strategies can be flexible to reflect changing circumstances e.g. Success/injury • Goal setting rationalises athletic career • Goal setting not infallible – can over complicate/ difficult to manage if goals not reached • Performers change/ or work under new coaches, managers tennis/football; this affects careers and goals • Goal setting can be used to the detriment of performance if applied/used incorrectly • Links to sports psychology – visualisation, mental rehearsal • Subjective versus objective goals, outcome versus performance goals, process goals, realistic and aspirational goals • Goals can be set in the short, medium and long-term time frames 	

	<p>Additional content from across the specification:</p> <ul style="list-style-type: none"> • Physiology - Performance goals can be changed in training development - e.g. develop a muscular weakness or recovery from injury • Exercise Physiology - training demands may change to cope with new demands 10,000m to marathon, or stage of athletic career • Skill Acquisition - new or additional demands may be made to enhance skills/techniques or learn a new tactic • Sports Psychology - use of smarter may make the need for psychological skills training to be re-focused / enhanced • Social - moving location to a national Inst. of sport may require adaptive social skills and new goals • Commercialisation of sport / ethics and links to impact on goal setting e.g. win ethic use of banned substances, PEDs <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"> • 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).
Level 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).

		<ul style="list-style-type: none"> • Attempts some analysis of the factors that underpin performance and involvement in physical activity and sport (AO3). • Attempts to apply relevant skills and techniques in physical activity and sport to analyse performance (AO3). • Analysis may not be used to make a clear judgement (AO3).
Level 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).
Level 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).
Level 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).

Section B

Question Number	Answer AO1	Additional Guidance	Mark
10	<ul style="list-style-type: none"> • Public school boys trained to play from their schools and Universities took their love of sport with them through the empire through: • the church ministry and the spread of Christianity • Through industrial expansion – building railways/factories • Through the influence of the Army – Colonial rule • Through the educational system adopted by countries e.g. New Zealand/Australia/South Africa/India • The role of the Civil Service 	1 mark for each correct response	(2)

Question Number	Answer AO1	Additional Guidance	Mark
11	<ul style="list-style-type: none"> • Increased playing standards • Changes in lifestyle attitudes – professionalism to diet/alcohol consumption • Increased audience attraction - domestic/global • Attitudes to training/training all day • Decrease in opportunities for home grown talent • Loss of fan affinity to ‘local talent’ • Inevitable rise in costs to view • The impact of foreign coaches/coaching 	1 mark for each correct response	(4)

Question Number	Answer	Additional Guidance	Mark
12	<p>AO2 = 4 marks, AO3 = 4marks</p> <p>Reward acceptable answers. Responses may include, but are not limited to the following:</p> <p>An assessment that gives all sides of the issue and any implications, including details about how the current standing of the ideals of the modern Olympic Games, that includes the following indicative content:</p> <ul style="list-style-type: none"> • Olympism =Excellence; friendship/courage/inspiration/determination/respect - all continue • Education and building a 'peaceful world'; • lost in the 'event'/commercial circus • Greater equality and opportunity for female/disabled; • Numbers increasing /rise in Paralympics • Free from the influence of drugs/No use of banned substances; use still exists – compromises the Olympic oath • Richer nations continue to dominate/technically advanced nations outstripping poorer nations medal chances – compromise fair and equal competition • Cheating – declining; • No evidence of other forms/stringent monitoring/checks kit/equipment • Winning now more important/medal table; • Individual athletes seek medals and achieve success – compromise ideal of just 'taking part' • Honest open fair competition; 		

	<ul style="list-style-type: none"> • Still exists for most/ compromised through drug abuse • Commercialisation has compromised amateur: • Ideals - 'shamateur' existed post WWII mentioned in 1948 Olympic programme • Implementation of the Olympic Solidarity initiative - 20+ programmes currently on offer from IOC (e.g. Sport for Hope, Sport for Social Development)) • Inclusion of new more contemporary sports responds to the Olympic ideals in the spread of 'Olympism' (values/beliefs) through new sports that appeal to a wider audience/minority sports e.g. climbing, surfing, skateboarding. 		(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"> • There are few links between theory and practice. Isolated elements of knowledge and understanding (AO2). • There is little application of knowledge and understanding of factors that underpin performance and involvement in physical activity and sport (AO2). • Limited balancing of ideas against each other (AO3). • Limited evaluative statement (AO3).
Level 2	3-5	<ul style="list-style-type: none"> • Makes connections between theory and practice (AO2). • Applies a knowledge and understanding of factors that underpin performance and involvement in physical activity and sport (AO2). • 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"> • Makes many insightful and significant connections between theory and practice (AO2). • Applies an excellent knowledge and understanding of factors that underpin performance and involvement in physical activity and sport (AO2).

		<ul style="list-style-type: none"> • Critically examines a wide range of issues balancing ideas against each other (AO3). • Clear evaluative statement which is thorough and focussed (AO3).
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Question Number	Answer AO1	Additional Guidance	Mark
13	<ul style="list-style-type: none"> • Sport became organised; codification, rule formation creation of NGBs • Rise in professional some sports moved away from amateurism • Sports became commercialised • Rise in 'spectatorism' and gate money • Influenced by the developing transport system, education system and role of the Press • Sport shifted from rural to urban setting • Specific playing areas, ground/ stadiums emerged • Regular time set aside to play, influence of time and the yearly calendar (playing seasons) • Factory and old boys teams became common, town teams created rivalries • Rise in national leagues and international fixtures • Technical developments came into sport 	1 mark for each correct factor summarised	(4)

Question Number	Answer AO1	Additional Guidance	Mark
14	<ul style="list-style-type: none"> • First rung on the pyramid of performance progression, schools involved/local clubs - responsible for creating opportunities from mini/junior sections to veterans • Participation in sport and recreational activities based on large uptake – No barriers to participation gender/age/ability promotes participation • Participation linked to social/enjoyment/health reasons - creates motivation to become/remain involved 	1 mark for each correct point	(2)

Question Number	Answer	Mark
15	<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>Reward acceptable answer. Responses may include, but are not limit to the following:</p> <p>An analysis that gives all sides of the issue and any implications, including details about how and why commercialisation of sport impacts on society, that includes the following indicative content:</p> <p>Positive</p> <ul style="list-style-type: none"> • Higher levels of performances through full time athletes • Wider media coverage – all 4 media routes • Increased standards/provisions of arenas/stadiums • Increased safety • Wider development of minority sports • Increased opportunities for female/disabled • Benefit to grass roots sport/mass participation • Labour migration provides opportunities for performers to develop careers • Increased viewer knowledge • Positive development of the ‘golden triangle’ • Provide a high level of excitement and entertainment • Increased income to the sport for allowing events to be televised. This can be spent at all levels of the sport – funding participation initiatives at grassroots level as well as providing finance to support elite athletes at the top of their profession. • Sports are organised and funded, which in turn improves the way they are run i.e. in a more professional manner. <p>Negative:</p> <ul style="list-style-type: none"> • Continued deviancy – drug abuse • Burn out/child exploitation • Domination of football at the expense of other sports • Performer exploitation/commodification • TV dictating schedules/formats • Labour migration impacts home grown talent opportunities • Over inflated wages • Increased costs to see live sport prohibitive for some 	

	<ul style="list-style-type: none"> • Possibility of sensationalist media reporting which focuses too much on negative aspects of a sport • The media and sponsors only televise which already popular, high profile sports • Sponsors and the media can be too demanding on elite performers and coaches e.g. in relation to personal appearances and giving interviews • Sponsorship deals can increase the pressure to win or maintain lucrative contracts with companies willing to pay for an association with successful sports and sports performers. <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).

		<ul style="list-style-type: none"> • 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	Mark
*16	<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 4.</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 technology has its impact on the performer, the viewer and sport, that includes the following indicative content:</p> <p>Positive:</p> <p>Performer:</p> <ul style="list-style-type: none"> • Increased knowledge and understanding – sports science analysis/video e.g. DartFish/Biomechanics • Enhanced kit – compression clothing/wicking properties/Hot Pants’ cycling • Technology in equipment – bikes, rackets, golf clubs • Developed nutritional supplements boost health/performance • Cryotherapy Chambers – recovery rugby • More knowledgeable athletes • Higher standards – records broken • E-sports expansion <p>Viewer:</p> <ul style="list-style-type: none"> • Large screen viewing TMO/Third Umpire/HawkEye • Stadia better • Mobile updates – media coverage worldwide/ use of spectator devices • 24-7 world wide access to sports • Promotes ability to cover minority sports through range and bandwidth • Sport Analysis through Tv enhanced detail/camera angles • Goal line technology – aids officials • E-sports • Wearable technology/real-time data from performers <p>Sport:</p> <ul style="list-style-type: none"> • Highlights data on physiological performance • Can highlight potential injury – Samsung head accelerators Brain band/concussion monitoring 	

- Helps set training targets/testing – force plates/timing gates
- Monitor in more exact detail training and performance GPS/HR monitors/lactate thresholds/Vo2 Max tests/
- Used to monitor access recovery
- Leisure market – fitness trackers boosts health initiatives
- GPS available through Apps on phones/tablets aids information and performances trackers
- Data collection enables trends to be identified, planned for
- Provisions for E-sports

Negative

Overall:

- Over reliance on the latest ‘fad’ e.g. monitoring calorie intake/dietary modifications – Performer/Sport
- Production of synthetic substances – performance enhancing drugs/steroid abuse – Performer/Sport
- Rise/overuse of supplementations – protein – Performer/Sport
- VAR – causing more controversy pressure on officials - performer/Viewer/Sport
- Financial impact - Favours developed, richer countries - Per/Viewer/Sport
- Arms race in facilities/resources based on technology – richer nations have advantage =Performer/Sport
- Globalisation and commercialisation linked to satellite technology – cost implication – Sport/Viewer
- Rise in cheating/gamesmanship/T.U.Es – Performer/Sport
- ‘Sanitisation’ of sport – removing controversy lessens excitement – Per/Viewer/Sport
- Saturation of media coverage – overkill – Performer/Viewer/Sport

In response to the current/post impact of Co-vid19 candidates may include contemporary comment on the evaluation of any technological impacts on the viewer, performer or sport.

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.	(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"> 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 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).

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