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## Mark Scheme (Results)

October 2020

Pearson Edexcel Advanced Level  
In Physical Education (9PE0/02)  
Paper 2: Psychological and Social Principles of  
Physical Education

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October 2020

Publications Code 9PE0\_02\_2010\_MS

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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
1	'A movement with a clear/specific beginning and end'		(1)

Question Number	Answer	Additional Guidance	Mark
2	<p>Skills can be dissected into 3 stages or parts:</p> <ul style="list-style-type: none"><li>• <b>Preparation</b> allows identification of the technical detail to build leading into -</li><li>• <b>Execution</b> allows the undertaking of the skill leading to -</li><li>• <b>Recovery</b> allows the completion and follow through to the next action</li></ul>		(3)

Question Number	Answer	Additional Guidance	Mark
3	<p>The question is centred on information processing.</p> <p>Three key systems:</p> <p><b>Short term sensory store (STSS):</b></p> <ul style="list-style-type: none"> <li>• Functionally limitless store of information for a very short period of time up to 1-2s</li> <li>• Little recoding in terms of spatial location and form</li> <li>• Selected information passes into the STM for further processing</li> </ul> <p><b>Short term memory (STM):</b></p> <ul style="list-style-type: none"> <li>• A process whereby a stimulus can go through the detection</li> <li>• Comparison and recognition (DCR) processing period</li> <li>• Immediate processing &lt;30s duration or information lost. 'work space' between STM and LTM</li> <li>• The capacity of short term memory is five to nine items</li> <li>• Motor action plan formed</li> </ul> <p><b>Long term sensory store (LTM):</b></p> <ul style="list-style-type: none"> <li>• Storage in our long term memory with unlimited capacity of all our experiences – recall.</li> <li>• Relatively permanent</li> </ul> <p>Credit can be given in each system for the correct use of terminology as encoding, chunking, channel capacity, selective attention, scanning.</p>	<p>1 mark correctly identified component</p> <p>1 mark for appropriate summary</p>	(6)

Question Number	Answer	Mark
*4	<p><b>AO1 = 5 marks, AO3 = 10 marks</b></p> <p><b>Students who only show achievement against AO1 will not be able to gain mark beyond Level 1.</b></p> <p><b>Students who only draw their answer from one area of study will not be able to gain marks beyond Level 4.</b></p> <p><b>Reward acceptable answer. Responses may include, but are not limit to the following:</b></p> <p>A discussion that gives all sides of the issue and any implications, including details about how and why, that includes the following indicate content:</p> <p>Skill classifications should be correctly explained identifying the understanding gained from each to aid learning. Identify and explain that:</p> <ul style="list-style-type: none"> <li>• Classifications exist on continuums</li> </ul> <p>Correct explanations including why the same skill can occur on different continuums and move in placement on those continuums as circumstances change. Expect suitable examples:</p> <ul style="list-style-type: none"> <li>• Open to closed (e.g. return of serve in tennis to golf swing)</li> <li>• Externally to internally paced (e.g. GK penalty save in football)</li> <li>• Fine to gross (snooker to weightlifting)</li> <li>• Discrete (Tennis serve, golf swing)</li> <li>• Serial – several discrete skills linked together (Triple jump)</li> <li>• Continuous (running, cycling, rowing)</li> </ul> <p>Understand leading to learning:</p> <ul style="list-style-type: none"> <li>• Learners can process information linked to speed of stimulus</li> <li>• Technical pace of skill production can be linked to learning along a continuum</li> <li>• Interpret multi-stimuli and process through rehearsal</li> <li>• Enable selective attention, recoding and chunking to be learned</li> <li>• Scanning skills developed based on sport activity requirements</li> <li>• Practices can be constructed to mimic game application – tempo, physicality, time, space, temporal sequencing</li> <li>• Skills can be broken down into whole part whole method to learn technical elements</li> </ul>	

	<ul style="list-style-type: none"> <li>• Practices can be designed/conditioned to benefit learning – massed, distributed, fixed</li> <li>• Learning through identifying perceptual requirements/physical conditioning in each context of the classification/continuum</li> <li>• Technical detail can be identified</li> <li>• Technical equipment/kit/clothing can be suitably selected/adjusted</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, a response which nearly reaches the next level would receive the top mark in the level preceding it.</p>	<b>(15)</b>
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Level	Mark	Descriptor
	0	<ul style="list-style-type: none"> <li>• No rewardable material</li> </ul>
Level 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>
Level 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>
Level 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> </ul>

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



Question Number	Answer	Additional Guidance	Mark
5	<p>Hollander – saw personality as a layered structure;</p> <p><b>Inner Psychological core:</b></p> <ul style="list-style-type: none"> <li>• Psychological core (innate/trait) leads to</li> <li>• Internal and consistent personality characteristics <ul style="list-style-type: none"> <li>- "Inner self" basic values, beliefs, identity, self-esteem</li> </ul> </li> </ul> <p><b>Middle layer:</b></p> <ul style="list-style-type: none"> <li>• Typical responses – ‘type’. Basic beliefs and values that affect typical responses</li> <li>• Learned methods of dealing with the environment (e.g. traits) <ul style="list-style-type: none"> <li>- A valid indicator of the psychological core</li> </ul> </li> </ul> <p><b>Outer layer:</b></p> <ul style="list-style-type: none"> <li>• Role-related behaviours – roles an individual undertakes will produce different behavioural responses</li> <li>• Behaviours that change in response to environmental situations.</li> <li>• Not a valid indicator of the psychological core.</li> </ul> <p><b>Social layer:</b></p> <ul style="list-style-type: none"> <li>• Link to SLT/Interactionist approach - our social environment affects our Role Related Behaviour</li> <li>• (Social group, society, culture and team)</li> </ul>	<p>No diagram expected but if correctly drawn and fully annotated with outline details can be credited.</p> <p>Accept any 3 from 4 correctly identified components - 1 mark each.</p>	(3)

Question Number	Answer	Additional Guidance	Mark
6	<ul style="list-style-type: none"> <li>• <b>SC-Trait;</b> the personality trait (innate level) of sports confidence that a performer has generally in sport</li> <li>• <b>Competitive Orientation;</b> an expectation of success – the perceived opportunity to achieve a performance goal or outcome. The extent to which the performer seeks and responds to competitive situations</li> <li>• <b>SC -State;</b> Task mastery – the level of sports confidence a performer has in a specific sporting situation as determined by SC-Trait and Competitive orientation</li> </ul>	1 mark for each correctly identified component – max 3	<b>(3)</b>

Question Number	Answer	Additional Guidance	Mark
7	<p><b>Causes:</b></p> <ul style="list-style-type: none"> <li>• Intention of observers to evaluate the performer – trials, selections, finals,</li> <li>• Status of observers, perceived pressure/level of the event</li> <li>• Known observers to the performer</li> <li>• Personal factors – trait/state anxiety</li> <li>• Level of expected outcome/pressure of expectation from observers/audience</li> <li>• Mass /large spectators</li> <li>• Arena – home/away</li> </ul> <p><b>Effects (both positive and negative):</b></p> <ul style="list-style-type: none"> <li>• Apprehension due the belief that the audience will evaluate the performance. Performance inhibited (novice) negative effect choking/freezing.</li> <li>• If the belief is that the audience are supportive then this could lead to an improvement in performance. Task mastery/best performance.</li> <li>• Apprehension/anxiety causes Increased arousal leads to better performance/inverted U/drive theory</li> <li>• (Expert/accomplished performer)</li> </ul>	<p>2 causes - 1 mark each</p> <p>2 effects - 1 mark each</p>	(4)

Question Number	Answer	Mark
8	<p><b>AO2 = 5 marks, AO3 = 10 marks</b></p> <p><b>Students who only draw their answer from one area of study will not be able to gain marks beyond Level 3.</b></p> <p><b>Reward acceptable answer. Responses may include, but are not limit to the following:</b></p> <p>Theories link to correct explanations of what factors contribute to group dynamics: <b>Carron (1980)</b>            Successful groups maximise the following characteristics:</p> <ul style="list-style-type: none"> <li>• A collective identity</li> <li>• A sense of shared purpose</li> <li>• Structured patterns of communication</li> </ul> <p>A successful group has good cohesion/motivated to be in the group/success/value the relationships within the group</p> <p><b>Steiner (1972)</b>            Actual group performance derives from a combination of potential productivity minus faulty process:</p> <ul style="list-style-type: none"> <li>• Potential productivity – groups best performance</li> <li>• Faulty processes – things that can go wrong</li> <li>• Coach needs to enable best performances while minimising faulty processes</li> </ul> <p><b>Ringlemann (1913) Effect:</b></p> <ul style="list-style-type: none"> <li>• Performances decrease with an increase in group size (tug of war)</li> <li>• Overcome this by highlighting shared responsibilities/roles/position rotations</li> </ul> <p><b>Social loafing Latane (1979)</b></p> <ul style="list-style-type: none"> <li>• Social loafing is said to occur when an individual suffers motivational losses within a group –reduction in effort will not be noticed</li> <li>• Successful teams value every member, analyse each performer (stats), Assign individual roles responsibilities, foster team spirit, employ good leaders /social support</li> </ul>	

	<p><b>Festinger (1950)</b></p> <ul style="list-style-type: none"> <li>• Cohesion builds for better groups based on the total field of forces which act upon members to remain in the group</li> </ul> <p><b>Weinberg (1992)</b></p> <ul style="list-style-type: none"> <li>• Two dimensions: Task and social cohesion</li> <li>• Understanding of how cohesion is formed, successful teams are very cohesive</li> <li>• Task Cohesion – members work for each other to successfully complete a task</li> <li>• Social cohesion – members work to maintain relationships within the group</li> </ul> <p><b>Carron (1992) Conceptual Model for Cohesion</b> 4 components:</p> <ul style="list-style-type: none"> <li>• Environmental factors – what binds a player to a team; location, age</li> <li>• Personal factors – factors that keep a player in the team; social reasons, goals</li> <li>• Leadership factors – behaviours of coaches/leaders which aid team cohesion</li> <li>• Team factors – factors relate solely to the group, team identity, targets, ability</li> </ul> <p><b>B.Tuckman (1965) Forming, Storming, Norming and Performing</b></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>	<b>(15)</b>
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Level	Mark	Descriptor
	0	<ul style="list-style-type: none"> <li>• No rewardable material</li> </ul>
Level 1	1-3	<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> </ul>

		<ul style="list-style-type: none"> <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>
Level 2	4-6	<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>
Level 3	7-9	<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> <li>• Uses analysis to make a judgement but without full substantiation (AO3).</li> </ul>
Level 4	10-12	<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>
Level 5	13-15	<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>

## Section B

Question Number	Answer	Additional Guidance	Mark
<b>9</b>	<ul style="list-style-type: none"> <li>• Payments made to performers from sports clubs/rich team owners/benefactors to players who took time-off work to play in sports teams/ to compensate for the loss of wages</li> <li>• Payments which begin the process of professionalism</li> </ul>	1 mark for suitable explanation	<b>(1)</b>

Question Number	Answer	Additional Guidance	Mark
<b>10</b>	<ul style="list-style-type: none"> <li>• Disrespectful</li> <li>• Normally no direct intent to harm opponent</li> <li>• Behaviour outside the spirit of 'fair play'</li> <li>• Bending rules for own advantage</li> <li>• 'cheating'/Seeking to gain an unfair advantage</li> <li>• Conning officials</li> <li>• Unsportsmanlike behaviour</li> <li>• The use of aggressive or dubious tactics, such as psychological intimidation or disruption of concentration, to gain an advantage over one's opponent while still observing the rules in a sport or game</li> </ul>	1 mark for each characteristic  Examples alone are not credited	<b>(2)</b>

Question Number	Answer	Additional Guidance	Mark
11	<ul style="list-style-type: none"> <li>• Critical periods in the life of a young person when the effects of training can be maximised:</li> <li>• Routes split into phases or periods of development to build structure</li> <li>• Typical route/model has 6 or 7 phases e.g. Fundamentals to Training to Win</li> <li>• Early and late specialisation models cater for different stages of athlete development</li> <li>• Age not a good indicator on which to base athletic development</li> <li>• Based on 8-12 years process of development which builds control of athlete career</li> <li>• Provides structure, specialisation, care of the athlete</li> <li>• Identifies appropriate training needs to maximise potential/use of facilities/resources route of dev.</li> <li>• Allows for the prevention of 'burn out'</li> <li>• Caters for gender differences</li> <li>• Provides more controllable elite pathway</li> <li>• Funding can be allocated as appropriate to each athlete/route when required</li> <li>• Sport science support can be integrated appropriately</li> </ul>	<p>1 mark for each correct point</p> <p>Marks not awarded for naming the phases of the LTAD model.</p>	<p><b>(4)</b></p>



Question Number	Answer	Additional Guidance	Mark
12	<ul style="list-style-type: none"> <li>• ASC – provide government funding / UK lottery funding</li> <li>• FTEM Model - Foundation, Talent, Elite and Mastery 4 levels of performer - engraving pathway / UK World Class Programme</li> <li>• Role of the A.I.S and the sports institute model / UK Sport Institute Model</li> <li>• Canberra as the hub to a decentralised model of state centres such as Victoria Institute of Sport - elite with excellent facilities, top coaches, full time athletes / UK – Sheffield is the hub centre with regional institutes / Regional development centres for netball (Manchester, Bath)</li> <li>• AIS hold approx. 700 athletes on scholarships / UK 1300 athletes on elite programmes</li> <li>• ACE programme of educational development / UK ACE programme</li> <li>• Sports Search first part of this process to help identify and recruit talent / UK attempted Sports Search</li> <li>• Individual Sporting Organisations have talent ID and LTAD programmes. / NGBs required to have talent ID plan</li> <li>• AIS grants / UK has grants for athletes</li> <li>• ACC to enhance coach education to underpin elite sport / Sports Coach UK and UK Coaching</li> <li>• Play Sport Australia for growing the base of the pyramid of elite sport / UK current initiatives for increasing sport participation</li> </ul>		<b>(6)</b>

Question Number	Answer	Additional Guidance	Mark
13	<ul style="list-style-type: none"> <li>• Limited teams in a league</li> <li>• No promotion or relegation</li> <li>• Franchise is a financial purchase to provide a team in a league</li> <li>• Franchises can brought/sold</li> <li>• League can expand</li> <li>• Franchises can move from city to city/relocate</li> <li>• Normally only one team per sport in each city</li> <li>• Heavily commercialised/run as businesses</li> <li>• Merchandising/commodification of all aspects of the sport</li> </ul>	1 mark per correct characteristic	<b>(2)</b>

Question Number	Answer	Additional Guidance	Mark
14	<p><b>Advantages:</b></p> <ul style="list-style-type: none"> <li>• Implementation of the 'Golden triangle' – successful model – TV/Event sponsor</li> <li>• Sport has benefitted from better stadia/experience</li> <li>• Franchises MK Dons/Wimbledon</li> <li>• Pay per view – Box Nation</li> <li>• Sport becomes a business as part of the entertainment package offered - Commodification</li> <li>• Team Sports have re-branded image to appeal to a wider audience</li> <li>• Better TV/media coverage</li> <li>• Commercial development provides an enriched experience – either live/ or on TV</li> <li>• Sport now 24-7 on TV – armchair fan happy</li> <li>• Global accessibility</li> <li>• Entertainment before/during/after at stadia/arena – centred on spectator enjoyment/fun</li> <li>• Team names/kit - 'jazz'/hype/dazzle</li> </ul> <p><b>Disadvantages:</b></p> <ul style="list-style-type: none"> <li>• Too much influence from TV on shape and future of sports/teams/K.O teams</li> <li>• Spectator being convinced they are watching something special – not always the case</li> <li>• Too much analysis – before, during, after events</li> <li>• Entrance costs increased beyond many</li> <li>• Players assume control of destiny</li> <li>• Spiralling wages</li> </ul>	<p>1 max for each point</p> <p>Balanced answer expected - 2 or 3 marks for advantages. 2 or 3 marks for disadvantages</p> <p>5 distinct points needed for max 5 marks</p>	

	<ul style="list-style-type: none"><li>• Major sports dominate sports media coverage</li><li>• Loss of local identity with overseas players recruited</li><li>• Sports performers now commodities</li></ul>		<b>(5)</b>
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Question Number	Answer	Mark
*15	<p><b>A02 = 5 marks, A03 = 10 marks</b></p> <p><b>Students who only draw their answer from one area of study will not be able to gain marks beyond Level 4.</b></p> <p><b>Reward acceptable answer. Responses may include, but are not limit to the following:</b></p> <p><b>Overview</b> Sports and the media have both a global and a local scope of operation and are bound together in a complex network of intra/inter relationships.</p> <p>4 mediums to be explored: TV, Radio, Press and Social media – each expanded, each influence - positive/negative, each responsive to consumer needs and the advances of technology. These relationships have and are changing. Rise in social media. Historically rise in TV/Print media in depth of coverage, range of coverage.</p> <p><b>Contextualisation:</b> factors related to Media and Sport:</p> <ul style="list-style-type: none"> <li>• Rise in Social media – Twitter, Facebook, instant alerts (Data/Figures)</li> <li>• Media can be both constructive and destructive – campaigns can persuade public opinion</li> <li>• Sports media generally promote and reinforce a distinctive set of values associated with capitalism, nationalism, patriarchy and racism</li> <li>• The media production process emphasises spectacle, drama and personalisation – ‘make or break’</li> <li>• While the media have demonstrated a considerable capacity to influence the character and development of sports, little evidence of resistance to commodification from sports bodies and the athletes themselves</li> </ul> <p><b>Positive Relationship:</b></p> <ul style="list-style-type: none"> <li>• Money - Media companies pay for the rights to show a sporting event. Also, sports shown on the tv generate more sponsorship enables better product</li> <li>• New companies will affect Sky/BT rights bid Amazon/Facebook</li> </ul>	

- Education – spectators/fans become more knowledgeable/critical; Media can campaign on cause – racism, drug use, women
- Television influence participation rates in certain sports (when channel 4 showed volleyball between 1980 and 84, affiliation rose by 70%. When table tennis as no longer covered, participation dropped by a third).
- Role models - TV / newspapers develops role models
- Inspiration - Media brings sport to people who may not normally get to experience it otherwise. This can encourage people to get involved.
- Coaching aid - Watching professionals on the TV can help you see how a technique /develop own performance
- Rise in hard copy resources, magazines etc depth of sports coverage vastly improved; Rise in the print media – Four2Four 4700 copies p.c.m
- Rise in specialist channels e.g. F1, Coverage of female sports e.g. Netball.
- Broadcasts instantaneous sporting action to a large Audience/drama. Multi cameras F1 cockpit, Referees camera/microphone
- When British teams do well in a sport at the Olympics there is often and increase in grass roots participation.
- Cheap compared to film or theatre
- Has brought minority sports to the fore
- Helps participants reach superstar status
- Raised performers earnings
- Developed academic qualifications, sports science, books, journals and videos.

**Negative Relationships:**

- Places athletes under pressure to perform more regularly than is good for them –injuries/burn out
- Players become public figures where their every move is scrutinised
- Reinforces negative stereotypes e.g. female athletes/athletic form/body image
- Bids for TV contracts have seen a decline in terrestrial coverage and an increase in Cable/Satellite/Mobile/Tablet
- Fuelled increased gambling
- Over dramatises problems in sports world. Sensationalism sells papers

- Participation in sport is falling and this is partly attributed to too much watching of sport. However, studies like The Wolfenden Report suggest watching sport on TV may actually positively influence people to take up a sport.
- Spectatorism could be on the decline for lower standard events because it is more comfortable to sport from home. One reason why football clubs charge large fees to TV companies wanting to televise the match.
- Focus is often on the critical element of sport e.g. a violent incident or a challenge to the ref.
- Deals between sporting bodies and the media can favour certain sports e.g. Adidas and FIFA
- Overload - There is a lot of sport on TV. Features heavily on TV schedules particularly at weekends not good for non-sports viewers
- The power of the small number of major media companies raises important issues of the access and equity, especially with the growth of pay to view sports events.
- Bias - Only the really popular sports get much attention on the TV and in newspapers etc. This doesn't help encourage people into the less popular sports
- Lack of Attendance - For matches that are shown on TV, ticket sales often drop
- Attention - Sport stars often complain of too much intrusion being paid to their private lives.
- Demands - The media can put pressure on the organisers of sporting competitions to make the viewing experience
- better for TV audiences. Some sports have had to change to be more amenable to media coverage. For example, in a previous Olympics, the marathon was run at a time which suited TV companies, even though it was at the hottest time of Day/ or KO times/or 100m final.

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.	<b>(15)</b>
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Level	Mark	Descriptor
	0	<ul style="list-style-type: none"> <li>No rewardable material</li> </ul>
Level 1	1-3	<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>
Level 2	4-6	<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>
Level 3	7-9	<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> <li>Uses analysis to make a judgement but without full substantiation (AO3).</li> </ul>
Level 4	10-12	<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>
Level 5	13-15	<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>



Question Number	Answer	Mark
16	<p><b>AO1 = 5 marks, AO3 = 10 marks</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>Students who only draw their answer from one area of study will not be able to gain marks beyond Level 4.</b></p> <p><b>Reward acceptable answer. Responses may include, but are not limit to the following:</b></p> <ul style="list-style-type: none"> <li>• The roles of public schools and the Oxbridge melting pot</li> <li>• The role played by Thomas Arnold</li> <li>• Government legislation e.g. 'half day' act</li> <li>• The development of factory teams/rich benefactors</li> <li>• Broken Time payments and the rise in professionalism</li> <li>• Rise in spectatorism</li> <li>• Development of leagues/international fixtures</li> <li>• The growth of the sporting press</li> <li>• Establishment of the early national governing bodies (NGBs)</li> <li>• The impact on recreational activities leading from: industrialisation, urbanisation, education, and transport developments</li> <li>• Wider process of rational recreation</li> <li>• Influence of the Clarendon Commission</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, a response which nearly reaches the next level would receive the top mark in the level preceding it.</p>	<b>(15)</b>

Level	Mark	Descriptor
	0	<ul style="list-style-type: none"> <li>No rewardable material</li> </ul>
Level 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>
Level 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>
Level 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>
Level 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</li> <li>with examples (AO3).</li> </ul>
Level 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> </ul>

		<ul style="list-style-type: none"><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>
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