



Pearson
Edexcel

Mark Scheme (Results)

October 2020

Pearson Edexcel Advanced Subsidiary
In Physical Education (8PE0/02)
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
1i	<ul style="list-style-type: none"> • Reduces levels of anxiety • Training of the nervous system/enhances neural learning • Increases focus/attention/concentration/motivation • Improves confidence • Can be done when injured/recovering • Aids preparation • Creates mental image • Can control arousal 	<p>Maximum of 1 mark for any of the bullet points</p> <p>Allow other suitable responses that relate to mental rather than physical practice</p>	(1)

Question Number	Answer AO1	Additional Guidance	Mark
1ii	<ul style="list-style-type: none"> • Cannot replace physical preparation/practice • Requires effort/concentration/focus • Requires belief • Not effective for simple skills • Requires specialist training • Can be tedious for some/lowers performance • Overthinking can lead to anxiety • Incorrect knowledge can decrease performance 	<p>Maximum of 1 mark for any of the bullet points</p> <p>Allow other suitable responses that relate to mental rather than physical practice</p>	(1)

Question Number	Answer AO1	Additional Guidance	Mark
2i	<ul style="list-style-type: none"> • Preparation 		(1)

Question Number	Answer AO1	Additional Guidance	Mark
2ii	<ul style="list-style-type: none"> • Execution 		(1)

Question Number	Answer AO1	Additional Guidance	Mark
2iii	<ul style="list-style-type: none"> • Recovery 	Do not accept outcome or result but allow "result and recovery"	(1)

Question Number	Answer AO2	Additional Guidance	Mark
3	<ul style="list-style-type: none"> • Positive reinforcement e.g. praise, acts as a satisfier and encourages the repetition of the correct response • Positive reinforcement creates approval which increases the likelihood of the response being repeated • Operant conditioning leads to correct response • Punishment e.g. removal from the game, prevents the response from recurring • Punishment e.g. verbal rebukes create an association of displeasure breaking the incorrect response • Negative reinforcement e.g. the removal of a stimulus (bike stabilisers) encourages self-belief and develops confidence • Negative reinforcement increases confidence leading to repetition of the correct response 	<p>1 mark for the following bullet points up to a maximum of 4 marks</p> <p>Marks can only be awarded if students clearly state how the SR bond is developed. Explanations can be interchangeable but not used for more than one response.</p>	(4)

Question Number	Answer AO2	Additional Guidance	Mark
4i	<ul style="list-style-type: none"> • Motivation that comes from within/internal/ intangible source. Manifests as personal satisfaction/ feelings of worth / enjoyment and accomplishment. • Appropriate sporting example such as completing a marathon 	<p>Maximum of 2 mark</p> <p>No marks awarded if there is no example from sport. The example must be appropriate to gain 2 marks</p>	(2)

Question Number	Answer AO2	Additional Guidance	Mark
4ii	<ul style="list-style-type: none">• Motivation that comes from external/tangible sources. These can be rewards, prizes, medals, payment, praise.• Appropriate sporting example such as winning a Gold medal.	Maximum of 2 mark No marks awarded if there is no example from sport. The example must be appropriate to gain 2 marks	(2)

Question Number	Answer AO1	Additional Guidance	Mark
5	<p>A summary of the following points is required:</p> <ul style="list-style-type: none"> • Emphasise the value of individual contributions - everyone has a role to play • Make individual contributions easy to identify - everyone can be seen contributing • No hiding places - all members of the group are being watched and evaluated • Keep group size to a manageable level - Ringelmann effect • Divide group into units where numbers are too big - can see impact of individuals • Encourage group cohesion - social and/or task cohesion • Set overall group goals - single goal focus • Improve communication - allows individuals to be involved in decision making • Encourage self/peer assessment - increasing level of individual responsibility • Other appropriate points can be credited 	Key points must be provided to access each mark	(5)

Question Number	Answer	Mark
6	<p>AO2 = 4 marks, AO3 = 8 marks</p> <p>Reward acceptable answer. Responses may include, but are not limit to the following:</p> <p>An analysis that breaks down factors, including details about how and why social facilitation and inhibition occur, that includes the following indicative content:</p> <p>Nature of the audience:</p> <ul style="list-style-type: none"> • Size of the audience (AO2)- the larger the audience increases the chances of inhibition and smaller audiences increase the chances of facilitation (AO3) • Proximity of the audience (AO2) - a closer audience increases likelihood of inhibition. An audience that is further away reduces the chances of inhibition (AO3) • Intentions of the audience (AO2)- a hostile audience creates inhibition. A friendly, supportive audience creates facilitation (AO3) • Evaluation apprehension (AO2) - judgement of a performance can creates both inhibition and facilitation depending on factors below. (AO3) • Homefield advantage (AO2)- can facilitate performance through familiarity of environment and support of crowd but can also inhibit in pressure situations e.g. penalties (AO3) <p>Nature of the performer:</p> <ul style="list-style-type: none"> • Introvert/extrovert (AO2) - Introverts suffer social inhibition in front of others whereas extroverts crave an audience, and this creates facilitation (AO3) • Novice/expert (AO2)- novices' lower skill levels break down with an audience present yet experts are able to perform with a higher level of skill in front of a crowd (AO3) • High/low anxiety (AO2)- performers with high levels of anxiety are more likely to choke under audience pressure but those with low anxiety will cope (AO3) 	

	<ul style="list-style-type: none"> Confidence (AO2)- confident performers fare better with an audience whereas low confidence performers wilt under pressure (AO3) <p>Nature of the task:</p> <ul style="list-style-type: none"> Gross/fine (AO2) - tasks using large muscle groups are more likely to be done well in front of an audience e.g. athletics, swimming whereas tasks involving fine muscle groups are not performed as well e.g. darts, snooker (AO3) Complex/simple (AO2)- complex tasks tend to break down under the pressure of being observed whereas simple tasks tend to be performed better. (AO3) Drive theory and inverted U and dominant response (AO2) - an audience creates arousal. If a skill is poorly learned (early in learning curve) then the incorrect response is more likely, this leads to inhibition. However, if a skill is well learned (later in the curve) then the dominant response is more likely to be correct under high levels of arousal which leads to facilitation. (AO3) Effects of both passive and interactive audiences (AO3) Effects of co-actors and interactors (AO3) <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>	(12)
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Level	Mark	Descriptor
	0	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).

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

Section B

Question Number	Answer AO1	Additional Guidance	Mark
7	<ul style="list-style-type: none"> • Regular working hours allowing more time for sport (Factory Act 1850) / Time off on Saturdays from 2 pm / Half day on Wednesday • Support from factory owners who provided space, kit, payment etc • Community identity through teams and products e.g. gunnery, ironworks/large numbers working together • Release from hardships of work • Improve fitness and health • Increase productivity of workers • Increased transport links to allow fixtures to take place/creation of leagues • Codification • Development of technical equipment e.g. goalposts, balls etc 	1 mark for any of the following up to a maximum of 4 marks	(4)

Question Number	Answer AO1	Additional Guidance	Mark
8	<ul style="list-style-type: none"> • Opportunity/time- the chance to take part in terms of spare time • Esteem - feeling able to take part • Provision - facilities needed to take part • Ability - the physical or mental abilities needed to participate/age/build • Geography - Geographical features needed to participate e.g. rivers for kayaking/available transport • Education - having been taught the skills needed to participate • Culture - cultural acceptance of participation e.g. Muslim or Catholic women • Economic - having the money for equipment or membership • Family/peer pressure - expectations of social groups • Gender - stereotypes associated with certain activities • Race - racial stereotypes and myths e.g. White men cannot jump 	<p>1 mark for any of the following</p> <p>Do not accept single words or phrases. To gain a mark, there must be some description</p>	(4)

Question Number	Answer AO2	Additional Guidance	Mark
9	<p>Content (award 1 mark for each considered and analysed point up to a total of 3):</p> <ul style="list-style-type: none"> • Equality of provision - facilities available for disabled e.g. wheelchair access, provision for blind activities, Geography etc. Lack of specialist coaches and few specialist clubs • Equality of opportunity - events for both able bodied and those with impairments e.g. Olympics and Paraspport though not given same credibility • Equality of coverage - TV coverage of Paraspports is increasing but not at the same level • Equality of status - Paraspports athletes becoming familiar names and nominated for awards alongside able bodied performers e.g. Ellie Simmons, Hannah Cockcroft, Jonnie Peacock, Lauren Steadman • Equality of funding - Elite programmes for Paraspports, advertising contracts and sponsorship. <p>Judgement (up to a maximum of 2 marks):</p> <ul style="list-style-type: none"> • Equality exists because - there is provision, opportunity, proportional representation is high, funding exists and there are numerous role models • Equality does not exist because - TV coverage is limited and not on an equal footing, funding is far inferior for elite performers and at grassroots levels, disabled athletes have to prove their disability in painful and humiliating tests 	Award a maximum of 3 marks for content without a judgement. The maximum mark of 4 can only be awarded where a judgement has been made	(4)

Question Number	Answer AO2	Additional Guidance	Mark
10	<p>One mark for any of the following linked statements:</p> <ul style="list-style-type: none"> • Localised - isolated communities because of lack of communication and transport • Limited equipment - lack of technology or industrial development • Violent - mob games were lawless and war like reflecting society • Limited rules - there was no formal law and order in society • Unwritten rules - lack of education meant literacy was very limited • Occasional - May festivals and Sunday games were the only times when the peasants were not expected to work • Rural - only London existed as a major habitation area, the rest of Britain was rural. Frequency of blood/animal sports • Occupational - activities resembled the working requirements of the time e.g. watermen and footmen • Courtly and popular - there was a significant divide between the rich and the poor and games reflected this • Wagering/gambling - riches were a driving force in society from the aristocracy betting huge sums on their cricket teams to the peasants striving to win a pig for the family • Ritual - many games such as Haxey Hood took on the ritual aspects of society • Male based reflecting patriarchal society • Other valid points will be credited if accompanied by a correct link to society 	<p>The activity or characteristic must be accompanied by an analysis linking to the nature of society in pre-industrial Britain</p>	(6)

Question Number	Answer	Mark
*11	<p>AO1 = 4 marks, AO3 = 8 marks</p> <p>Students who only show achievement against AO1 will not be able to gain marks beyond level 1. 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>A discussion requires that a judgement be made and substantiated based on the following indicative content:</p> <ul style="list-style-type: none"> • 40,000 spectators will have boosted economy (£1.3 million) through use of hotels, purchasing food, accessing amenities etc. The presence of such numbers will have raised the profile of the area to the rest of the World (AO3) • 1.1 million viewers Worldwide represents a significant number being exposed to cycling and the South Lakeland where other activities e.g. climbing and sailing also take place (AO3) • The viewing audience is taken from the major population areas of Europe, Asia and North America globalising this small area and the merits of cycling (AO3) • Refer to audiences for World Cup football, NFL, Champions League etc. (AO1) • Olympics audience is 2/3rds of World population (AO1) • Shop window effect encourages visitors and creates a positive image (AO3) • Global audiences encourage sponsors and funding to both the area and the sports such as cycling, rowing, athletics, football (AO3) • The benefits of participation in sports is spread across the World (AO3) • Healthy and active lifestyles are encouraged (AO3) • Role models and positive stereotypes are created (AO1) • Global awareness of the area encourages investment (AO3) • The profile of sports such as rowing, sailing and cycling are raised/increases migration of sporting labour (AO1) 	

	<ul style="list-style-type: none"> • Any negative events are globalised e.g. protests, crashes (AO1) • Temptation to cheat is raised e.g. motorised bikes, tampering with equipment (cricket ball), bribes, illegal drugs etc (AO3) • Cost of competing is raised in sport as equipment becomes more expensive e.g. football boots (AO3) <p>Skill Acquisition</p> <ul style="list-style-type: none"> • Increased awareness of technology to underpin guidance methods (AO1) <p>Psychology</p> <ul style="list-style-type: none"> • Awareness of goal achievement (AO1) <p>Applied anatomy and physiology</p> <ul style="list-style-type: none"> • Demonstration of healthy lifestyle activities (AO1) <p>Exercise physiology and applied movement analysis</p> <ul style="list-style-type: none"> • Use of supplements to enhance performance and increase energy levels (AO3) • Preparation methods for competition (AO1) • Recovery from exercise (AO1) <p>Any other relevant information from across the specification can be credited where appropriate.</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>	(12)
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Level	Mark	Descriptor
	0	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).

		<ul style="list-style-type: none"> • 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). • 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"> • 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). • A judgement may be given but with limited substantiation (AO3).
Level 4	10-12	<ul style="list-style-type: none"> • Comprehensive understanding of the factors that underpin performance and involvement in physical activity and sport. Communicated in a logical, clear writing structure (AO1). • 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).