



Mark Scheme

Edexcel A-level PE – Paper 2

Please read before distributing to students.

Purpose of this document

This document and the associated question paper are based on the data analysis performed by The EverLearner Ltd and published within the 2024 infographics. Please, note the following:

- We believe this mark scheme has a very strong association with previous Edexcel A-level PE Paper 2 exams in relation to command terms, skills, AO distribution, extended writing requirements and topics.
- However, this is categorically NOT a mark scheme for a predicted paper. No one can accurately predict an exam paper and we make no claim to this end.
- It is vital that you only use this document internally in your school/college. Publishing the document online or sharing it in any other way is strictly prohibited as this will undermine the potentially educational experiences of students in other schools/colleges.
- Finally, please check the publication dates of the model answers for this paper as well as the associated revision sessions in April/May.

This mark scheme contains:

- Copy of each question for reference
- Marking guidance where appropriate
- Marking points containing alternative acceptable responses plus relevant assessment objective

How should schools use this mark scheme?

The mark scheme has been constructed specifically for the exam paper used in The EverLearner's National Mock Exams from 2024. The model answers will be available in early April and many of these questions will be discussed in the live revision show provided by James Simms (Wednesday 29th of May, 16:30-18:00 on [youtube.com/TheEverLearner](https://www.youtube.com/TheEverLearner)).

All questions/mark schemes are available on ExamSimulator. Please note, there are hundreds of additional questions and mark schemes on ExamSimulator covering the IGCSE PE topics and skills. Within the platform, the teacher is assisted with the marking and full diagnostic feedback is also provided. ExamSimulator is a premium resource available via TheEverLearner.com.

I hope this helps both students and teachers in their exam preparations.

James Simms



Subject	Physical Education
Course	Edexcel Linear GCE PE Psychological and Social Principles
Time allowed	2 hour 0 minutes

Title	Edexcel A-level PE Paper 2 Psychological and Social Principles National Mock Exam 2024
--------------	--

Guidance	<ul style="list-style-type: none">• This paper is marked out of 100 marks.• You have 120 minutes (plus additional time for those who have Exam Access Arrangements).• Answer all questions.• A calculator is permitted for this exam.• This paper contains four 15-mark questions.• Good luck.
-----------------	---

Total marks	100
--------------------	-----

SECTION A: Psychological Principles

1. Summarise **two** of Thorndike's laws of learning.

Marking guidance

Award one mark for each of Thorndike's laws, up to a maximum of two marks.

Marking points (maximum 2)

(1) [AO 1] Law of effect is related to reward and punishment/Reward and punishment/Behaviour-shaping

(2) [AO 1] Law of readiness is when the performer must be mentally and physically capable of performing the skill/Mentally and physically capable/Mentally and physically mature

(3) [AO 1] Law of exercise means the stimulus response bond will only be strengthened if it is repeated/Repetition is key/Repetition

2. Outline **two** ways of developing a strategy or tactic for competition.

Marking points (maximum 2)

(1) [AO 1] Change practice methods before or after performance/Change instructions before or after performance

(2) [AO 1] Performer education

(3) [AO 1] Video analysis of self or others

(4) [AO 1] Trial-and-error learning/Operant conditioning/Behaviour-shaping

(5) [AO 1] Adapt formations to opponents in advance of competition

(6) [AO 1] Planning to cope with adversity/Learning to manage hostile environment/Learning to manage an away fixture

(7) [AO 1] Pre-planning of team selections and tactical substitutions

(8) [AO 1] Work and build to the strengths of the performers

3. Summarise what is meant by massed and distributed practice. Use sporting examples to support your answer.

Marking guidance

Award a sub max of two marks for the descriptions of massed and distributed practice, and a sub max of two marks for suitable examples given.

Marking points (maximum 4)

(1) [AO 1] Massed practice is continuous with no rest intervals/Massed practice is repeated and constant during a set time/Massed practice has no rest during the practice sessions

(2) [AO 2] Basketballer shooting set shots from the line for 10 minutes without stopping/Tennis player repeatedly serving topspin serves out wide for 100 balls/Cricketer repeatedly facing the same ball over and over from a bowling machine

(3) [AO 1] Distributed practice involves rest intervals/Breaks within a skill practice/Includes breaks

(4) [AO 2] Cricket bowler practising their delivery continuously for 10 balls, then breaking to receive feedback/Trampolinist practising their tucked somersault but requiring breaks for mental rehearsal/Weightlifter breaks between sets to recover

4. Describe an open skill.

Use an example from sport to support your answer.

Marking guidance

Award one mark for the description (AO1) and one mark for the linked example (AO2).

Marking points (maximum 2)

(1) [AO 1] Performed in an unpredictable environment/Techniques which must change rapidly in response to the environment/Adaptable skills

(2) [AO 2] Hitting the ball in cricket due to the variable speed and spin of the ball/Dribbling around defenders in a game because you have to quickly respond to the opposition

5. Analyse the different guidance methods that are used to optimise performance in sport. Use sporting examples to support your answer.

Marking guidance

A02 points should link to suitable examples. A03 marks should make links between method of guidance and how it optimises performance.

Responses may include (but are not limited to) the answers in the mark scheme.

Marking points (maximum 15)

- (1) [AO 2] Visual guidance is a demonstration/Video/Drawing
- (2) [AO 3] Demonstrations create a mental picture so the learner knows what the skill should be like
- (3) [AO 2] Watching a player perform a serve in badminton/Coach's tactic whiteboard during the half-time talk/Video of the gymnast performing a somersault
- (4) [AO 3] Demonstrations must be accurate/Within the capabilities of the performer/Performed by someone of a similar ability
- (5) [AO 3] Demonstrations should be shown from different angles/Repeated/Allow mental rehearsal to be most effective
- (6) [AO 3] Visual and verbal guidance work well combined
- (7) [AO 2] Example can include coaching points during a demonstration
- (8) [AO 3] It highlights and reinforces the key points for retention of the skill in the memory
- (9) [AO 1] Verbal guidance is an explanation of the task/Verbal guidance is an explanation of the skill
- (10) [AO 2] Coaching points on how to improve the skill/Tactics talks from a coach during half-time
- (11) [AO 3] Quality of coaching points is important, including reliable and relevant points/Relevant to age and stage of performer
- (12) [AO 3] Coaching points can help correct errors if the performer cannot feel the error/They are novice performers
- (13) [AO 3] Used more by experienced performers who can understand the technical and detailed guidance

- (14) [AO 3] Too much information can lead to cognitive overload and the performer not being able to retain all the information
- (15) [AO 2] Manual guidance is the physical support/Physical manipulation from a coach
- (16) [AO 2] Coach supporting a handstand/Coach moving the arm into the correct position in dance
- (17) [AO 3] Builds confidence/Increases performer's proprioception to correct errors/Feeling on the correct skill
- (18) [AO 2] Mechanical guidance is a device used to support performance
- (19) [AO 2] Harness in trampolining/Scrum machine in rugby/Floats in swimming
- (20) [AO 3] Increases safety/Eliminates danger/Preventing injury
- (21) [AO 3] Builds confidence with a challenging skill
- (22) [AO 3] Provides accuracy in a new skill/Builds kinesthesia of a skill

6. Describe learned helplessness.

Marking points (maximum 2)

- (1) [AO 1] State of mind where the performer believes failure is inevitable/Performer doubts they can complete a task/Performers doubt they can complete the skill successfully
- (2) [AO 1] Occurs when performers blame losing on ability/Internal stable attributions
- (3) [AO 1] Tendency to avoid failure attitude/Leads to an avoidance of the skill/Avoidance behaviour
- (4) [AO 1] Linked to low self-efficacy
- (5) [AO 1] Judged by outcome goals, which can lead to a feeling of failure/Focuses solely on winning, which can end in a feeling of failure
- (6) [AO 1] Leads to loafing/Leads to a feeling of demotivation

7. Summarise each part of Wood's Triadic Model of attitudes.

Marking guidance

Do not award marks for purely naming each part. Award up to three marks for the description of each part of the model.

Marking points (maximum 3)

(1) [AO 1] Affective part is the feelings of the performer/Performer having fun and enjoying themselves/Fear of a performance

(2) [AO 1] Behavioural part is shown in the actions of the performer/What they do/Actions

(3) [AO 1] Cognitive part of the model is knowing and understanding/Performer's beliefs/Knowledge

8. Summarise the role of social learning within the interactionist theory of personality. Use an example from sport to support your answer.

Marking guidance

Award one mark for a summary point and one mark for a suitable sporting example.

Marking points (maximum 2)

(1) [AO 1] Environment affects our role-related behaviour/Changes to behaviour are needed as the situation demands/Emotions and actions change due to the specific environment

(2) [AO 1] Genetically inherited traits are triggered by the sporting environment

(3) [AO 2] Quiet and calm person will need to become assertive and determined when tackling in rugby/Passive, friendly individual will become loud and competitive when walking onto the pitch

9. Outline the effects that the presence of an audience might have on a sports performer.

Marking points (**maximum 2**)

(1) [AO 1] Audiences cause an increase in arousal in performers

(2) [AO 1] Causing higher change of the dominant response

(3) [AO 1] Experienced performers are likely to be facilitated/Dominant response is likely to be better performance

(4) [AO 1] Inexperienced performers are likely to be inhibited/Dominant response is likely to be weaker performance

10. Define the term assertion.

Marking guidance

Responses must clearly relate to assertion and not aggression.

Marking points (**maximum 1**)

(1) [AO 1] Display of well-motivated behaviour with no intent to harm/Generally within the rules/Goal-directed

11. Analyse the different theories of motivation that can be used by a coach in order to optimise performance.

Marking points (maximum 15)

- (1) [AO 1] Motivation is a drive to succeed that is required by individual sports performers
- (2) [AO 3] Performers need to be driven and always give their best in training in order to improve/Performers must be determined and consistent in giving their best throughout the whole game
- (3) [AO 1] Intrinsic motivation comes from within
- (4) [AO 3] Effective at increasing motivation, as performer feels they have control over their performance
- (5) [AO 1] Extrinsic motivation comes from an outside coach or source
- (6) [AO 3] Too much emphasis on extrinsic rewards can lead to demotivation
- (7) [AO 1] Achievement motivation theory is the differing individual approaches to competition
- (8) [AO 1] Need-to-achieve personality strives for success/Seeks risks/Likes challenges
- (9) [AO 3] Judge themselves on process goals based on effective performance, not on their losses, which can maintain motivation
- (10) [AO 1] Need-to-avoid-failure personality wants to avoid losing/Avoid risks/Avoid challenges
- (11) [AO 3] Outcome goals can lead to demotivation, as they are outside the performer's control/In direct comparison to others
- (12) [AO 1] Coaches can ensure athletes move from a NAF to a NACH personality
- (13) [AO 3] NACH personality will show more task persistence and motivation in both training and competition
- (14) [AO 1] Goal-setting can be used to increase motivation
- (15) [AO 1] Outcome goals are long-term, objective goals
- (16) [AO 3] Not in the control of the performer and can lead to demotivation when not achieved
- (17) [AO 1] Performance goals are based on improving their own performance
- (18) [AO 3] Controllable by the performer and can increase motivation

(19) [AO 1] Process goals are based on improvements in technique

(20) [AO 3] A combination of all three types of goals is most effective in increasing motivation

SECTION B: Social Principles

12. Outline the characteristics of real tennis and what sets it apart from other sports played at the time.

Marking guidance

Responses should relate specifically to real tennis and include a description. For example, "complex" or "sophisticated rules" as opposed to simply stating rules.

Marking points (maximum 2)

- (1) [AO 1] Real tennis was played by the upper class, unlike the majority of other popular recreation at the time/Exclusively played by the social elite
- (2) [AO 1] Codified, unlike lower-class activities
- (3) [AO 1] Sophisticated rules
- (4) [AO 1] Lacked violence due to high moral code/Played cordially and with mutual respect
- (5) [AO 1] Specialist facilities and equipment, unlike many lower-class sport/Lower classes had little money and could not afford specialist equipment
- (6) [AO 1] Strict dress code, which was expensive and could not be afforded by the lower class

13. Describe the emergence of national governing bodies in the 19th century.

Marking points (maximum 3)

- (1) [AO 1] NGBs were based on the business skills of the new middle classes
- (2) [AO 1] Sport was becoming more popular/Sport was being played more widespread across the country
- (3) [AO 1] Sports required a codified set of rules/Standardisation was needed/Created rules of the sport
- (4) [AO 1] Allowed the creation of national leagues and competitions/FA Cup

14. American sports such as baseball and American football operate under a franchise model.

Define the term "franchise".

Marking points **(maximum 1)**

(1) [AO 1] Sports clubs are corporations

(2) [AO 1] Sporting leagues set up by corporations in order to make a profit

15. Summarise the impact of hosting an Olympic Games on a country.

Marking guidance

Answers for both positive and negative impacts should be credited.

Marking points **(maximum 4)**

(1) [AO 1] Expensive to host, leading a country to debt/Making a loss

(2) [AO 1] Increase in tourism to the country, boosting the economy/Economic growth

(3) [AO 1] Increased employment

(4) [AO 1] Development of facilities/Legacy of facilities/Transport networks

(5) [AO 1] Host countries have more local competitors, which can increase role models, leading to greater uptake in different sports/Increased grassroots participation

(6) [AO 1] Changing a country's reputation through the positivity of sport/Shop-window effect showing countries in a positive light

(7) [AO 1] Sportwashing/Covering over social and political issues with impressive spectacle

(8) [AO 1] Patriotism bringing communities together/Multicultural event, which can bring communities together

(9) [AO 1] Hosting the games can become politicised/Negatives of a country can be highlighted/Games used as vehicles for demonstrations

16. Describe the impact of wearable technology on participation in sport and exercise.

Marking points (**maximum 2**)

(1) [AO 1] Improved sporting performances due to clothing technology/Wicking technology/Faster swimming times due to improved swimsuits

(2) [AO 1] Improved recovery due to compression clothing

(3) [AO 1] Smart devices can increase motivation measuring tracking and distances//Automated reminders of required activity levels

17. Examine the role of WADA in deterring the use of performance-enhancing drugs in sport.

Marking guidance

Students who only show achievement against AO1 will not be able to gain marks beyond level 1.

Responses may include (but are not limited to) the answers in the mark scheme.

Marking points (maximum 8)

- (1) [AO 1] WADA is funded by the IOC/50% of total funding from IOC
- (2) [AO 3] Significant investment gives WADA the opportunity to work broadly
- (3) [AO 1] WADA writes the standards for doping control and prevention
- (4) [AO 3] WADA is not responsible for the testing itself
- (5) [AO 1] WADA delegates testing to national anti-doping organisations
- (6) [AO 3] UKAD in the UK/USADA in the US
- (7) [AO 1] WADA writes "the Code"
- (8) [AO 3] National organisations like UKAD implement "the Code"
- (9) [AO 1] WADA recommend a range of testing protocols
- (10) [AO 3] Urine, blood and hair samples/Blood passports
- (11) [AO 1] WADA conducts research into doping practices
- (12) [AO 3] Intended to allow WADA to stay ahead of doping practices/Leads to a continuous need for WADA and doping control
- (13) [AO 1] WADA publishes recommended sanctions
- (14) [AO 3] National organisations follow the sanction guidelines when penalising doped athletes

18. Analyse the social and cultural influences on the development of rational recreation in the post-industrial era.

Marking guidance

Students who only show achievement against AO1 will not be able to gain marks beyond level 1.

Responses may include (but are not limited to) the answers in the mark scheme.

Marking points (maximum 15)

(1) [AO 2] Reforming headmasters in boys' public schools/Thomas Arnold's belief of good moral behaviour/Reformation of public schools changing behaviour of public school boys

(2) [AO 3] Developed leadership opportunities reflected in sport/Led to captains/Prefect systems

(3) [AO 2] Shifted recreation from drinking and gambling to sport by Muscular Christianity/Development of YMCA/Influence of the Church

(4) [AO 2] Increased literacy/More people could read and write

(5) [AO 3] Led to codification of games/Written rules

(6) [AO 2] Factory owners wanted happier and healthier workers/Wanted great productivity

(7) [AO 3] Development of factory teams/Broken time payments to talented workers/Factory workers created sports teams

(8) [AO 2] Factory owners wanted to increase income/Increase profits

(9) [AO 3] Charged people to watch the matches/Encouraged paying spectators

(10) [AO 2] Wages increased/Rise of the middle class/More disposable income

(11) [AO 3] Greater access to different sports/Increased participation in previously inaccessible sports

(12) [AO 2] Improved transport links/Development of roads and trains

(13) [AO 3] People could travel further to compete/Regional leagues could be formed

(14) [AO 3] Greater accessibility for spectators to watch their teams

(15) [AO 2] Cheaper transport/Cheaper train travel

(16) [AO 3] More working-class people travelled to watch sport/Increase in spectators

(17) [AO 2] More free time due to change in working hours/Saturday half-day off/Factory

Acts

- (18) [AO 3] Increase in leisure time allowing more people to participate in sport
- (19) [AO 2] Local council provision of public baths to increase health and hygiene/1d baths movement
- (20) [AO 3] Developed possibilities for swimming
- (21) [AO 2] Increased provision of parks and green spaces in cities
- (22) [AO 3] More open spaces for physical recreation

19. Discuss the impact of commercialisation on gamesmanship. Use examples from sport to support your answer.

Marking guidance

Do not accept any form of rule-breaking as an example, as this is cheating and, therefore, not gamesmanship. Students who only show achievement against AO1 will not be able to gain marks beyond level 1.

Responses may include (but are not limited to) the answers in the mark scheme.

Marking points (maximum 15)

- (1) [AO 2] Boxers psyching out an opponent at the pre-match weight in/Press conference stare down
- (2) [AO 2] Exaggerating a foul or contact in football or rugby
- (3) [AO 2] Taking longer than normal to return to play after a ball has been hit out
- (4) [AO 2] Premier league footballers applying pressure to referees/Appealing to referees for decisions in football
- (5) [AO 2] Hitting the ball onto an opponents foot in the D in hockey rather than striking at the goal
- (6) [AO 2] Sledging the batter in cricket to distract them/Sledging to cause them to lose focus
- (7) [AO 3] Greater financial rewards lead to greater emphasis on winning
- (8) [AO 3] Pressure to win from the media/Specator pressure/Fans screaming for blood
- (9) [AO 3] Coaches feel a pressure to be the best to grow their reputation/Transferrance of pressure from the coach onto the performers
- (10) [AO 3] Winning can lead to more positive associations/Increased sponsorship opportunities
- (11) [AO 3] Sport becomes a form of entertainment increasing audiences and therefore TV contracts/Sport as a spectacle/Sport as a vehicle for sales
- (12) [AO 3] Increased revenue causes larger squads and leads to intra-squad rivalries/Teammates become a threat to one's career prospects
- (13) [AO 3] Commercialisation creates a "win ethic"/Winning is the most important thing
- (14) [AO 3] Sports need to change their rules to deal with increased levels of gamesmanship/Only captains can speak to a referee, for example/Appealing could be

outlawed

(15) [AO 3] Increased demands for technology to create fairer outcomes/VAR in football/Challenging a call in tennis to create breaks between long rallies

(16) [AO 3] Gamesmanship becomes an endemic feature of commercialised sport