



The EverLearner

# National Mock Exams 2024

POWERED BY ExamSimulator

## Model Answers Edexcel A-level PE - Paper 2

### This document contains:

- Model answers for the National Mock Exam questions
- Model examples of extended writing

### How should schools use these papers?

These model answers are written to support PE teachers and students review the National Mock Exam 2024 and to prepare for the live revision session delivered by James in May 2024. We strongly recommend that students learn these model answers in preparation for the summer exams 2024. The questions posed and the answers provided are based on significant analysis and model BOTH content and skills.

Please, use these model answers in combination with the National Mock Exam paper, mark scheme and the revision session (Wednesday, 29th of May 2024, 16:30-18:00), available via the Edexcel A-level PE Revision page:

<https://pages.theeverlearner.com/2024-edexcel-a-level-pe-revision>

All questions are taken from ExamSimulator. ExamSimulator is a premium resource available via TheEverLearner.com.

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

*James Simms*





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

<b>First name</b>	
<b>Last name</b>	
<b>Class</b>	
<b>Teacher</b>	

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

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

<b>Total marks</b>	100
--------------------	-----

## SECTION A: Psychological Principles

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

Thorndike's laws of learning include: law of effect, law of readiness and law of exercise.

Law of effect is linked to reward and punishment in order to shape behaviour. The law of readiness states that performers must be both mentally and physically capable of performing the skill.

Marks: **[2]**

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

Video analysis of an individual or team can be used to help develop a tactic in preparation for competition. Coaches can use this to help with pre-planning team selections and tactical substitutions. Coaches could also adapt formations before the competition dependant on their own and their opponent's strengths and weaknesses.

Marks: **[2]**

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

**Massed practice** Massed practice is continuous with no rest intervals, for example a tennis player repeatedly serving topspin serves out wide for 100 balls.

**Distributed practice** Distributed practice involves rest intervals and there are breaks within a skill practice. For example, a tennis player hitting 20 forehand returns cross-court and then breaking to receive feedback.

Marks: **[4]**

4. Describe an open skill.  
Use an example from sport to support your answer.

An open skill is performed in an unpredictable environment where the performer must be constantly adapting their responses and skills. For example, dribbling around defenders in a game of hockey because the performer has to quickly respond to the opposition.

Marks: **[2]**

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

There are four types of guidance which can be used to optimise performance. This can be used individually but are more often used in conjunction with each other in order to optimise both learning and performance. Visual guidance can be used as a demonstration, video, drawing or chart and it is used to help create a mental picture so the learner knows what the skill should look like. For example in gymnastics a coach might ask a gymnastic to give a demonstration to others performing a somersault. It is important, in order to maximise skill learning that demonstrations are accurate and it is best to show the demonstration from a range of angles. In order to maintain motivation of performers, especially beginners, it is important that the performer demonstrating the skill is of a similar ability to the audience so they feel that the skill learning is attainable. Visual guidance is often used alongside verbal guidance. Verbal guidance is an explanation of the skill or the use of coaching points on how to improve the skill. Another example is that a coach might give a half time tactics talk. The quality of coaching points is important, they must be relevant and accurate as well as being relevant to both the skill level and age of the performers. The coach does not want to provide too many coaching points otherwise cognitive overload can occur and the performer may not be able to retain all the information. Coaching points can be used to help correct errors if the performer is not performing the skill correctly, this is especially important for beginners who may not yet have learned the kineasthesis of the skill and cannot identify their own mistakes. There is also manual and mechanical guidance, both of these involve support. Manual guidance involves the physical support from a coach or teacher. For example a coach supporting a handstand in gymnastics. This helps to build the performers confidence in the correct performance of the skill and can, importantly, help them to build the correct proprioception of the skill, aiding performers in correcting their own errors. Mechanical guidance uses a device to support, for example a harness in trampolining. Similar to manual guidance is can help to build confidence of a challenging skill and can eliminate danger therefore preventing the risk of injury.

It can also help to build both proprioception and kinaesthesia of the skill. Visual guidance is very rarely used by itself and will almost always be used alongside verbal guidance in order to increase the understanding and learning by the performer. Manual and mechanical guidance are most beneficial in building up the feeling of the skill and developing confidence within the skill learning.

Marks: [15]

**6. Describe learned helplessness.**

Learned helplessness is a state of mind where the performer believes failure is inevitable. It can occur when performers blame losing on ability and then leads to an avoidance of the skill.

Marks: [2]

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

There are three different parts to Wood's triadic model. The affective part is linked to the feelings of the performer, whether they are having fun, enjoying themselves or have a fear within their performance. The behavioural part is shown in the actions of the performer and what they do. The final part is the cognitive part which is the performer's beliefs and knowledge and understanding.

Marks: **[3]**

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

The environment can affect our role-related behaviour, both our emotions and our actions can change depending on the specific environment. For example, a quiet and calm person will need to become assertive and determined when tackling in a rugby match.

Marks: **[2]**



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

An audience can cause an increase in arousal in many performers. This could lead to a higher change of the dominant response, for experience performers this could improve performance, but for inexperienced performers this could inhibit and weaken their performance.

Marks: [2]

10. Define the term assertion.

Assertion is a display of well-motivated behaviour that is within the rules and with no intent to harm.

Marks: [1]

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

Motivation is the drive to succeed that is needed by individual sports performers.

Performers need to be driven and always give their best in training in order to improve, to do this they must be determined and work hard. There are two types of motivation which can affect a sports performer. Intrinsic motivation comes from within, for example the feeling of pride and satisfaction for completing a 10km run. This is effective at increasing motivation, as the performer feels they have control over their performance. Extrinsic motivation comes from an outside coach or source. This motivation can be either tangible or intangible, but either of these can lead to demotivation if too much emphasis is placed on them. Achievement motivation theory is the differing individual approaches to competition. For example, a need-to-achieve personality will strive for challenges and judge themselves on process goals based on their effective performance, not on their losses. This approach can help to maintain motivation and will help with task-persistence in both training and competition. In contrast, a need-to-avoid-failure personality wants to avoid losing and will avoid challenges. This focus on outcome goals which can lead to demotivation as they are not within the performer's control. It is the performer's coach who can ensure that they move from a need-to-avoid-failure to need-to-achieve personality. Goal-setting can also be used to help increase motivation in order to optimise performance. Performers want to use performance goals which are based on improving their own performance and are controllable by the performer. These goals will increase motivation unlike outcome goals. If outcome goals are solely used, then an athlete can become demotivated quickly if they cannot reach these uncontrollable goals. Finally, process goals are based on improvements in technique and can also help to improve motivation. Ideally, a combination of all three goals are used in order to effectively increase motivation.



## SECTION B: Social Principles

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

Real tennis was played by the upper class, unlike the majority of popular recreation at the time. The game had sophisticated rules and lacked violence.

Marks: **[2]**

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

Sport was becoming more popular and was being played more widespread across the country. National governing bodies were created to help create rules of the different sports and allowed for the creation of national leagues and competitions (for example, the FA Cup).

Marks: **[3]**

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

Define the term "franchise".

A franchise is a sports club or league set up and owned by a corporation in order to make a profit.

Marks: **[1]**

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

Hosting the Olympic Games can be expensive for a country and lead it to go into debt.

However, if it is successful, the Olympic Games can increase tourism, leading to economic growth. A country's infrastructure can improve in order to host the games and, therefore, not only facilities improve and leave a lasting legacy, but also transport networks can improve.

Marks: **[4]**

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

Wearable technology can improve sports performance in a range of different ways.

Clothing can reduce drag and increase speed of athletes (for example, swimsuits and Lycra). Compression clothing can also help aid and improve recovery.

Marks: **[2]**

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

WADA writes the standards for doping control and prevention and has significant investments and funding from the IOC in order to do this work so broadly. WADA itself is not responsible for the testing but it delegates testing to national anti-doping organisations (for example, UKAD in the UK and USADA in the US). However, it does recommend a range of testing protocols including urine, blood and hair samples. WADA conducts comprehensive research into doping processes and performance-enhancing drugs in order to stay ahead of current practices and continue to patrol the scientific knowledge. They publish recommended sanctions for national anti-doping organisations to follow these guidelines when penalising athletes for their offences.

Marks: **[8]**

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

Rational recreation developed significantly during the post-industrial era because of multiple social and cultural influences. The reformation of public schools led to a change in the behaviour of public-school boys, in particular Thomas Arnold's belief in good moral behaviour spread throughout the public schools. Leadership opportunities, captains and prefect systems all contributed to this shift in behaviour. Alongside this, the development of the YMCA and the influence of the Church shifted recreation from drinking and gambling to sport. This was known as Muscular Christianity. More people were able to read and write, leading to a codification of games and written rules. Within the factories, owners were developing factory sports teams and allowed broken-time payments for talented sportsmen. This not only allowed more men to participate in sport and recreation but allowed factory owners to increase profits by charging spectators to come and watch. Wages were increasing, allowing more disposable income for many factory workers. This allowed more people to watch sport, especially with the improved transport links and cheaper train travel. Factory workers were also having to change working patterns and making Saturdays half-days due to the Factory Acts. As well as watching sport, it allowed more people to participate due to increased leisure time. Local council provision of public baths increased health and hygiene, as well as creating opportunities for leisure time. Additionally, an increased provision of parks and green spaces in cities allowed more people to get outside for physical recreation.





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

Commercialisation has had a big impact on gamesmanship and there are many examples of this in sport. Greater financial rewards have led to a greater emphasis on winning.

Competitors are prepared to go against their moral values in order to win, such as hitting a hockey ball directly onto an opponent's foot in the 'D', rather than striking at goal, in order to win a penalty short. There is also an unsummountable pressure to win from both the media and spectators and winning can lead to more positive associations, leading to increased funding and sponsorship opportunities. Footballers are more prevalently exaggerating a foul or contact in order to win the advantage and cricketers are prepared to use sledging to cause the batter to lose focus. It is not just the players and competitors who feel the pressure, but also coaches feel the pressure to make their athletes the very best in order to grow their own reputations, encouraging competitors to take longer than normal to return to play after a ball has been hit out. For some, sport has become a form of entertainment in order to increase audiences and TV contracts. For example, boxers psyching out an opponent at the pre-match weigh-in or having a staredown at the press conference. This commercialisation has created a win-at-all-costs ethic. Some sports have had to change their rules to deal with the increased levels of gamesmanship, allowing only captains to speak to the referee and outlawing appealing of decisions. This has also led to an increase in demand for technology in sport to help to create fairer outcomes. However, this technology in itself has then become part of the gamesmanship problem (with it being used to slow down play) or used as a tactical break after a long rally such as challenging a call in tennis. Gamesmanship seems to have become an endemic feature of commercialised sport.

