



The EverLearner

National Mock Exams 2025

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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 2025 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 potential educational experiences of students in other schools/colleges.
- Finally, please make sure you attend the associated revision session in 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 2025. Many of these questions will be discussed in the live revision show provided by James Simms on Friday 23rd of May 2025 at 12:00 (available to all subscribing schools live and on demand; a shorter version for non-subscribers will be available on YouTube after the live session).

The paper is available to be set, answered and marked online via [ExamSimulator](#). [ExamSimulator](#) is a premium resource available via TheEverLearner.com and provides immediate diagnostics of student writing performance after every exam answer. [Get in touch with us](#) to start a free trial.

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 hours 0 minutes

Title	Edexcel A-Level PE Paper 2 - Psychological and Social Principles - National Mock Exam 2025
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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).• The marks for each question are shown in brackets (use this as a guide for how much time should be spent on each question).• You may use a calculator.• Read each question carefully and answer all questions.• If the timer reaches zero prior to you submitting your paper, the software will automatically submit your responses.• Good luck!
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Total marks	100
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SECTION A: Psychological Principles

1. Describe retroactive transfer.

Marking points (maximum 2)

(1) [AO 1] Learning of a skill influences the learning of a previously learned skill

(2) [AO 1] Can be both positive or negative in nature

2. Using a sporting example, explain how positive transfer can be caused.

Marking guidance

Accept other relevant examples for each point.

Marking points (maximum 2)

(1) [AO 2] A hockey coach uses progressive practices for jab tackling so that subroutines are built on previous ones

(2) [AO 2] A trampoline coach points out similar information processing requirements for both a front and a backdrop/Use of Thorndike's identical elements theory

(3) [AO 2] A tennis coach positively reinforces when positive transfer occurs with praise and encouragement

(4) [AO 2] A dance teacher ensures that previous skills are well learned/Mastery model

(5) [AO 2] A badminton coach teaches similar skills such as a drive and a smash close together/Teach fundamental skills first

(6) [AO 2] An athletics coach points out the similarities between a sprint start and a long jump approach

(7) [AO 2] A rugby coach makes practice more game-related by practising line-outs/Near transfer/Varied practice

3. State the three dimensions of attribution according to Weiner's model.

Marking points (maximum 3)

(1) [AO 1] Locus of causality/Causality

(2) [AO 1] Locus of stability/Stability

(3) [AO 1] Locus of controllability/Controllability

4. Using a sporting example, explain **one** of the dimensions of Weiner's attribution model.

Marking points (maximum 1)

(1) [AO 2] Causality: Football coach attributes a loss to THEIR team's poor performance/Trampolinist attributes their lack of height to an EXTERNAL factor such as loose springs/Rugby captain attributes the team's win to THEIR tactics to gain territory with kicks

(2) [AO 2] Stability: Novice golfer attributes their round of 126 shots to the opinion that the course is hard/Tennis player attributes their second loss to the same player by thinking 'They're just better than me'/Surfer believes they can ride the waves on a windy day because they are talented

(3) [AO 2] Controllability: Badminton player blames a series of losses on poor officiating decisions/Lacrosse player believes they can concentrate more in the next match/Jockey feels that they cannot win no matter what they do because the other horses are faster

5. Using sporting examples, evaluate the different types of feedback a coach could use to improve the performance of an autonomous-stage learner.

Marking guidance

The marking points are separated into batches. For example, the initial points are about positive and negative feedback before progressing to other pairings. Responses may include (but are not limited to) the answers in the mark scheme. Accept any other credible/suitable points relevant to different types of feedback and autonomous learners with an appropriate justification.

Please read the response in combination with the **level descriptors** to award an appropriate mark.

Marking points (maximum 15)

- (1) [AO 2] Positive feedback such as a tennis coach praising a well-hit forehand
- (2) [AO 3] Strength is that positive feedback strengthens the S-R bond of the skill
- (3) [AO 3] Weakness is that positive feedback is far less relevant for autonomous learners as the S-R bonds are well-formed already
- (4) [AO 2] Negative feedback such as a tennis coach showing a player the error they are making in their forehand preparation phase
- (5) [AO 3] Strength is that autonomous learners value negative feedback as it allows for refinement and error correction
- (6) [AO 3] Weakness of negative is that many coaches lack the awareness to find faults with autonomous-stage performance
- (7) [AO 3] Overall, negative feedback is more relevant to autonomous-stage learners than positive
- (8) [AO 2] Intrinsic feedback such as a skier feeling that they have retained balance during a tight turn
- (9) [AO 3] Strength is that autonomous-stage learners are highly attuned to how a skill should feel
- (10) [AO 3] Weakness is that it is hard for the coach to interact with intrinsic feelings the performer has

- (11) [AO 2] Extrinsic feedback such as a skier viewing their split time as they descend the mountain
- (12) [AO 3] Strength is that extrinsic feedback can be combined with intrinsic to give an overall sense of performance
- (13) [AO 3] Weakness is that extrinsic is typically after the performance or segment has occurred/No change can occur during the performance or segment
- (14) [AO 3] Overall, intrinsic feedback is more relevant to an autonomous learner as it provides 'in-game' data
- (15) [AO 2] KoP such as a lacrosse coach providing the goalkeeper data about when they hit their set position when facing a shot
- (16) [AO 3] Strength is that it allows an autonomous learner to error detect and correct
- (17) [AO 3] Weakness is that a coach has to use very refined systems to provide KoP/Harder for the coach to provide KoP
- (18) [AO 2] KoR such as a lacrosse goalkeeper being told their clean sheet percentage for the last season
- (19) [AO 3] Strength is that KoR is normally objective
- (20) [AO 3] Weakness is that KoR is normally too late to make changes to the measured performance
- (21) [AO 3] Overall, KoP is more important to an autonomous-stage learner than KoR
- (22) [AO 2] Concurrent feedback such as a gymnastics coach calling to their performer to hold the balance longer whilst they are balancing
- (23) [AO 3] Strength is that the performer can adjust the same performance that is being fed back
- (24) [AO 3] Weakness is that most concurrent feedback is based on kinaesthesia, so it is difficult for the coach to interact with
- (25) [AO 2] Terminal feedback such as a gymnastics coach telling a gymnast they held the balance for 2.6s
- (26) [AO 3] Strength is that the coach can provide lots of terminal data to an autonomous-stage learner
- (27) [AO 3] Weakness is that terminal data only influences the next rather than current attempt

(28) [AO 3] Overall, terminal is more practical for a coach but concurrent is preferred by performers

6. A coach may use different methods and structures of practice during coaching sessions.

Outline the progressive part practice method.

Marking points (**maximum 2**)

(1) [AO 1] Chaining skills together/Chaining series of skills/A, A+B, A+B+C

(2) [AO 1] Skills are then linked together to form larger parts before coming together as a whole/Skills are gradually linked together before finishing as a whole/Skills are linked together before the whole skill is performed

(3) [AO 1] Parts of a complex skill are practised in isolation/Skills are practised on their own/Movement is broken down into discrete skills to be practised

7. Explain how both fixed **and** varied practice could be used within a cricket training session.

Marking points (**maximum 2**)

(1) [AO 2] Varied by a batsman facing different bowlers in the nets

(2) [AO 2] Varied by a bowler practising different deliveries to a batter/Bowler varying the speed of their deliveries to a batsman/Bowler pitching deliveries at different lengths

(3) [AO 2] Varied by a fielder practising high catches from different positions in the field/Varying practice by performing different fielding positions in a practice match

(4) [AO 2] Fixed could be a batsman playing a straight drive repeatedly in the nets/Batsman practising repeated throwdowns

(5) [AO 2] Fixed by bowlers practising the same type of bowl continuously/Practising a similar spin bowl repeatedly/Bowlers continuously practising the same delivery

(6) [AO 2] Fixed by fielders doing slip catches repeatedly in the same position

8. Summarise the characteristics of a performer in the cognitive stage of learning.

Marking points (maximum 3)

- (1) [AO 1] All attention goes to performing skills/Coach must provide other cues/Requires full attention
- (2) [AO 1] Performer does not use internal feedback/Internal feedback is not possible/Internal feedback is not present
- (3) [AO 1] External feedback is required/Coach must give external feedback/External feedback must be provided
- (4) [AO 1] Basic skill interpretation/Interpreting the skill is limited/Interpretation of movements is restricted
- (5) [AO 1] Little knowledge of the sport/Little knowledge of the specific skill/Little knowledge of the skill required
- (6) [AO 1] Mental image is required/Mental image is created first/Mental image needs to be present
- (7) [AO 1] Actions have to be thought about before skills are carried out/Movements are consciously thought about/Skills are thought out before executed
- (8) [AO 1] Performer is new to the sport/Performer is a novice/Performer is a beginner
- (9) [AO 1] Performer makes lots of mistakes/Performance is not coordinated/Movements are jerky

9. The image shows the components of Schmidt's schema theory. Identify the two missing components.

Marking points (maximum 2)

- (1) [AO 1] A is sensory consequences
- (2) [AO 1] B is outcome

10. Initial conditions and response specification form recall schema as part of Schmidt's model.

Describe recall schema.

Marking points **(maximum 3)**

(1) [AO 1] Initial conditions: All information from display/Initial conditions involves information from display

(2) [AO 1] Initial conditions: Sensory information

(3) [AO 1] Initial conditions: Requires selective attention to filter out irrelevant information/Initial conditions involves selective attention to choose important information

(4) [AO 1] Response specification: What the performer needs to do/Response specification is what a performer should do

(5) [AO 1] Response specification: Depends on environmental interpretation of an open skill/Response specification involves interpreting what is in the environment

(6) [AO 1] Response specification: Precise requirements of a specific situation/Response specification involves the specific requirements of a given situation

11. Examine the aggressive-cue hypothesis **and the strategies to reduce aggressive behaviours by performers in sport. Use your knowledge and understanding from across the course of study to answer this question.**

Marking guidance

Credit the drawing of the aggressive-cue model in place of a written description of it. Responses may include (but are not limited to) the answers in the mark scheme. Accept any other points relevant to the aggressive-cue hypothesis and strategies to reduce aggressive behaviour of performers.

Please read the response in combination with the **level descriptors** to award an appropriate mark.

Marking points **(maximum 15)**

(1) [AO 1] Performers have environmental cues

(2) [AO 1] Nature of the environmental cue can increase arousal/Some environmental cues can decrease arousal

- (3) [AO 1] In an aroused state, the presence or absence of an aggressive cue increases or decreases the likelihood of aggressive acts occurring
- (4) [AO 1] Presence of an aggressive cue increases the likelihood of aggression
- (5) [AO 3] Soccer player sees a particular opponent they have struggled with as an aggressive cue and acts more aggressively as a result
- (6) [AO 3] Ice hockey player views a stick as an aggressive cue and is more likely to strike an opponent because they hold a stick
- (7) [AO 3] Middle-distance runner fears losing (aggressive cue) to the same opponent again in a sprint finish so barges them on the final bend
- (8) [AO 3] Hurling player is far more likely to act aggressively in a match than in training because formal competition is the aggressive cue
- (9) [AO 3] Rugby player is more likely to act aggressively than a gymnast because the nature of rugby is the aggressive cue/Gymnast is less likely to act aggressively than a rugby player because of the nature of the sport
- (10) [AO 1] Absence of an aggressive cue decreases the likelihood of aggression occurring
- (11) [AO 3] Soccer player sees a an opponent they have succeeded against before and acts less aggressively as a result
- (12) [AO 3] Ice hockey player is less likely to be aggressive in sprint training due to the absence of the stick
- (13) [AO 3] Middle-distance runner is confident they can beat their opponents in a sprint finish so runs a clean race
- (14) [AO 1] Punish aggressive behaviours
- (15) [AO 3] Can be effective as it breaks the bond between the aggressive cue and aggression
- (16) [AO 3] May cause greater frustration which, according to other aggression theories, could further increase arousal
- (17) [AO 1] Substitute aggressive players
- (18) [AO 3] Directly prevents aggression in the situation/Allows a player to calm down before returning
- (19) [AO 3] However, some players may judge this as humiliating, leading to more arousal and danger of aggression

- (20) [AO 1] Positive reinforcement of non-aggressive role models
- (21) [AO 3] Ongoing good practice by a coach or manager
- (22) [AO 3] However, it is a delicate balance as many sport performances benefit from an aggressive approach
- (23) [AO 1] Assign responsibility to aggressive performers
- (24) [AO 3] Performer may be more aware of the impact of their behaviours on others
- (25) [AO 3] However, if change doesn't occur, the aggression could be spread to other performers
- (26) [AO 1] Persuasive communication with an aggressive player during breaks
- (27) [AO 3] Causes cognitive dissonance in the triadic model/Encourages the player to place their beliefs above their emotions
- (28) [AO 1] Thought-stopping
- (29) [AO 3] Helps to eliminate aggressive thoughts
- (30) [AO 3] Higher arousal levels can diminish a performer's tendency to manage their own thoughts
- (31) [AO 1] Mental rehearsal/Imagery
- (32) [AO 3] Allows a performer to visualise and plan for what to do if they feel aggressive
- (33) [AO 3] However, every individual circumstance is different

SECTION B: Social Principles

12. Give an example of a popular recreation activity played by the lower class.

Marking guidance

Accept any other suitable examples.

Marking points (maximum 1)

- (1) [AO 1] Mob football
- (2) [AO 1] Shin kicking
- (3) [AO 1] Bare-knuckle boxing
- (4) [AO 1] Throwing at cocks

13. Identify **three** roles of a national governing body.

Marking guidance

Accept any other appropriate role of a national governing body.

Marking points (maximum 3)

- (1) [AO 1] Write whole sport plans
- (2) [AO 1] Collaborate with Sport England/Work with UK Sport/Work with national institutes of sport
- (3) [AO 1] Improve participation rates/Target under-represented groups
- (4) [AO 1] Distribute funding at grassroots level
- (5) [AO 1] Support elite performers
- (6) [AO 1] Talent identification/Talent ID programmes
- (7) [AO 1] Provide coaching awards
- (8) [AO 1] Disciplinary procedures/Anti-doping policies

14. Summarise **four** ways in which globalisation has had a positive impact on sport.

Marking points (maximum 4)

- (1) [AO 1] Increased media exposure of sport
- (2) [AO 1] Greater exposure to wider markets and opportunities
- (3) [AO 1] Freedom of movement for players and coaches
- (4) [AO 1] Better player contracts due to greater availability of revenue
- (5) [AO 1] Global talent searches increase the talent pool for the sport

15. GPS trackers are an example of wearable technology. Give **two other** examples of wearable technology that a performer may choose to wear.

Marking guidance

Accept other suitable wearable technologies.

Marking points (maximum 2)

- (1) [AO 1] Wicking clothing/Waterproof fabrics
- (2) [AO 1] Basketball shoes/Fast bowling shoes in cricket/Sprinting spikes
- (3) [AO 1] Smart devices to monitor performance/FitBit or AppleWatch
- (4) [AO 1] GPS tracker
- (5) [AO 1] Heart rate monitor

16. Describe **two** ways in which GPS trackers can be used by a sports performer.

Marking guidance

Accept any other suitable answers.

Marking points (maximum 2)

- (1) [AO 1] Monitor work intensity and number of high-intensity sprints
- (2) [AO 1] Track movements, speed and distance covered during a game
- (3) [AO 1] Monitor intensity of training by measuring heart rate
- (4) [AO 1] Monitor recovery time by measuring heart rate after training or a game

17. Analyse the impact of the Industrial Revolution on the emergence of rational recreation.

Marking guidance

Responses may include (but are not limited to) the answers in the mark scheme. Accept any other points relevant to the Industrial Revolution and the emergence of rational recreation. Please read the response in combination with the **level descriptors** to award an appropriate mark.

Marking points (maximum 8)

- (1) [AO 1] Long working hours in factories/Lack of leisure time for working class/Less free time for working class
- (2) [AO 3] Restricted free time meant that working class could only take part occasionally/Recreational activities had to take place at set times of the week
- (3) [AO 1] Poor health and hygiene due to poor working conditions/Poor working conditions
- (4) [AO 3] More people were involved through spectatorship compared to playing due to poor health/Fewer working-class people took part in sporting recreation due to ill health
- (5) [AO 1] Lack of space for mob games/Factories built so no space for mob games
- (6) [AO 3] Led to sporting activities taking place in specific locations/Rational recreation therefore took place in purpose-built facilities
- (7) [AO 3] Led to the need for standardised rules and boundaries, so NGBs were formed
- (8) [AO 1] Urbanisation led to people living in more urban areas/More people moving to cities for work
- (9) [AO 3] Urbanisation led to the demand for purpose-built facilities and entertainment for the working class through rational recreation
- (10) [AO 1] Mob games banned by government/Factory owners disapproved of mob games due to violent nature
- (11) [AO 3] Games became more civilised/Recreation became more respectable/Activities became more standardised and less violent with the introduction of rules
- (12) [AO 1] Growth of middle class/Emergence of middle class

- (13) [AO 3] NGBs were formed by ex-public schoolboys to form rules and set up competitions
- (14) [AO 1] Emergence of NGBs
- (15) [AO 3] Meant that sporting activities became more organised and competitions could take place, encouraging participation and early professionalism/More competitions organised by NGBs led to an increase in spectatorship
- (16) [AO 1] Factory Act reduced working hours/Reduction in working hours due to Factory Act/More free time due to Wednesday early closing and Saturday half-day
- (17) [AO 3] Early closing movement led to regular Saturday fixtures for people to spectate/Early closing led to regular Saturday fixtures for people to participate
- (18) [AO 1] Increase in wages
- (19) [AO 3] Meant that people had more disposable income to watch games/Gave working class more income, which could be spent on going to watch games/Meant that working class could travel to follow teams
- (20) [AO 1] Improvements in transport links
- (21) [AO 3] Meant that people could spectate more regularly/Games could be played further afield/Games could take place regionally and nationally
- (22) [AO 1] Transport became more affordable for the working class
- (23) [AO 3] Led to more people spectating/Led to more away fans travelling to watch
- (24) [AO 1] Rational recreation formed a basis for early professionalism
- (25) [AO 3] Due to higher wages and more money in sporting activities

18. Analyse the impact of commercialisation on the performer **and the audience.**

Marking guidance

Responses may include (but are not limited to) the answers in the mark scheme. Accept any other points relevant to the impact of commercialisation on performers or the audience.

Please read the response in combination with the **level descriptors** to award an appropriate mark.

Marking points (maximum 15)

- (1) [AO 2] Increased revenue
- (2) [AO 3] Led to higher player wages
- (3) [AO 3] Sport becomes a potential career
- (4) [AO 3] Athletes can train full-time
- (5) [AO 2] Increased prize money
- (6) [AO 3] Raises performer profile
- (7) [AO 2] Become a role model
- (8) [AO 3] Being a role model provides other commercial opportunities
- (9) [AO 3] Increased sponsorship opportunities
- (10) [AO 3] Wider opportunities of the celebrity status
- (11) [AO 3] However, only popular sports receive these benefits
- (12) [AO 3] Athletes of other sports get no benefit
- (13) [AO 2] Provides athletes with media pressure/Pressure from sponsors
- (14) [AO 3] Any negative behaviour is highlighted and broadcast
- (15) [AO 3] Media intrusion
- (16) [AO 3] Not able to do normal things such as shopping
- (17) [AO 2] Performances are analysed in fine detail
- (18) [AO 3] May receive insults and aggression via social media
- (19) [AO 2] Demand to compete relentlessly
- (20) [AO 3] Demand to put the sport above one's own health

- (21) [AO 2] Spectators can enjoy increased availability of sport/Matches played almost every day
- (22) [AO 3] More choice for spectators
- (23) [AO 3] Greater access to international versions of your favourite competitions
- (24) [AO 3] Increased revenue for sport improves the quality of stadia for spectators
- (25) [AO 3] Full-time athletes perform at a higher standard making sport more enjoyable for spectators
- (26) [AO 3] New, more exciting versions of sports emerge for spectators
- (27) [AO 3] Stories and narratives are more available between performances to entertain spectators
- (28) [AO 3] However, sport loses the traditional values that spectators love
- (29) [AO 3] Change in format can disrupt the spectator's experience
- (30) [AO 2] Increase in demand can raise ticket prices
- (31) [AO 3] Make sport unaffordable to traditional supporters
- (32) [AO 2] Sports lose their local identities and become global and corporate
- (33) [AO 3] Fans become consumers
- (34) [AO 3] Connection between fans and athletes can be lost
- (35) [AO 3] Negative performer behaviour is very public and can have a negative impact on spectators

19. Evaluate the extent to which there has been a rise in deviant behaviour within elite sport. Use examples to support your answer.

Marking guidance

Responses may include (but are not limited to) the answers in the mark scheme. Accept any other points relevant to deviant behaviour and accept any other appropriate examples from sport.

Please read the response in combination with the **level descriptors** to award an appropriate mark.

Marking points (maximum 15)

- (1) [AO 2] Deviance in the form of PEDs
- (2) [AO 3] PEDs continue to be a serious issue in elite sport
- (3) [AO 3] Pressures and rewards to win are massive and this compels cheating
- (4) [AO 3] Even government-backed doping has been uncovered in recent years in some countries
- (5) [AO 3] However, WADA is now well established as the lead anti-doping agency
- (6) [AO 3] Chances of being caught are higher than in previous years
- (7) [AO 3] Deterrents such as two-year bans are very significant
- (8) [AO 2] Deviance in the form of violence
- (9) [AO 3] Increased commercialisation has put far greater emphasis on winning
- (10) [AO 3] Forceful and physical performance are popular and these can spill over into violence
- (11) [AO 3] Verbal violence such as racist chanting is not yet leading to cancellations and walkouts because "the show must go on"
- (12) [AO 3] However, media coverage produces detailed video recordings, which means that all violence is noticed
- (13) [AO 3] Greater punishments for violent conduct in many cases
- (14) [AO 2] Deviance in the form of illegal gambling/Match fixing/Bribery
- (15) [AO 3] Numerous recent cases of illegal gambling, especially in football
- (16) [AO 3] Rewards for supporting illegal gambling are very high

(17) [AO 3] Global reach of many sports means that gambling can be done on any continent from anywhere

(18) [AO 3] However, illegal gambling is leading to lengthy bans/Greater deterrent for illegal gambling

(19) [AO 2] Deviance in the form of tanking

(20) [AO 3] Tanking is still almost undetectable in sport and the potential incentives are huge

(21) [AO 3] Scale of investment in sport and sports gambling means some athletes are paid to tank

(22) [AO 3] However, the gentlemanly ethos of sports still pervades and most athletes won't tank even if offered money



Edexcel A-level Physical Education **15-Mark Level Descriptors** **(AO2 and AO3)**

Level	Marks	Description
	0	No rewardable material.
1	1-3	There are limited links between theory and practice. Limited technical language supports isolated elements of knowledge and understanding (AO2). Limited analysis of the factors that underpin performance and involvement in physical activity and sport (AO3). Analysis is not used to make a judgement (AO3).
2	4-6	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).
3	7-9	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).
4	10-12	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).
5	13-15	Makes many insightful and significant links between theory and practice. Appropriate technical language supports a significant level of knowledge and understanding (AO2). Sophisticated analysis of the factors that underpin performance and involvement in physical activity and sport (AO3). Uses analysis to make a fully informed judgement and supports this with examples (AO3).



Edexcel A-level Physical Education **15-Mark Level Descriptors** **(AO1 and AO3)**

Level	Marks	Description
	0	No rewardable material.
1	1-3	Limited understanding of the factors that underpin performance and involvement in physical activity and sport. This is communicated in a basic way with simple or generalised statements (AO1). Limited analysis of the factors that underpin performance and involvement in physical activity and sport (AO3). Little analysis of performance due to limited application of relevant skills and techniques in physical activity and sport (AO3). Analysis is not used to make a judgement (AO3).
2	4-6	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). Attempts to apply relevant skills and techniques in physical activity and sport to analyse performance (AO3). Analysis may not be used to make a clear judgement (AO3).
3	7-9	Evidence of some basic understanding of the factors that underpin performance and involvement in physical activity and sport and offers a logical clear writing structure (AO1). Evidence of some analysis of the factors that underpin performance and involvement in physical activity and sport (AO3). Some application of relevant skills and techniques in physical activity and sport to analyse performance (AO3). A judgement may be given but with limited substantiation (AO3).
4	10-12	Key issues are explored, but not all viewpoints may be addressed. The answer is generally well organised, communicated with clarity but may lack precision (AO1). Analyses the factors that underpin performance and involvement in physical activity and sport (AO3). Application of relevant skills and techniques in physical activity and sport to analyse performance (AO3). Uses analysis to make a clear judgement and supports this with examples (AO3).
5	13-15	Excellent knowledge and understanding of factors that underpin performance and involvement in physical activity and sport. Communicated in a coherent writing structure with clarity and precision (AO1). Sophisticated analysis of the factors that underpin performance and involvement in physical activity and sport (AO3). Uses analysis to make a fully informed judgement and supports this with examples (AO3).



Edexcel A-level Physical Education **8-Mark Level Descriptors** **(AO1 and AO3)**

Level	Marks	Description
	0	No rewardable material.
1	1-2	Some accurate and relevant knowledge (AO1). Simple or generalised statements supported by limited evidence (AO1). Limited balancing of ideas against each other (AO3). Limited evaluative statement (AO3).
2	3-5	A good level of accurate and relevant knowledge (AO1). A line of reasoning is presented and supported by some evidence (AO1). Examines a wide range of ideas, balancing ideas against each other (AO3). An evaluative statement which is relevant (AO3).
3	6-8	A high level of accurate and relevant knowledge (AO1). Articulates a clear viewpoint with clarity and precision which is well substantiated (AO1). Critically examines a wide range of issues balancing ideas against each other (AO3). Clear evaluative statement which is thorough and focussed (AO3).