



Pearson
Edexcel

Mark Scheme (Results)

Summer 2022

Pearson Edexcel GCSE
In Physical Education (1PE0)
Paper 02 Health and Performance

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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.

Question Number	Answer	Mark
	A01 – 1 mark	
Q01 (a)	<p>The only correct answer is A - A footballer dribbling around a defender</p> <p><i>B is not correct because a gymnast performing a handstand is an example of a closed skill</i></p> <p><i>C is not correct because a high board diver performing a double somersault is an example of a closed skill</i></p> <p><i>D is not correct because an athlete throwing a javelin is an example of a closed skill</i></p>	(1)

Question Number	Answer	Mark
	A01 – 1 mark	
Q01 (b)	<p>The only correct answer is B - A skill that cannot be broken down and practiced separately</p> <p><i>A is not correct because a skill that can be broken down easily into different phases is an example of a low organisation skill</i></p> <p><i>C is not correct because a skill that is affected by the environment is an example of an open skill</i></p> <p><i>D is not correct because a skill that requires little concentration to execute is an example of a basic skill</i></p>	(1)

Question Number	Answer	Mark
	A01 – 1 mark	
Q01 (c)	<p>The only correct answer is B - Bone structure</p> <p><i>A is not correct because age does not affect optimum weight</i></p> <p><i>C is not correct because ethnicity does not affect optimum weight</i></p> <p><i>D is not correct because fitness does not affect optimum weight</i></p>	(1)

Question Number	Answer	Mark
	A02 – 1 mark	
Q01 (d)	<p>The only correct answer is C – Sitting still at work every day</p> <p><i>A is not correct because cycling 5km to work every day indicates an active lifestyle</i></p> <p><i>B is not correct because eating five portions of fruit and vegetables a day relates to healthy eating</i></p> <p><i>D is not correct because walking up the stairs instead of taking the lift every day indicates an active lifestyle</i></p>	(1)

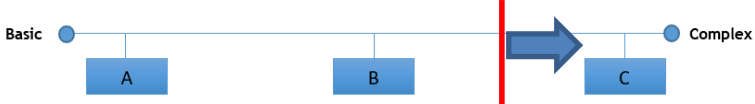
Question Number	Answer	Mark
	A03 – 1 mark	
Q01 (e)	<p>The only correct answer is A - Handled ball</p> <p><i>B is not correct because professional fouls cause more red cards than handling the ball</i></p> <p><i>C is not correct because second yellow cards cause most red cards</i></p> <p><i>D is not correct because violent conduct causes more red cards than handling the ball</i></p>	(1)

Question Number	Answer	Mark
	A03 – 1 mark	
Q01 (f)	<p>The only correct answer is A - 2014/15 season</p> <p><i>B is not correct because 2015/16 season had fewer red cards for second yellow card offences</i></p> <p><i>C is not correct because 2016/17 season had fewer red cards for second yellow card offences</i></p> <p><i>D is not correct because 2017/18 season had fewer red cards for second yellow card offences</i></p>	(1)

Question number	Answer AO1 – 3 marks	Mark								
Q02 (a)	<p>1 mark for each correct type</p> <table border="1"> <thead> <tr> <th>Benefit</th> <th>(a) Type of health benefit</th> </tr> </thead> <tbody> <tr> <td>(i) Improved co-operation</td> <td>Social (health) (1)</td> </tr> <tr> <td>(ii) Lowered resting heart rate</td> <td>Physical (health) (1)</td> </tr> <tr> <td>(iii) Reduced stress</td> <td>Emotional (health) (1)</td> </tr> </tbody> </table>	Benefit	(a) Type of health benefit	(i) Improved co-operation	Social (health) (1)	(ii) Lowered resting heart rate	Physical (health) (1)	(iii) Reduced stress	Emotional (health) (1)	(3)
Benefit	(a) Type of health benefit									
(i) Improved co-operation	Social (health) (1)									
(ii) Lowered resting heart rate	Physical (health) (1)									
(iii) Reduced stress	Emotional (health) (1)									

Question number	Answer AO2 – 1 mark; AO3 – 1 mark	Mark
Q02 (b)	<p>For example:</p> <p>Sport and physical activity often involve playing in a team/being part of a team/working as a team/teamwork/achieve a common goal/communication/talking/listening in team game e.g., calling for ball (1) therefore, agree tactics/get others' ideas/follow instructions (in order to win) (1)</p> <p>One mark for how sport and physical activity encourages co-operation (AO2) One mark for analysis of how co-operation is improved (AO3)</p> <p>Accept other appropriate responses</p>	(2)

Question number	Answer AO1 – 2 marks; AO2 – 2 marks; AO3 – 2 marks	Mark
Q03	<p>For example:</p> <p>Any two from:</p> <ul style="list-style-type: none"> • Reduces the risk of long-term stress/depression (1) due to an increase in endorphin levels/serotonin/takes mind off things (1) which provides a ‘feel good’ factor/ feel better about themselves/improve self-esteem/confidence (1) • Reduces the risk of a stroke (1) because it increases levels of high-density lipoprotein (1) enabling appropriate blood flow/reducing plaque in blood vessels (1) • Reduces the risk of obesity (1) because exercise burns/uses calories/ increases energy expenditure/ (1) which <u>increases metabolic rate</u> / to <u>prevent excess fat storage/maintains energy balance</u> (1) <p>Accept any other appropriate responses</p> <p>One mark for identifying the health risk (AO1) One mark for how regular exercise reduces this risk (AO2) One mark for evaluation of how regular exercise reduces this risk (AO3)</p>	(6)

Question number	Answer AO2 – 1 mark	Mark
Q04 (a)	<p>1 mark for correct placement of rugby scrum on basic-complex skill continuum</p> <ul style="list-style-type: none"> • C  <p>The diagram shows a horizontal line representing a skill continuum. On the left end is a blue dot labeled 'Basic'. On the right end is a blue dot labeled 'Complex'. Three blue rectangular boxes labeled 'A', 'B', and 'C' are positioned below the line. Box 'A' is under the 'Basic' dot, box 'B' is in the middle, and box 'C' is under the 'Complex' dot. A vertical red line is drawn between boxes 'B' and 'C'. A blue arrow points from box 'B' towards box 'C'.</p>	(1)

Question number	Answer AO1 – 2 marks	Mark
Q04 (b)	<p>1 mark for each difference between a basic skill and a complex skill (up to 2 marks).</p> <p>Any two from:</p> <ul style="list-style-type: none"> • Complex skills involve a lot of attention/concentration/focus/information to process/decision making/Basic skills do not require much concentration/attention/focus/information to process/decision making (1) • Complex skills require a high level of co-ordination/Basic skills require less co-ordination (1) • Complex skills need to be repeatedly practiced in training/are more difficult to learn/Basic skills do not need as much repetition/are more easily learned (1) • Complex skills tend to be sport specific/Basic skills are not sport specific (1) • Complex skills involve a number of sub-routines (parts)/can be broken down into parts/basic skills do not have many sub-routines (parts)/cannot be broken down into parts (1) <p>Accept any other appropriate responses</p>	(2)

Question number	Answer AO1 – 1 mark; AO2 – 1 mark	Mark
Q05 (i)	<p>For example:</p> <ul style="list-style-type: none"> • If target is possible/achievable/manageable/reachable (1) Pavel will maintain motivation/performance/fitness will improve (1) • If target is too easy/manageable/achievable/reachable (1) Pavel may get bored/demotivated (as his fitness/performance will not improve) (1) • If the target is impossible/too hard to reach/ not manageable/not achievable/ unreachable (1) then Pavel may become injured/demotivated (as his fitness/performance will not improve) (1) <p>Accept any other appropriate responses</p> <p>One mark for identifying the reason for target (AO1) One mark for explaining the impact on performance (AO2)</p>	(2)

Question number	Answer AO1 – 1 mark; AO2 – 1 mark	Mark
Q05 (ii)	<p>For example:</p> <ul style="list-style-type: none"> • Pavel needs an end point/time frame to achieve his goal/time (1) which increases motivation/determination/train harder/allows Pavel to monitor progress (1) <p>Accept any other appropriate responses</p> <p>One mark for identifying the reason for target (AO1) One mark for explaining the impact on performance (AO2)</p>	(2)

Question number	Answer	Mark
	AO1 – 1 mark	
Q06 (a)	<p>1 mark for stating the type of feedback:</p> <ul style="list-style-type: none"> • Terminal 	(1)

Question number	Answer	Mark
	AO1 – 1 mark; AO2 – 1 mark; AO3 – 1 mark	
Q06 (b)	<p>For example:</p> <ul style="list-style-type: none"> • Concurrent feedback occurs during the game/performance (1) so the coach can shout instructions to players/motivate players (1) adjust their technique/tactics (1) enabling them to score more goals/concede fewer goals/win the match (1) <p>Accept any 3 of these 4 points.</p> <p>Accept any other appropriate responses</p> <p>One mark for definition of concurrent feedback (AO1) One mark for how coach can improve performance using concurrent feedback (AO2) One mark for appropriate linked expansion of impact on performance (AO3)</p>	(3)

Question number	Answer AO1 – 2 marks	Mark
Q07	<p>1 mark for each benefit of mental rehearsal (up to 2 marks).</p> <ul style="list-style-type: none"> • Increases confidence/self-esteem (1) • Allows athletes to concentrate/focus/get in zone/mindset/block out fans (1) • Reduces anxiety/stress/ calms athlete down/calms nerves/<u>optimum</u> arousal (levels) (1) • Allows athletes to visualize/picture what they need to do (1) <p>Accept any other appropriate responses</p>	(2)

Question number	Answer AO1 – 1 mark; AO2 – 1 mark	Mark				
Q08	<p>For example:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Negative impact of lack of sleep on physical health</th> <th style="width: 50%;">Explanation</th> </tr> </thead> <tbody> <tr> <td> <p>To prevent increased risk of the following:</p> <ul style="list-style-type: none"> • Heart disease (1) • High blood pressure (1) • Stroke (1) • Lowering of immune system (1) • Obesity/ overweight/weight gain (1) • Diabetes (1) • Kidney disease (1) • Osteoporosis (1) </td> <td> <p>Therefore, NOT allowing the body systems time to <u>recover</u> /replenish from day's work (1)</p> </td> </tr> </tbody> </table> <p>Accept any other appropriate responses</p> <p>One mark for an example of any of the negative impacts of lack of sleep (AO2) One mark for explanation why adequate sleep is required (AO1)</p>	Negative impact of lack of sleep on physical health	Explanation	<p>To prevent increased risk of the following:</p> <ul style="list-style-type: none"> • Heart disease (1) • High blood pressure (1) • Stroke (1) • Lowering of immune system (1) • Obesity/ overweight/weight gain (1) • Diabetes (1) • Kidney disease (1) • Osteoporosis (1) 	<p>Therefore, NOT allowing the body systems time to <u>recover</u> /replenish from day's work (1)</p>	(2)
Negative impact of lack of sleep on physical health	Explanation					
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Question number	Answer AO2 – 1 mark	Mark
Q09 (i)	<p>1 mark for any of the following points</p> <p>Advantages of mechanical guidance:</p> <ul style="list-style-type: none"> • Provides confidence (1) • Ensures safety/security/support/ reduces danger/risk of drowning (1) • Provides some idea of feel of the movement/kinesthetics of movement (1) • Helps break down the complex skills into parts e.g., legs only (1) <p>Accept any other appropriate responses</p>	(1)

Question number	Answer AO2 – 1 mark	Mark
Q09 (ii)	<p>1 mark for any of the following points</p> <p>Disadvantages of mechanical guidance:</p> <ul style="list-style-type: none"> • Could become too dependent/reliant on equipment (1) • Will get demotivated if used for too long/ Bella will feel she is not doing it herself (1) • May find the proximity of the teacher/coach upsetting/uncomfortable (1) <p>Accept any other appropriate responses</p>	(1)

Question number	Answer AO1 – 1 mark; AO2 – 1 mark	Mark
Q10	<p>For example:</p> <ul style="list-style-type: none"> • Same skill in different situations/environments (1) so can adapt when in a game (1) • Used with open skills as situation often changes (1) to learn how to adapt/alter/change skill in a game (1) • Practice skill in different situations (1) so can copy/replicate movements in a game (1) <p>Accept any other appropriate responses</p> <p>One mark for knowledge of variable practice/open skills (AO1) One mark for application variable practice/open skills (AO2)</p>	(2)

Question number	Answer AO3 – 2 marks	Mark
Q11 (a)	<p>1 mark for correct identification of strengths (up to 2 marks).</p> <p>Strengths:</p> <ul style="list-style-type: none"> • Good/accurate first serve/ first serve percentage (1) • High win percentage on first serve/wins most points on first serve (1) • High number of aces (service winners)/fast first serve/aces (1) • Strong backhand/backhand winners /backhand (1) <p>Accept any other appropriate responses</p>	(2)

Question number	Answer AO3 – 2 marks	Mark																
Q11 (b)	<p>1 mark for correct identification of weaknesses (up to 2 marks).</p> <table border="1"> <tbody> <tr> <td>1st serve percentage</td> <td>80%</td> </tr> <tr> <td>Aces (service winner)</td> <td>11</td> </tr> <tr> <td>Double service faults</td> <td>14</td> </tr> <tr> <td>Win percentage on 1st serve</td> <td>73%</td> </tr> <tr> <td>Win percentage on 2nd serve</td> <td>20%</td> </tr> <tr> <td>Forehand winners</td> <td>3</td> </tr> <tr> <td>Forehand unforced errors</td> <td>12</td> </tr> <tr> <td>Backhand winners</td> <td>13</td> </tr> </tbody> </table> <p>Weaknesses:</p> <ul style="list-style-type: none"> • Weak second serve/ Wins few points on second serve/second serve (1) • High number of double faults/double faults (1) • Weak forehand/forehand/forehand winners (1) • High number of forehand unforced errors/forehand unforced errors (1) <p>Accept any other appropriate responses</p>	1st serve percentage	80%	Aces (service winner)	11	Double service faults	14	Win percentage on 1st serve	73%	Win percentage on 2nd serve	20%	Forehand winners	3	Forehand unforced errors	12	Backhand winners	13	(2)
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Question number	Answer AO1 – 2 marks	Mark
Q12 (a)	<p>1 mark for statement about sportsmanship and 1 mark for how this differs from gamesmanship.</p> <p>For example:</p> <ul style="list-style-type: none"> • Sportsmanship is playing 'to the rules'/fair play/respecting opponents (1) whereas gamesmanship is where the performer tries to 'bend' the rules (without breaking them) (1) <p>Accept first description of term only e.g., gamesmanship is respecting the rules and not breaking them (0)</p> <p>Accept any other appropriate responses</p>	(2)

Question number	Answer AO1 – 1 mark; AO2 – 1 mark; AO3 – 1 mark	Mark
Q12 (b)	<p>For example:</p> <p>Either:</p> <ul style="list-style-type: none"> • Elite performers are role models (1) needs to set good example (1) so behaviour will be copied/influenced by those watching (1) so it will increase/encourage sportsmanship (at grassroots level) (1) <p>Accept any 3 of these 4 points</p> <p>or</p> <ul style="list-style-type: none"> • Elite performers are always in the media (1) so if they demonstrate good behaviour on the pitch this will reflect positively on the sport (1) which will increase participation at grassroots (1) which will attract/keep sponsorship deals (1) <p>Accept any 3 of these 4 points</p> <p>Accept any other appropriate responses</p> <p>One mark for identifying why elite performers should demonstrate sportsmanship (AO1) One mark for a linked application (AO2) One mark for impact (AO3)</p>	(3)

Question number	Answer AO2 – 3 marks	Mark
Q13	<p>1 mark for each consequence of deviancy on sport (up to 3 marks)</p> <p>Any three from:</p> <ul style="list-style-type: none"> • Reputation/image of the sport is damaged (1) • Sport could lose income/loss of sponsorship/lose media coverage (1) • Reduced ticket sales as reduced number of spectators/viewers wanting to watch events/sport is less popular (1) • Participation levels may fall (as people think it is impossible to achieve without taking drugs) /parents will not encourage children to take part due to image (1) • Sport has to invest more money into drug testing, rather than helping elite or grass-roots athletes / may lead to more cases of deviancy if left unpunished (1) <p>Accept any other appropriate responses</p>	(3)

Question number	Answer AO1 – 1 mark; AO2 - 1 mark	Mark
Q14 (i)	<p>For example:</p> <p>Advantage:</p> <ul style="list-style-type: none"> • Increased income (1) so better facilities can be provided/buy better players/better training resources/equipment/less reliance on ticket sales/grass roots level (1) • Sport can be promoted by the sponsors (1) increasing awareness of sport/ participation/attendances (1) <p>Accept any other appropriate responses</p> <p>One mark for identifying an advantage of sponsorship for sport (AO1) One mark for a linked impact on sport (AO2)</p>	(2)

Question number	Answer AO1 – 1 mark; AO2 - 1 mark	Mark
Q14 (ii)	<p>For example:</p> <p>Disadvantage:</p> <ul style="list-style-type: none"> • Sponsors gain greater control over sport (1) for example timing of matches/rules being changed (to make game more exciting) (1) • Sponsor may be inappropriate for example fast food, gambling, alcohol which promotes unhealthy lifestyle (1) so sport gains a bad reputation /lose fans (1) • Minority sports get less sponsorship/income (1) so participation rates fall/don't grow/interest in sport falls/doesn't grow/sport is not on TV (1) • Sport starts to rely on the sponsorship money (1) so if withdrawn can leave the sport in financial difficulties (1) <p>Accept any other appropriate responses</p> <p>One mark for identifying a disadvantage of sponsorship for sport (AO1) One mark for a linked impact on sport (AO2)</p>	(2)

Question Number	Indicative content (A01 – 3 marks; A02 - 3 marks for application; A03 - 3 marks for evaluation)	Mark
Q15	<p>Reward acceptable answers. Responses may include, but are not limited to, the following:</p> <p>Knowledge and understanding of identification of reasons for non-participation in sport (A01).</p> <ul style="list-style-type: none"> • Socio-economic group • Age • Disability <p>Application of knowledge of reasons for non-participation in sport (A02).</p> <ul style="list-style-type: none"> • Socio-economic group (AO1) some sports are more expensive than others due to membership fees/ hire of court/pitch/cost of equipment/travel (AO2) • Age (AO1) as adults get older, they may have decreasing flexibility/strength/fitness/ working adults may have less time (AO2) • Disability (AO1) disability sports may require specialist clubs/coaches/resources (AO2) <p>Evaluation of topic – making reasoned judgments about the reasons for non-participation in sport (A03).</p> <ul style="list-style-type: none"> • Socio-economic group (AO1) some sports are more expensive than others due to membership fees/ hire of court/pitch/cost of equipment/travel (AO2) which means some sports like golf may not be available to people with limited disposable income (AO3) • Age (AO1) as adults get older, they may have decreasing flexibility/strength/muscular endurance/mobility issues/arthritis/osteoporosis/age related health issues (AO2) therefore find it harder to recover from injury/training so drop out AO3) • Disability (AO1) disability sports may require specialist clubs/coaches/resources (AO2) therefore reduced opportunities for to take part in sport <u>due to</u> lack of availability/cannot <u>access</u> specialist clubs/coaches/resources (AO3) <p>Students who only show achievement against A01 will not be able to gain marks beyond level 1.</p>	(9)

Level	Mark	Descriptor
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	0	No rewardable material
1	1-3	<ul style="list-style-type: none"> • Demonstrates isolated elements of knowledge and understanding, with limited technical language used (AO1). • Limited attempt to apply knowledge to question context (AO2). • Generic assertions may be presented (AO3 - evaluation).
2	4-6	<ul style="list-style-type: none"> • Demonstrates mostly accurate knowledge and understanding, including appropriate use of technical language in places (AO1). • Applied knowledge to question context (AO2). • Attempts at drawing conclusion, with some support from relevant evidence (AO3 – evaluation).
3	7-9	<ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding throughout, including appropriate use of technical language (AO1). • Applied detailed knowledge to question context throughout (AO2). • Reaches a valid and well-reasoned conclusion supported by relevant evidence (AO3 – evaluation).

Question Number	Indicative content (A01 – 3 marks; A02 - 3 marks for application; A03 - 3 marks for evaluation)	Mark
Q16	<p>Reward acceptable answers. Responses may include, but are not limited to, the following:</p> <p>Knowledge and understanding of types of nutritional requirements for a power athlete(A01).</p> <ul style="list-style-type: none"> • Protein for growth and repair/build muscle (AO1) • Carbohydrates for energy (AO1) • Vitamins to maintain basic body functions/maintain health (AO1) <p>Application of knowledge for power athlete (A02).</p> <ul style="list-style-type: none"> • Protein for growth and repair (AO1) so increased strength/power/force/muscle hypertrophy (AO2) • Carbohydrates for energy (AO1) training quickly depletes glycogen/energy stores so carbohydrates needed to recover stores (AO2) • Carbohydrates for energy (AO1) carbohydrates needed to replenish/recover energy stores (AO2) • Require vitamins to maintain basic body functions/maintain health (AO1) for example vitamin D absorbs calcium for bone strength/ vitamin C fights infection (AO2) <p>Evaluation of topic – making connections between the elements of nutrition and impact on performance (A03).</p> <ul style="list-style-type: none"> • Protein for growth and repair (AO1) for strength/ power/ force/ muscle hypertrophy (AO2) so can throw further (AO3) • Protein for growth and repair (AO1) by manipulation of diet – protein shakes, bars/timing of protein intake straight after training (AO2) so they can recover from training <u>more quickly</u> (AO3) • Carbohydrates for energy (AO1) training quickly depletes glycogen/energy stores (AO2) so carbohydrates needed to recover stores so ready for next training session (AO3) • Require vitamins to maintain basic body functions/maintain health (AO1) for example vitamin D absorbs calcium for bone strength/for immune system (AO2) so that the power athlete does not sustain broken bone/fracture/micro-fracture (AO3) • Require vitamins to maintain health (AO1) for example vitamin C fights infection (AO2) so that the power athlete does not get ill so can continue to train/compete (AO3) <p>Students who only show achievement against A01 will not be able to gain marks beyond level 1.</p>	(9)

Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<ul style="list-style-type: none"> • Demonstrates isolated elements of knowledge and understanding, with limited technical language used (AO1). • Limited attempt to apply knowledge to question context (AO2). • Generic assertions may be presented (AO3 - evaluation).
2	4-6	<ul style="list-style-type: none"> • Demonstrates mostly accurate knowledge and understanding, including appropriate use of technical language in places (AO1). • Applied knowledge to question context (AO2). • Attempts at drawing conclusion, with some support from relevant evidence (AO3 – evaluation).
3	7-9	<ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding throughout, including appropriate use of technical language (AO1). • Applied detailed knowledge to question context throughout (AO2). • Reaches a valid and well-reasoned conclusion supported by relevant evidence (AO3 – evaluation).