



Pearson
Edexcel

Mark Scheme (Results)

Summer 2024

Pearson Edexcel Advanced Level
In Physical Education (9PE0)
Paper 02 Psychological and Social Principles of
Physical Education

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2024

Question Paper Log Number P75729A

Publications Code 9PE0_02_2406_MS

All the material in this publication is copyright

© Pearson Education Ltd 2024

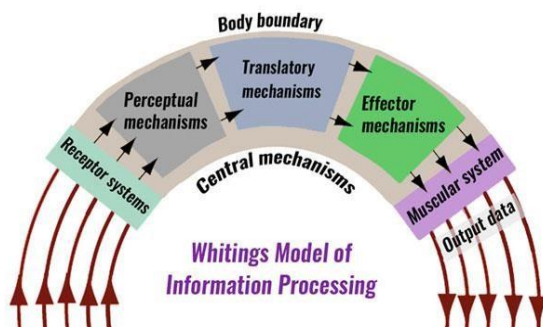
General Marking Guidance

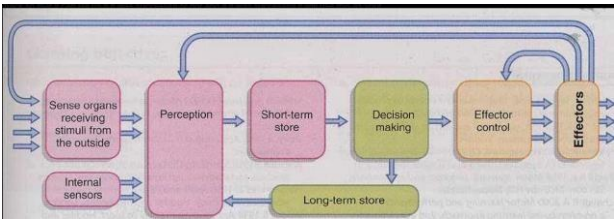
- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Section A

Question Number	Answer AO2 – 2 marks	Additional Guidance	Mark
Q01	<ul style="list-style-type: none"> • Closed skills are largely self-paced with the performer in control, under the performers own timing. Replication of technique. • Not normally affected by the environment and occur in relatively stable, fixed or predictable environments. • E.g. basketball free throw, golf swing, diving, darts. 	<p>One mark for correct description and one mark for suitable example.</p> <p>No mark for just a correct example.</p> <p>Do not accept running/swimming/cycling as these are examples of continuous skills.</p>	(2)

Question Number	Answer AO1 – 4 marks	Additional Guidance	Mark
Q02	<p>Whiting</p> <ul style="list-style-type: none"> • Input data - sensory input, display • Receptor systems - vision/auditory/kinaesthetic. • Perceptual mechanisms - short term memory store. • Translatory mechanisms/ DCR process. • Effector mechanisms - nervous system messaging. • Muscular system - muscle response. • Output data - the result. • Feedback data - feedback. 	<p>One mark for each correctly named component.</p> <p>An annotated diagram is acceptable – one mark per correct component shown in the diagram.</p> <p>Abbreviations of key terms accepted e.g. LTM.</p>	



	<p>Welford</p> <ul style="list-style-type: none"> • Sense organs - receive stimuli. • Internal sensors - kinaesthetic, proprioceptors. • Perception - selective attention, processing information. • Short term store - short term memory. • Decision making - short term and long-term stores (memory) working together. • Long term store - stored bank of past experiences/schema. • Effector control - muscle contraction/coordination. • Effectors - muscular system. • Feedback – feedback. 		(4)
--	---	--	------------

Question Number	Answer AO2 – 2 marks	Additional Guidance	Mark
Q03 (i)	<ul style="list-style-type: none"> • Coach directs/autocratic/makes decisions/one directional. • Performer follows instructions/no input from the performer. • Aids fixed learning. • Improved safety. • Works well with large groups/beginners/cognitive learners. • When time is limited. • Learners not involved in task construction. 	<p>One mark for each correct characteristic.</p> <p>Do not accept consequences of style of coaching e.g. can be demotivational.</p> <p>Accept other appropriate responses.</p>	(2)

Question Number	Answer AO2 – 2 marks	Additional Guidance	Mark
Q03 (ii)	<ul style="list-style-type: none"> • Co-operation between learner and coach. • Coach sets task/ problem based. • Feedback and dialogue needed. • Form of self-discovery/creativity • Engages learner. • Develops problem or task insight and understanding. • More suitable for performers with some experience. 	<p>One mark for each correct characteristic.</p> <p>Do not accept consequences of style of coaching.</p> <p>Accept other appropriate responses</p>	(2)

Question Number	Indicative Content AO1 – 5 marks; AO3 – 10 marks	Mark
*Q04	<p>Students who only draw their answer from one area of study will not be able to gain marks beyond Level 4.</p> <p>Reward acceptable answer. Responses may include, but are not limited to the following.</p> <p>Indicative Content:</p> <ul style="list-style-type: none"> • The effect that learning one skill has on the subsequent learning of other skills. • The uses of the transfer of skills in affecting, facilitating or aiding learning or previous learning - positively or negatively. • Transfer as the effect of one skill on another as a result of practice/experience. <p>Types of Transfer:</p> <ul style="list-style-type: none"> • Positive: Knowledge/mastery of one skill aids the performance of another. • Negative: Knowledge/mastery of one skill impairs the performance of another. • Proactive: When a previously learned skill influences the way a new skill is learned. • Retroactive: When a newly learned skill influences a previously learned skill. • Bilateral: Transfer of learning from one limb to another. • Zero: There is no affect/no transfer of learning. <p>Types of transfer are not distinct i.e. examples could be positive and proactive, negative and retroactive, negative and bilateral.</p> <p>*Wider Component: The indicative content is a guide to the responses candidate may give. Other valid responses which answer the question correctly can be credited as appropriate. The transfer of learning can be affected by the Learning theories, Laws of learning, practice methods and types, type of skill -e.g. open v closed, stages of learning (Fitts and Posner), Guidance and feedback, Quality of the coach and the coaching experience, use of technology, feedback, open and closed loop, ability of the performer to engage the STM to LTM.</p> <p>Suitable sport examples will enhance the candidate response.</p>	

	<p>AO3 marks will be rewarded for the examination of something methodically and in detail, typically in order to explain and interpret it.</p> <p>The indicative content is a guide to the responses candidate may give. Other valid responses which answer the question correctly can be credited as appropriate.</p> <p>The candidate's response must be read in conjunction with the level descriptor below in order to give the appropriate mark. For example, a response that is firmly in the level would receive the middle mark in the level, a response that is just into the level would receive the bottom mark in the level, a response which nearly reaches the next level would receive the top mark in the level preceding it.</p>	(15)
--	---	-------------

Level	Mark	Descriptor
0	0	<ul style="list-style-type: none"> No rewardable content
Level 1	1-3	<ul style="list-style-type: none"> Limited understanding of the factors that underpin performance and involvement in physical activity and sport. This is communicated in a basic way with simple or generalised statements (AO1). Limited analysis of the factors that underpin performance and involvement in physical activity and sport (AO3). 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).
Level 2	4-6	<ul style="list-style-type: none"> Attempts some understanding of the factors that underpin performance and involvement in physical activity and sport and organises or expresses ideas with some clarity (AO1). Attempts some analysis of the factors that underpin performance and involvement in physical activity and sport (AO3). 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).
Level 3	7-9	<ul style="list-style-type: none"> Evidence of some basic understanding of the factors that underpin performance and involvement in physical activity and sport and offers a logical clear writing structure (AO1). Evidence of some analysis of the factors that underpin performance and involvement in physical activity and sport (AO3). 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).

Level 4	10-12	<ul style="list-style-type: none"> • 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).
Level 5	13-15	<ul style="list-style-type: none"> • 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).

Question Number	Answer AO1 – 1 mark	Additional Guidance	Mark
Q05	A sudden/rapid decline in a performance (the catastrophe) due to an increase in anxiety/arousal beyond optimal levels.		(1)

Question Number	Answer AO2 – 4 marks	Additional Guidance	Mark
Q06	<ul style="list-style-type: none"> • Psychological core - fairly permanent traits, beliefs and values. • Typical behaviour or responses - traits determine expected or our normal behaviour, reflects core. • Role related behaviour - how we act in particular situations/ role being performed. • External/social environment - influence of all external factors such as a school or a sports setting. 	<p>One mark for each correct identification and description of component.</p> <p>Correctly labelled diagram accepted with annotations.</p>	(4)

Question Number	Answer AO1 – 3 marks	Additional Guidance	Mark
Q07	<p>Any three from:</p> <ul style="list-style-type: none"> • Environmental - (situational) contractual responsibility/ orientation/group size/age/distinctive kit/geography. • Personal - individual orientation/gender/satisfaction/individual differences/aspirations. • Leadership - leadership behaviour/style/coach-athlete personalities/communication/aspirations /empathy. • Team factors – group task/group aspirations/group orientation/group productivity/team ability/team stability. 	One mark for each correctly outlined factor.	(3)

Question Number	Answer AO2 – 2 marks	Additional Guidance	Mark
Q08	<ul style="list-style-type: none"> • The diminishing contribution of each individual as group size increases. • Proportional reduction in effort to group size. • E.g. Rowing 4 vs 8. 	<p>One mark for correct description and one mark for correct example.</p> <p>No credit for just a correct example.</p> <p>Accept other appropriate responses.</p>	(2)

Question Number	Indicative Content AO2 – 5 marks; AO3 – 10 marks	Mark
Q09	<p>Reward acceptable answer. Responses may include, but are not limited to the following.</p> <p>Indicative Content:</p> <ul style="list-style-type: none"> • Styles - autocratic, laissez-faire, democratic coach and the performer affecting the impact of both on each other due to preferred leadership style. • Emergent and prescribed leaders. • Ability of the performer(s) novice v expert. Conditioned by the sport, stage of learning, willingness to learn (Thorndike), size of group, time factor. • Environment variable receptiveness of individuals /small groups/ larger teams -some styles are more suited e.g. where danger exists - autocratic would promote safety laissez-faire may reduce safety - novices may prefer democratic when learning new skills. • Personality type effects the how the performer will respond to a particular style of leadership - stable personalities my responded better to autocratic style. • Fielder’s Contingency model - Task centered leader; Relationship task centered leader and the performer - affected by the empathy between the coach and the performer. • Chelladurai’s Multidimensional Model of Leadership required behaviour/preferred behaviour/actual leader behaviour. • Characteristics of the situation, leader and group affect performances. • Affected by social and task cohesion -greater performance outcome if both social and task cohesion at a high. • Aims and aspirations of leader/aim and aspirations of the individual and/or group. • Steiner’s model 1972: Group productivity = actual productivity - faulty processes e.g. leadership style (autocratic/laissez-faire) may conflict with the group (faulty process) thereby reducing group productivity. <p>AO3 marks will be rewarded for the use of analysis to make a judgement about how the leadership style impacts the performer.</p>	

	<p>The indicative content is a guide to the responses candidate may give. Other valid responses which answer the question correctly can be credited as appropriate.</p> <p>The candidate's response must be read in conjunction with the level descriptor below in order to give the appropriate mark. For example, a response that is firmly in the level would receive the middle mark in the level, a response that is just into the level would receive the bottom mark in the level, a response which nearly reaches the next level would receive the top mark in the level preceding it.</p>	(15)
--	--	-------------

Level	Mark	Descriptor
0	0	<ul style="list-style-type: none"> No rewardable content
Level 1	1-3	<ul style="list-style-type: none"> There are limited links between theory and practice. Limited technical language supports isolated elements of knowledge and understanding (AO2). Limited analysis of the factors that underpin performance and involvement in physical activity and sport (AO3). Analysis is not used to make a judgement (AO3).
Level 2	4-6	<ul style="list-style-type: none"> Makes few links between theory and practice. Basic technical language supports some elements of knowledge and understanding (AO2). Attempts some analysis of the factors that underpin performance and involvement in physical activity and sport (AO3). Analysis may not be used to make a clear judgement (AO3).
Level 3	7-9	<ul style="list-style-type: none"> Makes some links between theory and practice. Some appropriate technical language supports a good knowledge and understanding (AO2). Good analysis of the factors that underpin performance and involvement in physical activity and sport (AO3). Uses analysis to make a judgement but without full substantiation (AO3).
Level 4	10-12	<ul style="list-style-type: none"> Makes strong links between theory and practice. Appropriate technical language supports a very good knowledge and understanding (AO2). Comprehensive analysis of the factors that underpin performance and involvement in physical activity and sport (AO3). Uses analysis to make a clear judgement and supports this with examples (AO3).
Level 5	13-15	<ul style="list-style-type: none"> 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).

		<ul style="list-style-type: none">• Uses analysis to make a fully informed judgement and supports this with examples (AO3).
--	--	---

Section B

Question Number	Answer AO1 – 1 mark	Additional Guidance	Mark
Q10	<ul style="list-style-type: none"> • An evangelical movement where Christianity was linked to physical development. • Moral/values of Christianity/religion developed through sport. 	<p>One mark for correct definition.</p> <p>Accept - A healthy mind in a healthy body if linked to church/religion.</p>	(1)

Question Number	Answer AO2 – 2 marks	Additional Guidance	Mark
Q11	<ul style="list-style-type: none"> • Role models - more role models e.g. • TV presenters. • Leadership roles - more women within the sporting sector. • Coverage - more Women's media/coverage equal to men's Euro football Olympics. • Acceptance - accepting women in sport more sports- Boxing/MMA. • Pay/prize money - Equal pay/prize money - tennis, football. • Funding - Rise in funding to support community sport. • Sponsorship - increased sponsors for female sports. • Advertising - increased advertising for female sports. • Merchandise - increased merchandise for female sports. • Legislation e.g. 50-year anniversary of Title IX legislation. • Professionalism - Professional leagues, central contracts. • Access - Inclusion/access in sport improved. • Facilities - Increased stadium size/playing area for female events. 	<p>One mark for each correct summarised factor.</p> <p>Accept other appropriate responses.</p>	

	<ul style="list-style-type: none"> • Education - School curriculums have to be inclusive and offer equal opportunities. • Events - Increased mixed events e.g. swimming, joint relays. • Staging of games - same day same venue - promotes parity. • Participation - increase in mass/elite numbers of females taking part in sport. • Campaigns/movements - to increase participation. 		(2)
--	--	--	------------

Question Number	Answer AO1 – 2 marks	Additional Guidance	Mark
Q12	<ul style="list-style-type: none"> • High Culture/exclusive. • Etiquette/manners/respect. • Rules/ codes in place/complex. • Formal dress. • Technical/expensive e.g. kit/equipment • Dedicated spaces/areas/courts. • Reduced violence. • Time consuming activities/more free time available. 	<p>One mark for each correct stated factor.</p> <p>Accept other appropriate responses.</p>	(2)

Question Number	Answer AO1 – 3 marks	Additional Guidance	Mark
Q13	<ul style="list-style-type: none"> • Formalisation of NGBs. • Rules, regulations/codifications/team size. • Formation of leagues/town rivalries. • Sponsorship/commercial elements. • Rise in travel (railways). • Formation of professional sport. • Rapid technical developments e.g. use of sports equipment. • Formal playing areas/smaller. • Rise in amateur sports as a parallel. • Time off work for sport e.g. Half-Day Act - specific start/play times e.g. Saturday 3pm. • International fixtures. • "Spectatorism" and gate money. • Factory owners created teams/facilities. • Old boys' teams. • Press coverage and sporting news papers (Sporting Life 1859). • Broken time payments. • Reduction in violence. • Rise in church sport/teams. 	<p>One mark for each correct outlined point.</p> <p>Accept other appropriate responses.</p>	(3)

Question Number	Answer AO2 – 3 marks; AO3 – 1 mark	Additional Guidance	Mark
Q14	<p>Consequences:</p> <ul style="list-style-type: none"> • Influences opinion. • Builds role models/positive stereotype. • Instant 24/7 - anytime anywhere. • Habit of constant access/updating. • Worldwide coverage no limit to access. • More coverage of elite teams to detriment of smaller teams/club. • Trolling / negative images / Can be destructive. • Informative /data/statistics can change perceptions of performance. • Fuels addiction to social media. • Access to all with a device - now normal/ socially acceptable. • Online gambling. • Builds groups/fans forums - supporters forum, positive and/or negative. • Formation of dedicated channels. • Targeted advertising / merchandising - linked to commercialisation. • Fake news. • Intrusive - exploits/intrudes performers private lives/images. • Fans can promote their club/smaller clubs can gain more publicity. • Increase in 'armchair' fans impacts sedentary lifestyle. 	<p>One mark for each correct summarised consequence.</p> <p>Accept other appropriate responses.</p>	(4)

Question Number	Indicative Content AO1 – 4 marks; AO3 – 4 marks	Mark
<p>Q15</p>	<p>Reward acceptable answers. Responses may include, but are not limited to the following.</p> <p>Indicative Content: Part of the wider globalisation of sport 24/7.</p> <p>Advantages:</p> <ul style="list-style-type: none"> • Serves a demand. • Increases fan base. • TV and media supported and in turn acts as a driver - ‘prime mover’ to the process. • Spreads the opportunity to see live sport not otherwise seen - NFL in London. • NBA - global games e.g. Accor Arena in Paris/02 Arena London. • Promotes ‘super fixtures e.g. Rugby League - play off - world game England v Australia champions, World Club championship - football. • Increased brand awareness across different continents. • Emerging market and establishing a ‘tradition’ of these fixtures. <p>disadvantages:</p> <ul style="list-style-type: none"> • Travel disruption for team/coach/staff. • No longer serving traditional home fans reduced home season if fixtures move abroad but armchair fans can benefit. • Costs can be prohibitive to attend live - justify costs. • Timing issues for live viewing on other continents. • Cost to ‘host’ club - dedicated facilities rare (London arena - WHUFC for baseball while Tottenham Hotspur Stadium (Spurs) and the NFL an exception). • Limited market. • Traditional home fans lose a fixture. <p>AO3 marks will be rewarded by justification or exemplification of a point using analysis or evaluation.</p> <p>The indicative content is a guide to the responses candidate may give. Other valid responses which answer the question correctly can be credited as appropriate.</p>	

	<p>The candidate's response must be read in conjunction with the level descriptor below in order to give the appropriate mark. For example, a response that is firmly in the level would receive the middle mark in the level, a response that is just into the level would receive the bottom mark in the level, a response which nearly reaches the next level would receive the top mark in the level preceding it</p>	(8)
--	---	------------

Level	Mark	Descriptor
0	0	<ul style="list-style-type: none"> • No rewardable content
Level 1	1-2	<ul style="list-style-type: none"> • 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).
Level 2	3-5	<ul style="list-style-type: none"> • 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).
Level 3	6-8	<ul style="list-style-type: none"> • 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).

Question Number	Indicative Content AO2 – 5 marks; AO3 – 10 marks	Mark
Q16	<p>Reward acceptable answer. Responses may include, but are not limited to the following.</p> <p>Indicative Content:</p> <p>Positive:</p> <ul style="list-style-type: none"> • Better players from minor playing countries can join lucrative leagues. • Increased playing standards. • Adoption of different (better) coaching/preparation methods/work practices. • ‘Backwash’ effect to country-of-origin improvement in all aspects e.g. National teams improve. • Financial gains through transfer fees. • Blocked pathways can be removed in over talented countries by seeking overseas placements. • Creates role models for future generations. • Financially affluent performers can develop home nation social welfare (Mane -Senegal). • Reflects multi-cultural world where labour movement is common in all areas. <p>Negative:</p> <ul style="list-style-type: none"> • Country-of-origin loses talent/diminishes home standards. • Host country - local talent has increased challenges to make progress. • Could negatively affect national team of host country. • Adoption of negative aspects - simulation/cheating. • ‘Plastic’ performers moving countries to seek medals/international appearances (GB London 2012), medal hunters, Diego Costa Brazil/Spain. • Countries buying in talent to gain medals Qatari gold medallists - high jump and weightlifting. • Has contributed to increases and spiralling cost - transfer fees/wages/long term financial commitments. • Some accusations of abuse/commodification of performers. <p>AO3 marks will be rewarded for the use of analysis to make a judgement.</p>	

	<p>The indicative content is a guide to the responses candidate may give. Other valid responses which answer the question correctly can be credited as appropriate.</p> <p>The candidate's response must be read in conjunction with the level descriptor below in order to give the appropriate mark. For example, a response that is firmly in the level would receive the middle mark in the level, a response that is just into the level would receive the bottom mark in the level, a response which nearly reaches the next level would receive the top mark in the level preceding it.</p>	(15)
--	--	-------------

Level	Mark	Descriptor
0	0	<ul style="list-style-type: none"> No rewardable content
Level 1	1-3	<ul style="list-style-type: none"> There are limited links between theory and practice. Limited technical language supports isolated elements of knowledge and understanding (AO2). Limited analysis of the factors that underpin performance and involvement in physical activity and sport (AO3). Analysis is not used to make a judgement (AO3).
Level 2	4-6	<ul style="list-style-type: none"> Makes few links between theory and practice. Basic technical language supports some elements of knowledge and understanding (AO2). Attempts some analysis of the factors that underpin performance and involvement in physical activity and sport (AO3). Analysis may not be used to make a clear judgement (AO3).
Level 3	7-9	<ul style="list-style-type: none"> Makes some links between theory and practice. Some appropriate technical language supports a good knowledge and understanding (AO2). Good analysis of the factors that underpin performance and involvement in physical activity and sport (AO3). Uses analysis to make a judgement but without full substantiation (AO3).
Level 4	10-12	<ul style="list-style-type: none"> Makes strong links between theory and practice. Appropriate technical language supports a very good knowledge and understanding (AO2). Comprehensive analysis of the factors that underpin performance and involvement in physical activity and sport (AO3). Uses analysis to make a clear judgement and supports this with examples (AO3).
Level 5	13-15	<ul style="list-style-type: none"> 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).

		<ul style="list-style-type: none">• Uses analysis to make a fully informed judgement and supports this with examples (AO3).
--	--	---

Question Number	Indicative Content AO1 – 5 marks; AO3 – 10 marks	Mark
*Q17	<p>Students who only draw their answer from one area of study will not be able to gain marks beyond Level 4.</p> <p>Reward acceptable answer. Responses may include, but are not limited to the following.</p> <p>A discussion that gives all sides of the issue and any implications, including details about how and why, that includes the following indicative content.</p> <p>Data from Table 1:</p> <ul style="list-style-type: none"> • Cost have risen steeply over last decade. • Costs spiralling exponentially so prohibiting host cities. • Countries with stable / commercial economies only can bid. • Small countries/nations priced out of the market. • Major cities/nations now only viable option. • TV revenue increases per games but not in relation to hosting costs. <p>Advantages:</p> <ul style="list-style-type: none"> • Increased performances from host participants/higher medal hauls. • Legacy of positive environmental developments / improved transport infrastructure. • Legacy of enhanced sporting facilities. • Worldwide promotion of host country. • Increased tourism. • Can make a financial profit. • Social profit to host country - ‘feel good factor’ / national pride. • Host country NGBs/sports organisations increased talent development and elite programmes/infrastructure. • Grass roots sport can be enhanced - facilities/ programmes. • Inclusion and the improved status for women, para-athletes. • Minority sports gain publicity/interest/funding. • LTAD and other models introduced. • Rise in careers outside those of performing in sport -coaching, sports scientists, media. • Increased and continuation of Government funding/sponsorship - Golden Triangle. 	

Disadvantages:

- Spiralling costs - London 2012 £10b.
- No real impact on later performance participation from host nation - London 2012/ Rio 2016 some increase in athletics and cycling.
- Wimbledon effect - short term popularity.
- Rising house prices in local areas.
- Impact of local measures e.g. traffic closures, local tax increases.
- Legacy of 'white elephants' - facilities underused / derelict e.g. Rio 2016.
- No direct benefit to those not interested in sport.
- Threat of terrorism.
- Threat of poor games/something going wrong.
- To compete on the world stage becomes increasingly more expensive year by year/countries aiming to out-perform rival nations.
- Medal table becomes all-consuming over sporting values, integrity, win at all costs.
- Increased use of PEDs/ abuse of TUIs.
- Accusations of match fixing, officials bias (Rio Boxing 2016) negative image and association for the host country.
- Fewer countries can afford to stage the events.
- Can reinforce negative stereotypes.
- Sports washing - the use of sport to influence opinion of the political status of a country (Russia and China) e.g. cheating/ deviancy (Sochi lab).
- Forced relocation of local residents to enable games facilities to be built e.g. Beijing.

***Wider Component:**

Affects short, medium and long term funding provisions, creates elite sporting environments, affects physiological and psychology athletic knowledge and wider developments, medical science affected, affects political policies, impacts on the wider issues associated with sports integrity.

AO3 marks will be rewarded by the exploration of issues, lines of reasoning and situations, articulating different viewpoints.

	<p>The indicative content is a guide to the responses candidate may give. Other valid responses which answer the question correctly can be credited as appropriate.</p> <p>The candidate's response must be read in conjunction with the level descriptor below in order to give the appropriate mark. For example, a response that is firmly in the level would receive the middle mark in the level, a response that is just into the level would receive the bottom mark in the level, a response which nearly reaches the next level would receive the top mark in the level preceding it.</p>	(15)
--	--	-------------

Level	Mark	Descriptor
0	0	<ul style="list-style-type: none"> • No rewardable content
Level 1	1-3	<ul style="list-style-type: none"> • Limited understanding of the factors that underpin performance and involvement in physical activity and sport. This is communicated in a basic way with simple or generalised statements (AO1). • Limited analysis of the factors that underpin performance and involvement in physical activity and sport (AO3). • 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).
Level 2	4-6	<ul style="list-style-type: none"> • Attempts some understanding of the factors that underpin performance and involvement in physical activity and sport and organises or expresses ideas with some clarity (AO1). • Attempts some analysis of the factors that underpin performance and involvement in physical activity and sport (AO3). • 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).
Level 3	7-9	<ul style="list-style-type: none"> • Evidence of some basic understanding of the factors that underpin performance and involvement in physical activity and sport and offers a logical clear writing structure (AO1). • Evidence of some analysis of the factors that underpin performance and involvement in physical activity and sport (AO3). • 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).
Level 4	10-12	<ul style="list-style-type: none"> • 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).

		<ul style="list-style-type: none"> • 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).
Level 5	13-15	<ul style="list-style-type: none"> • 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).