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Examiners' Report June 2010

GCE Physical Education 6PE01

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Introduction

On the whole candidates seem to have found the paper accessible both in terms of the style of questions set and also the time allocation. This is clearly evidenced by the absence of blank answers to questions or incomplete papers. All of the structured questions were scored as maximum mark answers by some candidates, indicating that the questions reflected the syllabus accurately. This also indicated that where candidates struggled to answer these questions that it was perhaps as a result of a lack of preparation or understanding.

The two longer questions were not answered particularly well by the majority of candidates but for very different reasons. Answers to question 5 contained sufficient information to suggest that candidates had an understanding of the subject area. However they were either vague, contained unsubstantiated points or simply lacked the detail required at AS level.

By contrast it was clearly evident that a great many candidates simply lacked an understanding or had not covered what the Long Term Athlete Development Plan was.

Question 1(a)

This question required candidates to apply a little understanding of the two terms. It did not ask for definitions of the terms. A significant number of candidates failed to score any marks on the first answer as they simply provided a definition of health.

The most common score was 1, as candidates identified that an active lifestyle required "regular" exercise or similar.

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Answer ALL questions.

1 (a) Explain what is meant by the terms **healthy and active lifestyle**.

(2)

Healthy lifestyle A person who has ~~an~~ both a balanced diet and exercise regularly.

Active lifestyle A person who partakes in alot of physical activity.



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Examiner Comments

This candidate has read the question and provided the appropriate answer and so scores both of the available marks.



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Examiner Tip

Avoid seeing "Buzz words" in a question, in this case "health" and then presuming what the question is asking. Read the question and look for the "key" words, in this case "lifestyle" and then you will have a clearer understanding of how to score the marks.

Question 1(b)

Marks were available for this question with the first one being for the definition.

The remaining two marks were for identifying reasons why obesity is such a contemporary concern

3 marks were available for this question with the first one being for the definition. Obesity is a clinical state where body fat levels are 25% above the accepted gender norms. Being over weight or over fat failed to score marks.

(b) Define **obesity** and explain the reasons why it is such a contemporary concern for society.

(3)

Obesity means an individual is overweight and has too much body fat for their size. It is a contemporary concern as it can lead to blood clots resulting in heart attacks. Also it does not set a good example for the younger generation and especially if the obese individual has children as they will see this as being normal



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Examiner Comments

This candidate fails to provide a satisfactory definition. They get 1 mark for identifying the link to other illnesses but that is all.



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Examiner Tip

Try and work out where the marks are allocated and then provide the appropriate number of points in your answer.

Question 1(c)


A great many candidates were able to score maximum marks here. Obesity was not credited here as the question quite clearly states "four other..."

Contemporary concerns that were listed on the syllabus were the only ones to be credited.

(c) Identify **four** other contemporary concerns. (4)


- 1 Diabetes
- 2 High cholesterol
- 3 High blood pressure
- 4 Stress on the heart.

(Total for Question 1 = 9 marks)



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Examiner Comments

3 marks were given for the first 3 answers however stress in the heart is not worth a mark.



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Examiner Tip

These types of answers allow candidates to score quick marks and so bank time for the longer questions.

Question 2(a)

The question clearly states "energy balance" as against dietary balance. As such to create a balance there needs to be two equal values, in this case energy in and energy out.

- 2 (a) Explain what is meant by the term **energy balance** and identify what an athlete must consider in order to achieve the correct balance.

(3)

Energy balance is the sufficient amount of energy intake and energy expenditure. An athlete should consider amount and intensity of exercise to have the correct intake of energy through foods such as potatoes and pasta.



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Examiner Comments

2 marks were awarded for this answer, 1 mark for the appropriate reference to intake and expenditure, and 1 mark for "amount and intensity of exercise."



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Examiner Tip

3 marks require three specific points or answers. This candidate only writes two sentences, making two points yet expects to score three marks!

Question 2(b)

The question asks for the "potential problems for an athlete of getting this balance wrong" If the athlete gets the "balance" wrong then it can only result in too much energy or insufficient energy. Too much would lead to excess body fat and insufficient would lead to fatigue or failure to recover. Both would adversely affect performance.

Most candidates were able to identify the potential consequences although some failed to link them to poor performance.

(b) Identify the potential problems for an athlete of getting this balance wrong.

(3)

If an athlete gets this balance wrong they will underperform either because they eat too many calories resulting in them becoming overweight or they don't eat enough calories meaning that they won't have a sufficient amount of calories to take part in the activity.



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Examiner Comments

This answer scored all 3 marks.

1 mark for stating that getting the balance wrong leads to under performance.

1 mark for eating too much = overweight and under performs

1 mark for eating too little = insufficient calories (BOD given) to take part



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Examiner Tip

Identify how many marks are available and then ensure that you provide the correct number of points in your answer to score those marks.

Question 2(c)

This was the most common answer for this question. Most candidates were able to name the three food groups. They were also able to identify that protein builds / repairs muscle. Few candidates were able to differentiate the way in which carbohydrates and fats are utilised by the body.

(c) Energy can be obtained from three of the seven food groups.

Name the **three** food groups and identify the specific function of each group for the body.

(6)

Food group

Protein

Function

It builds and repairs muscles

Food group

Carbohydrates

Function

Provides a long term source of energy.

Food group
Fats
Function
Provide the quick bursts of energy.
(Total for Question 2 = 12 marks)



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Examiner Comments

4 marks were awarded for this answer. 3 marks for 3 food groups, 1 mark for the function of protein, the other 2 functions are wrong or vague

Question 3(a)

Two marks for two definitions. Using the terms response or adaptation in the definitions for response and adaptation would often prevent the marks from being awarded. Many candidates were able to score marks from some what vague definitions by providing accurate examples of each.

3 (a) Explain the difference between a response and an adaptation to exercise. (2)

A response is short term and returns back to normal after exercise, whereas an adaptation is long term and doesn't return back to normal unless training is stopped for a long time. Adaptations often occur due to a specific change in the environment.



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Examiner Comments

Quite a wordy answer that could be a little confusing, but does enough to score the



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Examiner Tip

Learn definitions for concepts that are accurate and concise

Question 3(b)

Most candidates scored two of the available 4 marks here simply for failing to appreciate that the question specifically asks for responses to the cardiovascular system. Consequently answers that refer to the respiratory or muscular systems would clearly fail to score.

(b) Identify **two** responses that occur within the cardiovascular system during exercise and describe the physiological benefits of each.

(4)

- Increased heart rate, the heart can pump blood more efficiently and quicker to the muscles getting more oxygen to them.
- Increased breathing or deeper breaths with the help of external muscles such as the pectorals, more oxygen can be taken in with each breath to supply the muscles.

(Total for Question 3 = 6 marks)



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Examiner Comments

This is an example of a candidate not reading the question properly. Only two marks are awarded as the second point refers to the respiratory system



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Examiner Tip

There is no substitute to reading exactly what the question asks.

Question 4

The question asks for a definition and application for each of three components of fitness to a named and appropriate sport.

- 4 Define **three** components of fitness necessary in order to participate in a named sport or physical activity and justify why they are required.

Named sport or physical activity

Football

Component 1

Cardiovascular Endurance - the ability of the heart, blood + blood vessels to work together. Footballers need to be able to run repeatedly over long + short distances for 90 mins.

Component 2

Flexibility - a goalkeeper needs to be able to reach at full length to possibly tip a ball over the bar

Component 3

Muscular Strength - A defender needs good strength to hold off other players when shielding the ball, in a tackle and in the air so they keep the ball.

(Total for Question 4 = 6 marks)



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Examiner Comments

This candidate attempts to define the first component, however the answer is too vague to score. There is then no attempt at all to define the last two components of fitness. The candidate scores three marks for applying the three components appropriately to the sport.



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Examiner Tip

A good example of how failing to read the question properly and also failing to understand where the marks go can affect the score achieved.

Question 5

A great many answers fell in the 4 - 6 mark band. This meant that they were providing a more accurate and detailed list of changes to fitness during the aging process. There was some basic explanation as to the effect upon performance with limited or no explanation as to the cause of the change. E.g. There will be a loss of speed when you get older which will affect your ability to get to the ball in tennis.... But no explanation as to why there is a loss of speed.

The assumption will still be largely centred on the negative / ageing post maturation.

Consequently for candidates to score higher they needed to state why there would be a loss of.... speed, what effect this would have upon performance.

Top answers would have recognised that performance improves as an athlete ages up to physical maturation.

*5 Discuss the effects of ageing on physical performance.

Once a player starts to age a number of things can affect physical performance. If an ageing player injures themselves then it will take longer for them to recover. Their reactions start to slow down as they can't react to a stimulus quick enough. Most of their fitness components start to decrease as a result of their body not being able to meet the demands of their environment as well as they did when they were younger. Their strength becomes weaker as they are more injury prone and bones are more brittle. Once an athlete is over the age of 32 they can't compete with the younger athletes that are quicker, stronger and more focused than they are. They are at more risk to disease and infirmities as their immune system is working as well as it is used to. The heart isn't as strong as it was so it can't pump blood around the body quick enough to working muscles for the ageing

athlete to compete at high levels. Their lung capacity decrease which decreases how efficient the body works as it is not getting the right levels of oxygen to muscles.



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Examiner Comments

This answer fits into the lower part of the 4 - 6 mark band. There are a lot of "statements" as what happens as athletes age but nothing in the way of explanation as to why they happen.



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Examiner Tip

12 mark questions will often require detail, explanation and usually some kind of analysis or discussion.

Question 6(a)

The question asks candidates to "Explain how sporting activities or festivals in the past were a reflection of the society in which they existed". It does not simply ask for a list of the characteristics of sporting festivals.

Candidates scored well when they identified that games lacked rules as did society, that games were localised because there was a lack of transport within society, etc

- 6 (a) Explain how sporting activities or festivals in the past were a reflection of the society in which they existed.

(4)

Sporting activities and festivals in the past were a reflection of the society you lived in, because only the gentry were allowed and had spare time to participate in sport. If you were a peasant, then you would be too busy working to participate in sport. The gentry took part in more cultured and higher class sports, whereas the peasants would take part in mob football which consisted of no rules and was haphazard.



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Examiner Comments

This answer does not contain enough facts to qualify for 4 marks. There is a mark for the reference to the difference in social class and how that is reflected in society and a second mark for stating that there was a lack of rules in society and this was reflected in the activities of the poorer groups.



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Examiner Tip

Look for links in the question and ensure that you follow them. Failing to do so is failing to answer the question properly.

Question 6(b)

The question identifies that codification happened to sport, but it asks candidates to identify specifically the effect that the industrial revolution had on the codification. Consequently when candidates identified that for e.g. one result was urbanisation, that in turn brought about the need for rules and restrictions as there was a lack of available playing space...they would score a mark. And so forth.

(b) The Industrial Revolution led to many changes within British society. Explain the effect that the Industrial Revolution had on the organisation and codification of sport after 1800.

(6)

Well they introduced sport within schools, as they realised the positive benefits it had on school children, as it would teach them leadership and working as a team. Also sport became more controlled and known worldwide due to pupils taking up careers in the Army and churches. Also the fixtures and games could be held further away due to a slight increase in transport.



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Examiner Comments

This answer refers to a group as "they", which is somewhat confusing and does not begin to answer the question. The answer is not really related to the question at all and is more of a ramble relating to the reasons why public schools began to embrace games.



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Examiner Tip

Be specific and ensure that what you are writing is answering the question

Question 6(c)

A common mistake made by candidates on this question was a failure to appreciate the inclusion of the "start of the 20th century" Reference to TV and Americanisation were not valid points.

(c) Outline how changes in society at the start of the 20th century led to the dominance of professional spectator sports.

(5)

Both the industrial and the urban revolution changed society at the start of the 20th century. As people were able to travel more, this meant that teams could travel and play each other. Also spectators could travel and watch these teams play. Another aspect that led to the dominance of spectator sports was that small stadiums / pitches were built so the spectators could watch the game. Also this provided the teams to start making money out of the spectators by charging them to watch and also charging them if they wanted food and drink. This process led to the dominance of professional spectator sports due to the large amounts of people that wanted to watch rather than play.

(Total for Question 6 = 15 marks)



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Examiner Comments

This candidate scored 2 marks for this answer.

The marks were given for;

- Transport aiding spectators
- Restricted space and the building of stadia for paying spectators.



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Examiner Tip

The candidate talks around the question in this answer and only really makes 2 points, - those credited above- although the point are spectators is repeated towards the end of the answer. a good example of a candidate writing a significant amount in the hope that quantity will equal marks!

Question 7(a)

A straight forward question that almost all candidates scored at least 1 of the available marks.

7 (a) Define what is meant by **mass participation**.

(2)

The bottom level of the participation pyramid where the activity is performed simply for fun and enjoyment also to give positive social effects.



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Examiner Comments

Maximum marks were awarded for this answer, scoring one for "bottom of the pyramid" and the second mark for identifying the "Fun aspect"

Question 7(b)

The majority of candidates were able to identify that mass participation can contribute to a healthier nation, reduced costs for the NHS and an increase in the numbers of elite athletes. However they frequently wrote a great deal for those 3 marks and so wasted time and or space for 50% of the available marks.

(b) List the benefits for a country of a mass participation programme.

(6)

Mass participation is a benefit as more people doing exercise means a healthier nation, there will be less stress of medical services, eg NHS through poor activity levelled based problems, eg coronary heart disease, Diabetes. There would also be less crime and violence as more would be participating in physical activity in their free time. Less social barriers, as participating in sport would

mean interacting with different race, ethnicity, gender and age people. Physically stronger and more hardworking workforce due to exercise decreasing stress levels and also making population more relaxed but happier, reflecting in work~~ing~~.

(Total for Question 7 = 8 marks)



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Examiner Comments

6 marks were awarded

healthier nation
 less burden on health service
 less crime
 less social barriers
 better integration
 Physical stronger workforce
 population more relaxed BOD



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Examiner Tip

Although the candidate score the full mark allocation they wrote a great for the 6 marks.

The question asks the candidate to "list..the benefits...."

Consequently if 6 sentences in the form of a list had been written it would have been quicker for the candidate and easier for them to see whether they had provided the correct number of answers.

6 marks is a higher scoring question, by ensuring that you understand the question it is possible to ascertain what 6 points need to be made in order to access the available marks. That way candidates do not have to estimate "how much" to write, but how many points to make.

Question 8(a)

This was a mixed question. Candidates who identified that, although there were some similarities between Australia and East Germany but also significant differences, scored quite well.

Candidates who simply referred to TI in general terms and failed to identify whether they were referring to east Germany or Australia tended to score poorly.

- 8 (a) Explain how and why East Germany and Australia developed systems of talent identification in the 20th century.**

(6)

East Germany has a very small population and wanted to show that it could play and achieve sporting success. They did this by screening all 7 year olds for potential of ability, those chosen by went to training and education until further screening and the best trained at high performance centres. This increases elite success.

Australia had a poor performance at 1976 olympics so they also identify talent at a young age and have training camps, the best from these camps go to one of eight high performance centres where they receive more training, coaching, sport science, excellent facilities.

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Examiner Comments

This candidate identifies that both countries wanted to increase their sporting success and also identifies that Australia's poor performance in 1976 was a major catalyst. The candidate also recognises that children were screened at 7 years of age but the rest of the answer really is too general and lacks the factual detail required to access the additional marks.

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Examiner Tip

Be specific when answering questions and avoid generalisations

Question 8(b)

Candidates either knew what the role of the UKSI was or they didn't. Unfortunately and alarmingly, far too many didn't! On the whole a very poorly answered question resulting from a lack of knowledge.

(b) Explain the role of the UKSI network.

(4)

The UKSI network was set up to develop sporting pathways to insure that UK athletes have the best opportunity to progress up the sporting pyramid. The UKSI provides money to each ladder in the sporting pyramid but especially grass roots. The UKSI network also works alongside UK Sport.

(Total for Question 8 = 10 marks)



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Examiner Comments

1 mark awarded for "Progress up the sports pyramid"
This candidate is clearly not clear about the role of the UKSI.

Question 9

This was the worst answered question on the paper, clearly because a significant number of candidates were not familiar with what the LTAD actually was.

Candidates who scored in the 4 - 6 band were able to;

- identify the correct phases / stages within the LTAD, naming and describing the purpose of most.
- make reference to a specific example from a named sport in order to illustrate how they have been implemented in UK sport.
- Make reference to the early and late specialisation models although application to different activities may be missing.

*9 Explain the concept of Long Term Athlete Development (LTAD) and discuss how it has been implemented in UK sport.

Explanation LTAD works in steps with the first
FUNdamentals this focuses on the fun of taking part
in sport and developing the talent they have at this young
age. ~~The second thing to~~

Training to train focuses on the points you need to follow
to be able to train effectively. to get the most out of their
sessions to perform well.

Training to Compete - this is learning how to
compete against opponents or in a single event
such as 'Javelin' and ~~discussing what you~~ what you
have to do to ~~compete~~ compete. The basics.

Training to Win - Learning how to use all the
previous techniques together to win in your
area.

Retirement - After you have competed in your sports what can you use your skills in? teaching coaching. Also giving the competitor a choice of what they can do getting money from their retirement

Implementation It is implemented right from an early age from the potential athlete at age 12 through their FUNparentals, how they train and what they can and can't use. through to competing winning and finally retirement.

They implement it through the development manager through the school sports co-ordinators and then to primary school level. They use schemes such as the specialist sports colleges and through specialist talent ID people who travel up and down the country looking for potential. Sport England and UKsport is in charge of the development of athletes and UKsport elite through the sports relay race. See Youth Sport Trust - Sport England - UKsport

athletes and UK sports elite through the sports relay race. See Youth Sport Trust - Sport England - UK Sport

(Total for Question 9 = 12 marks)

TOTAL FOR PAPER = 90 MARKS



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Examiner Comments

The answer talks in general terms and although identifies and names most of the stages correctly it makes no mention of what the LTAD is or aims to achieve.

There is also no specific mention of use by individuals or specific sport.



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Examiner Tip

When answering a question ensure that you answer all parts of the question.

Although seemingly an obvious statement to make, candidates that had been well prepared by their centres scored well. Generalisations and a failure to specifically answer the questions set were the main reasons for candidates scoring low marks. Pleasingly more and more candidates seem to be increasingly better prepared for the exam, they have a clearer understanding of what they have to do in order to access the marks allocated per question. Centres that rely on distributing past papers to candidates as their main form of examination preparation still have candidates struggling to access the lower grade boundaries.

Grade Boundaries:

Grade	Max Mark	A	B	C	D	E	N	U
Raw Mark	90	51	46	41	36	31	26	0
UMS	100	80	70	60	50	40	30	0

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