

Examiners' Report
June 2016

GCE Physical Education 6PE01 01

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Introduction

The paper and questions were in the exact same format as in all previous series, candidates and centres are clearly familiar with this format and what is expected.

It is also clear that many centres and students have accessed and utilised previous reports, and are answering accurately and succinctly, but most importantly answering the specific question that has been asked rather than simply writing about the topic of the question. There are however a number of centres where students do not grasp the rudiments of a question, ignore the command words and provide vague and irrelevant answers.

Question 1 (a) (i) and (ii)

Q01(ai) and (a)ii) are two one-mark definition questions.

Both were answered well. Where candidates failed to score marks it was as a result of vague answers, either failing to mention that the issue affected society, or that it was a build up of fat, but not mentioning the need to be 25% above the gender norm.

Question 1 (a) (iii)

3 was a common mark for this question about obesity, with the most common answers referring to the cost on the NHS, contributing to other illnesses and also the fact that obesity is growing.

Doody fat then one should have.
(iii) Explain why obesity is a contemporary concern. (4)

obesity is a contemporary concern as it leads to other illnesses and diseases such as CHD and high cholesterol, putting a strain on our National health service, as more time is spent seeing those with obesity related problems then should be. Obesity is also current with numbers raising due to the increase in sedentary lifestyles, resulting in a lack of physical activity. Due to the obesity level rising the concern is greater with fast food chains becoming increasingly popular and cheap resulting in more people opting to eat healthy.



ResultsPlus Examiner Comments

This answer is very informative. It begins by identifying that obesity leads to other illnesses, it then gives two examples of which and clarifies that as a consequence, there is a related burden on the NHS.
(2 marks so far)

It then states that obesity is increasing and gives reasons why it will continue to do so.
(2 more marks)



ResultsPlus Examiner Tip

The command word was "explain" and so points ideally need to link, a little like a cause and affect. This is a great example of this.

Question 1 (a) (iv)

Again a well answered question. Answers that related to physical activity increasing self-confidence and providing elite level sporting success were not actually answering the question. Indeed this may be benefits enjoyed by someone, but they are not reasons why physical activity is used. It is used to directly deal with the issue that is obesity, i.e. reducing the excess body fat.

Question 2 (a) (i)

Most candidates explained the difference between health and fitness by defining the two concepts and relating the differences from the two distinct definitions, namely that health is life related whereas fitness is sport related.

2 (a) (i) Explain the difference between **health** and **fitness**.

(3)

Health is a complete state of mental, social and physical wellbeing, with the absence of disease and is how a person is ~~assess~~ⁱⁿ terms of their levels of health. Fitness is the ability to meet the demands of a sporting environment. One is being able to perform in sport while the other is having the health to sustain a healthy lifestyle.



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Examiner Comments

Simple and straightforward answer, but does everything that is required from the question.

Two good definitions and a simple explanation to distinguish between the two.

2 (a) (i) Explain the difference between **health** and **fitness**.

(3)

Health is a complete state of mental, social and physical well-being without the absence of disease or infirmity. Fitness is the ability to meet the demands of your sporting environment without undue fatigue. Fitness only relates to sport, whereas health is the overall well-being of an individual not just their ability to perform sport.



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Examiner Comments

As per the previous example, this one similarly acquires the full marks available.

Question 2 (a) (ii)

A very well answered question.

Credit was not given to answers that referred to a sportsman not having friends, simply because a benefit of physical activity is that it actually increases your social well-being, not diminishes it.

Examples relating to Sumo wrestlers and obesity, boxers and concussion, rugby players and drug use, jockeys being underweight and a specified sports person and depression were all common and good examples used.

(ii) Use **three** sporting examples to explain how someone might be fit but not healthy.

(6)

- 1 Victoria Pendleton in 2014 was mentally unstable due to pressure, ^{and anxiety} however, as a professional cyclist she was extremely fit physically to be able to compete at that level.
- 2 As a sumo wrestler you are fit for your sport, however you are not healthy due to what you eat, your diet, and compared to other athletes of their age or gender.
- 3 If you were an athlete ~~with diabetes~~ ^{taking drugs} such as a cyclist Lance Armstrong he was physically fit however taking EPO was ^{considered} not healthy.



ResultsPlus Examiner Comments

3 good contrasting sporting examples and three appropriate reasons as to why they are fit but could be described as being unhealthy.



ResultsPlus Examiner Tip

When providing examples ensure that you are not repetitive..... stating a rugby player, a cyclist and a track athlete all take drugs would be repetitive and so would only have scored two of the 6 marks available.

Question 3 (a) (i) and (ii)

The definitions on the whole were poor but most candidates scored for the example.

The definitions needed to refer to the fact that they were adaptations (so long term permanent changes) and structural & then functional (so physical or anatomical and physiological)

Question 3 (b)

Well answered, most candidates identified that structural adaptations bring about functional ones.

Question 4 (a) (i)

Most identified that a muscle is taken to its elastic limit, the position is maintained for a specified time, that it is the safest method, and perhaps better suited to post rather than pre activity

4 Stretching is used to increase muscle elasticity.

(a) (i) Describe the characteristics of **static stretching**.

(4)

Static stretching is the safest way to increase muscle elasticity, the and the stretch is performed without movement. The muscle is taken to its current elastic limit and held there for 5-7 seconds. ~~challenge~~ ^{The} ~~the~~ ~~in~~ ~~muscle~~ ~~proprioceptors~~ within the sarcomeres of the muscle sense the stretch and produce a resistance to the stretch. Over time they will accept a more stretched muscle as the norm.



ResultsPlus Examiner Comments

4 marks awarded for a good, accurate and clear description.

Reference to the safest way scores the first mark; not being moved, held there for 5-7 secs scores the next two marks; taken to its elastic limit, scores the final mark available.

A very good answer.



ResultsPlus Examiner Tip

"Describe" is the command word. Points do not have to link but they need to be ordered correctly in order to make sense.

Question 4 (a) (ii)

Most identified that its not sports specific

Question 4 (b)

Candidates who know of PNF often scored full marks, however a disappointing number did not know what it is.

Question 5

Very well answered question. The question asked for a "discussion" on the "effects of aging on performance", so answers that failed to discuss and were purely descriptive could not score beyond band 2 (max of 6 marks),

Answers were marked in the bottom band if they relied on sweeping statements and generalisations about ageing having a negative effect upon performance with points that were rarely substantiated and with few examples given and many mistakes present.

Answers were marked in the next band if they were generally supportive of the view that performance drops off as one ages. The point of physical maturation may be referred to and several physiological components will be identified and offered as justification as to why performance declines, these will usually include a loss of power, strength, reaction times etc.

To get into the next band answers needed an element of discussion, that meant that the answer will have identified that ageing can have both a positive and a negative effect upon performance. Better answers will identify that ageing improves performance through and after puberty, continuing to improve up to the point of maturation. Different ages will be identified for different sports and their physical requirements. Answers at the top of this band will be based around three or more physiological factors that could be offered as justification for a declining performance, each supported with objective points.

Answers that were marked in the top band will have built on the previous band and will have also identified that ageing can be somewhat offset through continued high intensity activity. Sociological issues and declining participation will be viewed as significant factors in declining performance alongside ageing. Answers at the top of this band will be balanced and factually accurate.

*5 Discuss the effects of ageing on physical performance.

Plan - Intro - ~~Asser~~

(12)

- Main - as an individual grows up and ages performance

improves up to physical maturation (this varies from sport to sport)

- Muscular hypertrophy increases, cardiac and aerobic efficiency etc.

- After a certain point generally 30, ~~per~~ physical performance declines. Max heart rate decreases due to a loss of elasticity in the heart (myocardium). Collagen fibres build up etc.

- Although this may be true, many of the degenerative effects can be offset by exercise for example Ryan Giggs, Steve Redgrave

AS a individual ages there performance varies as physical changes take place, generally physical performance increases up to a peak, and then starts to decline.

When a individual is young and growing up their physical performance will improve and increase, majority through the stages of puberty. A variety of changes take place including increased muscular hypertrophy, greater efficiency of the cardiovascular system, as a result of ~~me~~ generally more training and exercise. Physical performance increases up to a stage called physical maturation.

the peak of fitness and skill for the activity. This age varies from sport to sport and in some sports it is considered to be as early as the early twenties.

It is generally accepted that beyond the age of 30 physical performance and capabilities will start to decline, and a degenerative process starts to take place. A loss of muscle elasticity, and the wear and tear on joints and tendons over many years mean that an individual's flexibility and range of movement will ~~start~~ decrease. An individual's max heart rate also decreases by 220 minus their age; this is due to a loss of elasticity in the heart (myocardium). This decrease in heart rate causes their cardiovascular efficiency to decrease and means that they can't work as hard. As the individual gets older they also generally exercise less, and so their metabolic rate may start to decrease, along with a loss of muscle mass due to the build up of collagen fibres in between muscle fibres. Overall an individual's physical performance may decrease after this point due to these decreases in capability.

Although these points may be true, it is generally accepted that many of the degenerative effects can be offset by partaking in regular exercise and activity. This can ~~allow~~ allow individuals to continue to compete at a high standard for subsequent years. Examples of ~~this~~ this would be Ryan Giggs or Steve Redgrave who were able to continue on elite standard many years after the age of 30. Regular

exercise stops he declines in muscle mass, and cardiovascular endurance etc. and has allowed excellence to continue.

As an individual gets into old age ^{gentle} weight bearing exercise is important in preventing osteoporosis, and maintaining bone density. It is also crucial in preventing illnesses and diseases such as coronary heart disease.

Overall after the point of physical maturation, exercise and regular activity is very important and can be used to prevent degenerative effects, much ^{the contrary} ~~contrary~~ to previous opinions about physical performance.



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Examiner Comments

This is an excellent answer and well worthy of the full 12 marks available.

The answer clearly identifies that ageing can have both a positive and a negative impact upon performance and so is in bands 3 or 4.

The content is accurate throughout, identifies in detail why performance increases and may decline with statements that are substantiated with physiological fact.

It then goes on to say that exercise can minimise the impact of aging and aid sustained top level performance and cites examples to support this point.

Excellent answer



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Examiner Tip

Essays do not need a wealth of factual points. Clear structure, points substantiated and supported with examples. Job done!

Question 6 (a)

This was generally a well answered question. To score full marks, candidates had to reference how each of the three areas (feudal, agricultural and rural) reflected the popular recreations. As such, a sub max of two for each area was awarded.

Most candidates identified how the feudal society was reflected and that there was little travel so activities were localised and also that they were occasional on holidays etc.

Question 6 (b) (i)

The concepts for Q06 bi and bii were not well defined.

For rationalisation, candidates needed to make reference to the fact that several versions or games came together and that these were merged / rationalised, into one version

Few candidates scored the full marks available here.

(b) (i) Define the term **rationalisation** of sport.

(2)

rationalisation is the process in which sport establishes a set of rules in which to follow through the bringing together of different versions of the ~~to~~ games.



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Examiner Comments

In this answer the two elements needed to score the marks are clearly present (establishes a set of rules, bringing together different versions) and so it scores both marks



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Examiner Tip

It is rare for a "definition" question to be awarded 2 marks. If it is, as is the case here, then there must be two points to the definition that are required, namely the idea of several versions coming together and secondly the creation of a set or common set of rules.

Question 6 (b) (ii)

The concepts for Q06 bi and bii were not well-defined.

For Codification the key is the writing or recording of the rules that were common to all.

Few candidates scored the full marks available here.

(ii) Define the term **codification** of sport.

(2)

Rules that are written and
recorded and accepted by everyone.



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Examiner Comments

Following on from the previous question, the two elements required for this definition are reference to writing or recording and the fact that a common set of rules therefore exist that can be followed applied by everyone.

Good answer, very succinct.

Question 6 (b) (iii)

The key here was not to simply state how society changed and how sport changed but to relate the post industrial societal changes with how they contributed to changes and developments in sport. The linkage between the two is essential as the command word in the question is "explain"

On the whole, most candidates scored very well here, identifying that society became educated, urbanised, liberal and civilised with improved transport and then linked these to how and why sport developed as it did!

Question 7 (a) (i) and (ii)

Q07ai and aii were well defined and supported with good examples. Some candidates failed to score for their examples as they provided examples of professional sports people, which was not what they were asked to do.

Question 7 (b)

Few candidates scored the maximum marks here but most scored 6 of the 8 in what turned out to be a straightforward question

(b) State **four** factors that have led to the rise of the sports star and give **one** example for each factor.

(8)

Factor

1 Ethnicity providing a role model for younger generations.

Example

Tiger Woods changed golf by becoming the first black ^{person} major winner and so became a sports star due to ^{the inspiration} ↓

Factor

2 Increased media involvement means more games shown which increases interest from fans that builds sports stars.

Example

Cristiano Ronaldo has become a sports star due to ~~the~~ the easy access millions of people have to be able to watch him.

Factor

3 Increased finances in sports have meant people want to become professionals even more and so have rolemodels.

Example

Cristiano Ronaldo has become a sports star as people follow his lifestyle as it is their dream to play professional and earn money.

Factor

4 Increased Spectators in Sports.

Example

Sports performers can't be stars without a fan base and so the increase in the following of sports has enhanced sports stars.



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Examiner Comments

The first factor provided, i.e. ethnicity, does not score a mark as it uses a sports star as the reason for the growth in sports stars.

The remaining 3 factors, - increased media coverage, increased finances, increased in spectators are all valid points. Each factor is supported with an appropriate example so the answer scores 6 marks



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Examiner Tip

Ensure that when you are asked to provide a number of factors and examples, that you are not providing multiple examples of the same thing. An answer will only be rewarded once.

(b) State **four** factors that have led to the rise of the sports star and give **one** example for each factor.

(8)

Factor

1 Enhanced media coverage of sports

Example

Television matches are often broadcast for sports such as football

Factor

2 The move of sport from amateurism to professionalism

Example

Professional football was set up in 1863 by the Football Association

Factor

3 Endorsements of products for professional athletes

Example

Maria Sharapova was the highest-earning sports woman in the world in 2015 from her endorsements.

Factor

4 Advertisements by sports within the wider world

Example

Billboards advertising sports can often be viewed at several locations around an urban area



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Examiner Comments

This is an answer provides an illustration of repetition.

The first factor of enhanced media coverage and the accompanying example scores 2 marks.

The second factor, moving from amateur to professional sport is not valid as this happened for many sports in the early 20th Century, however the sports star really developed much later on.

The third and fourth factors, endorsements and advertisements, are the repeats, both coming under the umbrella of commercialisation. As the example for advertisements was more appropriate two marks were awarded here.

Giving a total of 4 marks

Question 8

Q08 was one of the least successfully answered question on the paper. Many candidates did not possess a strong or clear understanding of this stage of the LTAD. Answers were often general, vague and frequently inaccurate.

8 Long term athlete development models include the phase **training to train**.

Explain what is involved in the phase **training to train**.

- athletes start to learn what skills are required for the activity, and focus on improving sports specific skills.
- % of time spent training increases, however they are still not competing very much.
- athletes typically aged 10 - 14
- skills such as passing, shooting, and techniques are developed. Move away from basic motor skills (however they are still developed)
- focus moves away from fun, and more onto performance.



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The answer scores two marks, firstly for reference to sports specific skills and secondly for reference to there being an increase in training that still outweighs competition.

The further reference to specific skills is a repeat of the first point already awarded.

8 Long term athlete development models include the phase **training to train**.

Explain what is involved in the phase **training to train**.

Training to train is the third phase of the LTAD model devised by Istvan Balyi.

In this phase training becomes more serious and less about enjoyment. It still involves young people around the age of 11.

Individuals learn how to train and begin improving certain components of fitness. They begin training more regularly and getting fitter.

This phase involves getting used to the sport and understanding the rules.

They must further develop motor skills learnt in previous stages.



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Examiner Comments

The vague nature of this answer would suggest that the candidate does not know very specific detail about this stage of the LTAD, yet does not want to leave the page blank. When reading it can be seen that there are some generic statements have been made but actually no specific detail.



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Examiner Tip

It is specific answers rather than quantity of content that scores marks in an exam.

Question 9

A well answered essay, albeit with fewer top marks awarded than question 5. Again the question was discussion based and so to score beyond band 2 candidates needed to have some discussion present. Weaker answers were factually inaccurate, heavily weighted towards one particular country and were purely descriptive of the systems rather than discussing the strengths and weaknesses as the question asked.

Answers in the bottom band often made sweeping statements and generalisations about TI. They contained minimal detail and had a large number of inaccuracies. Many isolated statements were made. The answer may have referred predominantly to one country or alternatively just to strengths or weaknesses.

Answers in the second band were based around information that was largely accurate, They were still descriptive but more often points were substantiated with detail and less generalisations about TI. These answers were more balanced when considering the two countries and also the strengths and weaknesses.

Answers that were marked in the third band may still have contained some description but had to also include some discussion. (e.g. answers will begin to identify either some similarities or differences between the two systems. Or similar reasons for embarking on TI) These answers were increasingly balanced when considering the two countries and also the strengths and weaknesses. Content contained few inaccuracies. To enter into band 3 the answer will have considered the strengths **and** weaknesses of **both** countries

Answers in the top band were discussion based. e.g. answers identified both the similarities and differences between the two systems; reasons for embarking on TI, and the effectiveness and problems of the programmes. These answers were balanced when considering the two countries and also the strengths and weaknesses. Content was factually accurate

*9 Using the East German and Australian talent identification programmes as examples, discuss the strengths and weaknesses of these programmes.

(12)

East Germany used talent identification programmes to build a elite olympic team which they wanted use to emphasise the power of their government. They used it as a political weapon to build confidence in their ~~own~~ government from the ~~same~~ population of East Germany and the world. They would test children from the age of 8 to identify their strengths and how they can be utilised. Sports became the main priority in schools and picked the elite children of the school to be transferred to elite schools in which their ~~curriculum~~ time base would involve the majority of sports that fitted their strengths. They would train each day by the age of 15 in which their next step would

be the elite level of Olympic training. This system offered great efficacy at spotting the best potential children from a very young age due to every school being involved. Then the best facilities and coaching enhanced these skills throughout teen years to produce the best possible structure for producing elite athletes. However, after children were spotted very young at 8, after puberty they may not be in the elite of their age anymore, this led to many people being abandoned at the age of 15 as they had trained throughout school time, which hindered their education, and so were not fit for work. This left a shortage of skilled workers in East Germany.



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Examiner Comments

This page of content says very little in terms of specific detail or in terms of answering the question. The opening paragraph refers to East Germany using TI as a way of building national recognition from within and outside of East Germany, although not specifically answering the question this could be appropriate context. However the answer then talks generically about what TI strategies may have been employed. There is no specific or accurate detail and no reference at all to Australia.

There is an attempt at the end to identify some weaknesses but again these lack specific detail.

In summary, there is a lack of content, no reference to cover Australia, a lack of accurate detail and no discussion of the strengths and weaknesses.

- *9 Using the East German and Australian talent identification programmes as examples, discuss the strengths and weaknesses of these programmes.

(12)

Talent Identification programmes are programmes that aim to identify and scout potential exceptional sports players.

A strength of these programmes is that they can be used to improve Olympic success. For example, after an unsuccessful 1986 Olympics, Australia implemented Talent ID to try and gain success in following Olympics. The programmes were shown to be successful as Australia's medal total increased dramatically following the introduction of Talent ID.

Another strength of these programmes is that sports men and women that are Talent ID'd are trained at world class facilities in their chosen sports. For example, the Australian Institute of Sport invested huge amounts of money into sports facilities for athletes to train at.

Also, they are trained by professional coaches and come into contact with specialist dieticians and psychologists.

A third strength is the variety of sports included. Australia had Talent ID programmes for 34 different sports and this allows for athletes to be recruited into Talent ID from a wide spectrum of sports.

one weakness of these programmes is that they have been known to be brutal and gruelling in the past. For example, East Germany implemented Talent ID and introduced boarding schools for young athletes which included 2 hours of academic studies and 6 hours of sport. Also, athletes were required to practice technique under intense pressure and abuse by coaches. They implemented this form of talent ID because they felt that they needed to be recognised as a world superpower after the war.

Another weakness is that East Germany promoted drug use within their talent ID programmes. They gave young children performance-enhancing drugs in order to increase likelihood of success. Due to the brutality of the Talent ID programmes by East Germany, their methods were not adopted by the western world.



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Examiner Comments

This answer is a balanced attempt at a discussion and so scores at the top of band 3.

The main strength of this answer is that it is balanced and it attempts to answer the question. It is balanced in terms of reference to the two countries and also in terms of strengths and weaknesses. The answer is not a description of factors describing TI within the countries, instead appropriate detail is included within the discussion.

To have scored higher the answer would have had a better structure, including an introduction and a summative conclusion. There would have been more specific detail as to why the programmes were seen as being successful or not and there would have been a greater emphasis upon any similarities between the two programmes.

Paper Summary

Based on their performance on this paper, candidates are offered the following advice:

- Ensure that you answer the question as it is written, rather than how you wanted it to be written
- Identify the command words rather than the topic words
- Understand the different demands of the different command words
- If you are asked for examples, make sure you provide them, but make sure you are not providing repeat examples of the same point
- Ensure that definitions are concise and succinct, but most importantly, accurate.
- Use the writing space allocated after each question as a maximum guide: you should not need to exceed this space to achieve the marks available
- Check how many marks are available for a question and ensure that you provide at least that many points in your answer
- If an essay uses the word "discuss", then ensure that you show two sides to the argument
- When answering an essay, you must substantiate your points and also provide examples

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