

# Mark Scheme Summer 2009

GCE

## GCE Physical Education (6PE01/01)

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## Contents

1. Unit 1: Participation and Performance in Sport and Recreation (6PE01) 5



Question Number	Answer	Mark
1(a)	Identify 4 requirements for participation in active leisure and recreation  1. fitness 2. ability 3. resources 4. time	(4)

Question Number	Answer	Mark
1(b)	Explain how each of these 4 requirements restricts access for a specific target group.  <b>NB the underlined phrases identify the requirements and the groups. Other applied examples too be accepted.</b> 1. a lack of <u>fitness</u> might prevent the <u>sedentary</u> person from feeling that they are able to take part 2. a perception that a person lacks the same <u>level of skill/or ability</u> as others might inhibit participation from <u>younger groups</u> 3. <u>insufficient equipment</u> or a lack of the <u>perceived “right” equipment / resources</u> could prevent participation from the <u>lower social socio economic groups</u> 4. being <u>too busy/ lack of time</u> can prevent the <u>women with families / pressures of work life balance</u> from taking part	(4)

Question Number	Answer	Mark
1(c)	Selecting two of the requirements for participation identify strategies that have been introduced in order to maximise participation  Requirements must be identified and then linked to the specific strategy. Any 2 from 1. fitness - variations of activities/wider variety of activities available/ modified / balanced similar levels (ref age i.e. 50+) 2. ability - taster sessions for beginners/like ability/ 3. resources - providing more and better facilities / providing equipment / cheaper hire costs / concessions / programming / advertising campaigns / 4. time - crèche / child care / availability of facilities at different times/ extra time on schools P.E. programmes	(2)

Question Number	Answer	Mark
2(a)	1. health is defined as a complete state of <u>physical and</u> mental well being and not merely the absence of disease 2. fitness is defined as the ability to meet the demands of the sporting environment/ without undue fatigue 3. exercise is a physical activity that leads to a <u>positive</u> physiological adaptation or similar wording	(3)

Question Number	Answer	Mark
2(b)	<p>Using examples explain how it is possible to be healthy without being fit and fit without being healthy.  Sub max of 2 without examples  (Fitness is sport related, health is life related.)</p> <p>Healthy without being fit.</p> <ol style="list-style-type: none"> <li>e.g. an active middle aged adult who eats appropriately</li> <li>is classed as being healthy but might not meet the specific sporting demands of a sporting event without first achieving a level of fitness.</li> </ol> <p>Fit without being healthy</p> <ol style="list-style-type: none"> <li>e.g. sumo wrestler</li> <li>is fit for environment / sporting but would be considered as being obese and therefore almost certainly be classed as unhealthy / fit for sport playing through injuries. / fitness that is drug dependent. / specific weight requirements might mean that you are under or over weight, e.g. jockeys might be underweight.</li> </ol> <p>Or similar examples</p>	(4)

Question Number	Answer	Mark
2(c)	<p>Define Basal Metabolic Rate and identify factors that could raise it and factors that could lower it.  1 mark for definition and then marks for raising or lowering BMR.  However the effect of the factor on the BMR must be stated.  Max of 4 for either raising or lowering BMR  Max of 5 for factors changing BMR without a definition.</p> <ol style="list-style-type: none"> <li>BMR is the speed at which your body converts and uses/burns calories/ energy to fuel the activities that you undertake.</li> </ol> <p><u>Factors that will raise your BMR</u></p> <ol style="list-style-type: none"> <li>eating frequent meals</li> <li>regular exercise</li> <li>increased muscle mass</li> <li>age (up to peak physical maturation, mid 20's)</li> <li>getting pregnant</li> <li>environment (warmer/high altitude)</li> <li>named hormones (eg testosterone/ HGH/increased thyroid)</li> <li>smoking/caffeine/drugs</li> </ol> <p><u>Factors that will lower your BMR</u></p> <ol style="list-style-type: none"> <li>eating few large meals</li> <li>age (after peak physical maturation, early 30's onwards)</li> <li>fasting/starvation</li> <li>named hormones ( low levels of thyroid)</li> <li>sleep</li> <li>becoming sedentary after being active / loss of muscle mass</li> </ol>	(6)

Question Number	Answer	Mark
3	<p>Explain what is meant by “core stability” and describe its benefits</p> <p>Answers must indicate that stability is related to the function of the muscles within the central part of the body. (abdominals, lower back etc)</p> <ol style="list-style-type: none"> <li>1. Identification of appropriate muscle groups.</li> <li>2. Core stability refers to the ability of the muscles that make up the bodies core to stabilise movement / work without tiring / compromising other movements.</li> <li>3. the body's core muscles are the foundation for all other movement</li> <li>4. when these muscles contract, they stabilise the spine, pelvis and shoulders and create a solid base of support</li> <li>5. the stronger this base the better the platform that other muscles, particularly those of the arms and legs have to work from / appropriate examples</li> <li>6. consequently they can generate more forceful contractions</li> <li>7. training the bodies core muscles can also correct postural imbalances and reduce the risk of injury</li> </ol>	(4)

Question Number	Answer	Mark
3 (b)	<p>Name and describe three different methods of stretching</p> <ol style="list-style-type: none"> <li>1. <u>Static stretching</u></li> <li>2. the muscle is taken to its current elastic limit and held in position</li> <li>3. <u>Ballistic stretching</u></li> <li>4. Ballistic stretching uses the momentum/bouncing of a moving body or a limb in an attempt to force it beyond its normal range of motion</li> <li>5. <u>Dynamic stretching</u></li> <li>6. involves stretching the muscles through a full range of momentum and gradually increasing reach, speed of movement, or both</li> <li>7. <u>Proprioceptive Neuromuscular Facilitation (PNF) stretching</u></li> <li>8. PNF refers to a stretching techniques in which a muscle group is passively stretched, then contracts isometrically against resistance while in the stretched position, and then is passively stretched again through the resulting increased range of motion</li> </ol> <p>Active and passive are ways in which the above are carried out.</p>	(6)

Question Number															
4	The three muscle fibre types will adapt to different methods of training. Discuss the methods of training most likely to enhance the characteristics of each individual fibre type and describe the adaptations that would occur														
<table border="1"> <thead> <tr> <th data-bbox="256 439 531 472">Fibre type</th> <th data-bbox="531 439 895 472">Type of training</th> <th data-bbox="895 439 1461 472">Adaptations</th> </tr> </thead> <tbody> <tr> <td data-bbox="256 472 531 678">1. slow twitch / type I</td> <td data-bbox="531 472 895 678">2. continuous / Fartlek / long intervals / light resistance weight training</td> <td data-bbox="895 472 1461 678">3. increased vascularisation 4. increased density of mitochondria 5. increased quantities of myoglobin 6. increased resistance to fatigue 7. ability to exert a greater force for longer periods of time</td> </tr> <tr> <td data-bbox="256 678 531 983">8. FOG / type IIa</td> <td data-bbox="531 678 895 983">9. Fartlek / intervals / circuits</td> <td data-bbox="895 678 1461 983">10. increased vascularisation 11. increased density of mitochondria 12. increased quantities of myoglobin 13. increase in diameter of muscle fibre size / hypertrophy 14. increased resistance to fatigue 15. increased stores of muscle glycogen 16. ability to exert a greater force for longer periods of time</td> </tr> <tr> <td data-bbox="256 983 531 1189">17. FTG / type IIb</td> <td data-bbox="531 983 895 1189">18. intervals / circuits / weight / plyometrics</td> <td data-bbox="895 983 1461 1189">19. increased diameter of muscle fibres / hypertrophy 20. increased force produced 21. increased stores of ATP / PC / muscle glycogen 22. easily fatigued</td> </tr> </tbody> </table>				Fibre type	Type of training	Adaptations	1. slow twitch / type I	2. continuous / Fartlek / long intervals / light resistance weight training	3. increased vascularisation 4. increased density of mitochondria 5. increased quantities of myoglobin 6. increased resistance to fatigue 7. ability to exert a greater force for longer periods of time	8. FOG / type IIa	9. Fartlek / intervals / circuits	10. increased vascularisation 11. increased density of mitochondria 12. increased quantities of myoglobin 13. increase in diameter of muscle fibre size / hypertrophy 14. increased resistance to fatigue 15. increased stores of muscle glycogen 16. ability to exert a greater force for longer periods of time	17. FTG / type IIb	18. intervals / circuits / weight / plyometrics	19. increased diameter of muscle fibres / hypertrophy 20. increased force produced 21. increased stores of ATP / PC / muscle glycogen 22. easily fatigued
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Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-3	<p>Content</p> <p>The answer would contain many inaccuracies or omissions. Fibre types might be correctly named and identified.</p> <p>Characteristics</p> <p>A poorly structured answer with incorrect spg. Incorrect use of terminology / technical language.</p>
Level 2	4-6	<p>Content</p> <p>The 3 fibre types must be correctly identified. A list of unrelated training methods might be identified with some generic adaptations also. The answer may contain some inaccuracies / irrelevant material.</p> <p>Characteristics</p> <p>A basic structure will be evident, there will be some use of technical terms but there may be some errors in spg.</p>
Level 3	7-9	<p>Content</p> <p>The fibres will be identified and correctly linked to appropriate methods of training. The answer will either list a range of accurate adaptations with limited discussion or alternatively provide some discussion but in a limited number of areas.</p> <p>Characteristics</p> <p>The answer will be factually strong but perhaps lack the necessary analysis and discussion to score the highest marks. The answer will have a clear structure, there will be a sound use of terminology, with satisfactory spg.</p> <p>NB this is the highest band that a candidate presenting their information in a table form will be able to score as the answer will lack analysis / discussion.</p>
Level 4	10-12	<p>Content</p> <p>All key areas are accurately identified with clear analysis and discussion of the relevance between the training methods and specific fibre type and also the consequent adaptations.</p> <p>Characteristics</p> <p>This a well structured answer with clear and accurate use of terminology. Information will be presented clearly, concisely and be relevant covering all key issues.</p>

Question Number	Answer	Mark
5	<p>Outline the main characteristics of festival games in the UK before 1800</p> <ol style="list-style-type: none"> <li>1. localised / confined to a particular area / regionalised due to lack of transport</li> <li>2. occasional / only played on specific days / seasonal / church holidays</li> <li>3. few rules / uncoded</li> <li>4. limited / basic equipment</li> <li>5. male dominated</li> <li>6. violent / involved baiting of animals / cruel</li> <li>7. many sided / mob with indication of large numbers of participants.</li> <li>8. rural focus / large playing areas / no clear boundaries</li> <li>9. often had a functional purpose / combat skills</li> <li>10. Perpetuated social class divide / different activities for poor and gentry / evidence of gambling or wagering</li> </ol>	(5)

Question Number	Answer	Mark
6(a)	<p>Participation in sport is affected by social influences. Explain what is meant by access, opportunity, provision and esteem when applied to participation in sport.</p> <p><b>NB. The question asks candidates to explain the terms, not to simply give examples of the terms.</b></p> <ol style="list-style-type: none"> <li>1. (access) - Is a combination of opportunity and provision and esteem / factors that affects a persons ability to take part in sport and recreation</li> <li>2. (opportunity) - chance to play / issues relating to money and or time / religious or cultural restraints.</li> <li>3. (provision) - availability of facilities / how easy it is to play / where facilities exist / transport</li> <li>4. (esteem) - societal view of individuals / what will I look like / how do I feel about my self / self confidence / issues linked to stereotypes</li> </ol>	(4)

Question Number	Answer	Mark
6(b)	<p>Outline reformative policies that have been used to increase participation in disadvantaged groups.</p> <ol style="list-style-type: none"> <li>1. programming of specific sessions</li> <li>2. target group coaches / leaders</li> <li>3. concessions / cheaper entrance fees / reduced admission rates</li> <li>4. specific advertising campaigns</li> <li>5. school / PE programmes / role of education / Schools sports partnerships</li> <li>6. use of role models</li> <li>7. specialist facilities and equipment / open days/taster session</li> <li>8. subsidised travel / transport programmes</li> <li>9. increased provision for disadvantaged groups (must be identified or supported with appropriate example)</li> <li>10. specifically named policies aimed at disadvantaged groups (4 marks available for up to 4 specified policies)</li> </ol>	<b>(4)</b>

Question Number	Answer	Mark
7(a)	<p>Explain the role that schools, colleges and universities play in providing a pathway for sports progression.</p> <ol style="list-style-type: none"> <li>1. school is often based at foundation level / bottom of pyramid/grass roots / teach basic skills</li> <li>2. provides sporting opportunities in a variety of different activities / introduction to different activities / able to select preferred activities</li> <li>3. extra curricular activities / competitive fixtures</li> <li>4. regional and county selection opportunities</li> <li>5. school club links / PESSCL / PESSYP</li> <li>6. schools / universities offer opportunities to become coaches / leaders</li> <li>7. public schools offering greater provision and resources</li> <li>8. universities provide greater resources / students have more time / scholarships</li> <li>9. increased level of competition / different standards of competition available / talent identification data base</li> <li>10. opportunity to progress up the <u>pyramid</u>.</li> </ol>	<b>(3)</b>

Question Number	Answer	Mark
7(b)	<p>Outline recent initiatives that have been introduced to raise the standard of school sport and physical education</p> <ol style="list-style-type: none"> <li>1. PESSCL / PESSYP</li> <li>2. top sport / top play programmes</li> <li>3. active mark / sports mark / sports mark gold</li> <li>4. sports college status / funding for specialist coaches / SSCOs</li> <li>5. sports partnerships</li> <li>6. advisory 2 hours a week of school sport</li> <li>7. aspirational 5 hours a week target</li> <li>8. coaching for teachers / UK sports coaching</li> <li>9. after school clubs / NOF schemes</li> <li>10. youth games / millennium games</li> <li>11. school club links</li> <li>12. introduction of leadership courses.</li> <li>13. G &amp; T / A &amp; T</li> <li>14. Nike girls in sports</li> <li>15. use of county development offices</li> <li>16. commercial funding</li> <li>17. offering of a wider range of activities - sports unlimited / non traditional sports</li> </ol>	<b>(4)</b>
Question Number	Answer	Mark
7(c)	<p>Describe the world class programme and explain how it aims to support success at elite level for elite athletes.</p> <ol style="list-style-type: none"> <li>1. is a programme designed to provide support for existing and potential elite athletes / athletes capable of achieving elite success</li> <li>2. run by UK Sport</li> <li>3. provides access to the UKSI facilities / sports science support</li> <li>4. provides access to top quality coaches / coaching</li> <li>5. world class pathway consists of three tiers designed to cover athletes at different stages in their development</li> <li>6. World Class Start / talent; aimed at talented youngsters</li> <li>7. World Class Potential / development; aimed at athletes with the potential to win a medal/compete on an elite stage within 10 years</li> <li>8. World Class Performance / podium; supports existing elite performers</li> <li>9. the programme channels lottery funding into appropriate areas/to the teams/athletes</li> <li>10. including opportunities to utilise long and short term planning such as altitude/warm weather and acclimatisation camps</li> </ol>	<b>(5)</b>

Question Number	Answer	Mark
8(a)	<p>Sport is becoming increasingly commercialised. Outline the main types of commercial funding available in sport</p> <ol style="list-style-type: none"> <li>1. gate receipts/money from paying spectators</li> <li>2. selling advertising space to companies around the pitch or on clothing / sponsorship</li> <li>3. endorsement</li> <li>4. media funding/TV money/pay per view TV</li> <li>5. merchandising/club shops/selling club shirts</li> <li>6. club lotteries</li> <li>7. hiring facilities for corporate or entertainment</li> <li>8. selling players</li> <li>9. private investors/floating on stock market/becoming a PLC/ shareholders</li> <li>10. prize money</li> </ol>	<b>(4)</b>

Question Number	Answer	Mark
8(b)	<p>Explain what is meant by the term Americanisation and suggest how it is influencing sport in the 21<sup>st</sup> century.</p> <ol style="list-style-type: none"> <li>1. increasing/reliance on commercial/private sector funding/advertisement/sponsorship</li> <li>2. American influence of sport/adopting practices that have developed in American sport</li> <li>3. sport is now a business</li> <li>4. significant movement from amateur to professional sport</li> <li>5. use of franchises</li> <li>6. increasing influence of media/key funder of sport/selling media rights/exclusive TV deal</li> <li>7. importance of golden triangle ( Sport - media - business)</li> <li>8. American media dictating events such as the Olympics / match times / heat times / boxing times etc.</li> <li>9. sport acting as a bill board to advertisers and sponsors/festoon</li> <li>10. adoption of names/changing image of clubs/stadium sponsors</li> <li>11. match now part of an entertainment package/cheer leaders/razzmatazz/few play more watch</li> <li>12. accelerates move towards gamesmanship/cheating/win ethic dominates</li> <li>13. increases the amount players can earn</li> <li>14. changing rules to enhance entertainment</li> <li>15. pay per view and increasing costs to watch live events perhaps out pricing traditional fan bases.</li> </ol>	<b>(4)</b>

Question Number	Indicative content
9	<p>Discuss the view that deviance and gamesmanship are recent sporting developments. Definitions, explanations and exemplifications</p> <ol style="list-style-type: none"> <li>1. deviance refers to a “deviation” from the norm</li> <li>2. within a sporting context deviance refers to cheating</li> <li>3. deviant behaviour is not confined to the breaking of rules, quite often it is the breaking of the unwritten rules that labels an athlete as a deviant</li> <li>4. appropriate sporting example</li> <li>5. gamesmanship is when rules are “bent” in order to assist with winning</li> <li>6. the term originates from Stephen Potter’s 1947 book, “Gamesmanship: The Art of Winning Games Without Actually Cheating”</li> <li>7. appropriate sporting examples</li> </ol> <p>Why deviance and gamesmanship could be regarded as recent developments;</p> <ol style="list-style-type: none"> <li>8. deviance and gamesmanship are often associated with increased commercialisation and pressures to win</li> <li>9. commercialisation has dramatically increased recently = link with recent developments</li> <li>10. USA win at all costs adopted by the Australians and increasingly becoming a world wide trend/acceptance</li> <li>11. the Olympics has over the last few decades witnessed a move away from the concept of sportsmanship towards a more driven ethic of gamesmanship</li> <li>12. suggest the reasons for this apparent change</li> <li>13. C20th seen a shift towards the Lombardian/win ethic/away from the traditional recreational ethic</li> <li>14. increase in the extrinsic rewards now available to successful performers</li> <li>15. sponsors since 1980s keen to associate themselves with athletes</li> <li>16. sportsmanship linked to amateurism and upper class culture</li> <li>17. Olympics now professional/open linked to gamesmanship</li> <li>18. change in background/culture of competitors over 20<sup>th</sup> century, move away from public school values</li> <li>19. winning relies on fractions of time/distance/any advantage can be crucial</li> <li>20. reward - end justifies the means/for many gamble for potential rewards is worth risk of getting caught</li> <li>21. systemic use of drugs by states - China and East Germany/super power competition</li> <li>22. spectators/ TV wants highest fastest - strongest = deviance or drug abuse</li> <li>23. vast variety of drugs used/difficult to control - example EPO/increase in technology and sports medicine means cheats are usually one step ahead of the IOC</li> <li>24. lack of funding into drug control by international sports bodies</li> <li>25. IOC has no real power over out of competition testing/testing in home country</li> </ol> <p>Counter argument</p> <ol style="list-style-type: none"> <li>26. long history of deviance and drug abuse in games/ancient Olympics</li> <li>27. examples</li> <li>28. there is no increase we are just more aware/media coverage /investigation</li> <li>29. methods of drug detection improving &amp; increasing,</li> <li>30. examples - WADA / out of competition testing etc</li> <li>31. greater media coverage = more awareness of deviant / gamesmanship</li> <li>32. perception that deviance / gamesmanship is the norm.</li> </ol>

(12)

Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-3	<p><b>Content</b>  This type of answer might simply list examples of deviant behaviour, focussing primarily on drug taking.  The concepts of deviance / gamesmanship might be included in the answer without identifying a good understanding of what they are.  Answer are seriously brief and show little understanding of the concepts involved.</p> <p><b>Characteristics</b>  A poorly structured answer with incorrect spg. Poor use of terminology, many inaccuracies, particularly in relation to definitions.  Generalisations are made with a lack of substantiation / appropriate examples.</p>
Level 2	4-6	<p><b>Content</b>  The answer will contain accurate definitions substantiated with examples but there will be limited explanation.  There will be some discussion with the candidate predominantly agreeing with the principle that deviance is a recent development. Very little awareness of wider issues.</p> <p><b>Characteristics</b>  A basic structure will be evident, there will be some use of technical terms but there may be some errors in spg. Content will still be generic and examples might be listed rather than used to support a point.</p>
Level 3	7-9	<p><b>Content</b>  The concepts will be correctly identified and explained and linked to recent / contemporary relevant examples.  The answer will concentrate on discussion and explanation of reasons for the increase of deviance and gamesmanship however it may still contain some descriptive content.</p> <p><b>Characteristics</b>  The answer has evidence of structure, planning and focus.  Appropriate terminology is used and relevant examples support the points made.</p>
Level 4	10-12	<p><b>Content</b>  The answer will demonstrate a clear understanding of deviance and gamesmanship.  There will be a discussion of the extent to which they are recent developments, balanced by the counter argument that examples of deviance have always existed.  The answer may also contrast gamesmanship with the ethos of sportsmanship in the early modern Olympics / public school sports.</p> <p><b>Characteristics</b>  Candidates will offer an analytical response which is sustained and relates well to the focus of the question. The analysis will be supported by accurate factual material, which is relevant to the question. Excellent organisation and planning is clearly evident with very few grammatical errors.</p>