



Examiners' Report June 2011

GCE Physical Education 6PE01 01

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#### Introduction

Generally a well answered paper with students accessing the majority if not all questions on the paper. Very few questions went unanswered.

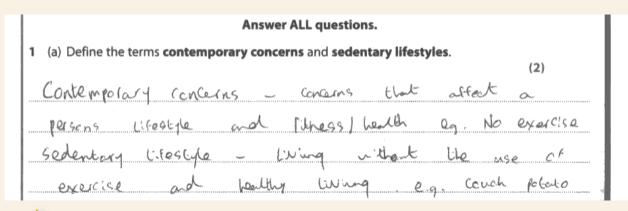
Pleasingly both of the longer questions were well answered with some very high marks being attained.

The differentiated questions worked well with the majority of candidates being able to access some areas of all questions.

Examination practice, or rather a lack of it, again let many students down. This was evidenced by the large numbers of students who failed to "define" when asked to do so. Preferring instead to describe an application.

### Question 1(a)

Most candidates scored the mark for defining a sedentary lifestyle however fewer were able to define what is meant by the term contemporary concerns, preferring instead to list examples of some.





As you can see on this response the candidate does not define what contemporary concern actually is and so does not score the mark. The answer for a sedentary lifestyle could be more precise but contains sufficient detail for the mark



providing a definition. Ensure that your answer actually defines the term or phrase and that the definition does not contain the word in it that you are trying to define!

Be specific and avoid generalisations.

#### Question 1(b)

Good answers invariably scored all of the available 4 marks here, providing clear explanations as to why an ageing population is a contemporary concern. Poorer answers were generic and referred to a lack of esteem and access as reasons as to why sporting performance drops off.

(b) An ageing population has been identified as a contemporary concern not directly linked to a sedentary lifestyle.

Explain why it is a concern and describe initiatives that have been promoted to lessen the concern.

(4)



This candidates answer just about managed to score three marks. One for stating that an ageing population is a burden on the NHS, one for inferring that as people age their health would deteriorate and one mark for identifying that 50+ is an initiative to aid the health of the ageing.



When providing an answer look for the logical route. i.e. The effect of ageing on the individal, the effect that it might have on society and what can be done to lessen the impact.

#### Question 1(c)

A generally very well answered question with candidates demonstrating a good understanding of what coronary heart disease is.

(c) Describe coronary neart disease and explain its association with a sedentary lifestyle.

(4)

Coronary heart disease Electrons when the arteries around the heart become blocked by fatty deposits through a process called a teriosclorosis. This means blood cannot bard through the arteries and therefore courses coronary heart disease It is associated with a sedentary yellogle as the lack of exercise means that there deposits of fait are able to build up. Also the diet associated with a sedentary yestyle is one that is high in fait and chilesteral meaning there are more of these fully deposits



A good answer. It starts by stating that fat deposits line the arteries around the heart, - 1 mark. Then a second mark is scored by identifying the effect of this, i.e. blood can not pass through, - 2nd mark.

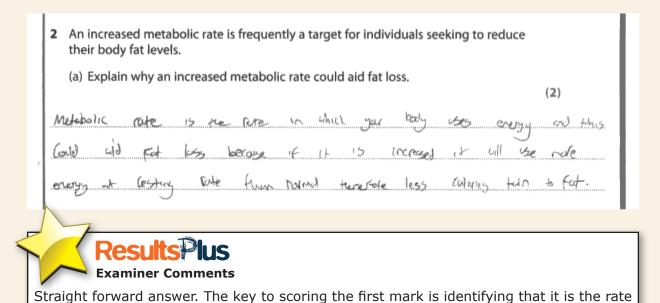
The additional two marks come from identifying that a lack of exercise can allow fat deposits to build up and finally that a sedentary lifestyle is associated with a poor diet.

# Results lus Examiner Tip

By providing 4 sentences, each bulleted or indented and each providing a point, then the candidates, - and the examiners-, can easily see if sufficient answers have been provided.

#### Question 2(a)

What should have been a straightforward question was not particularly well answered. Many candidates referred to BMR and provided rather vague and repetitive answers and so only accessed one of the available marks.



that energy is used. Once this has been ascertained the second mark is easily achieved.

# Question 2(b)

Candidates who scored well here provided concise factors and succinct yet accurate explanations. Stating that "eating regularly would increase metabolic rate" was too vague, i.e. eating 4 times a week, every week is regular. A better answer would have stated that eating "smaller amounts more frequently"......

(b) Identify three factors that will increase a person's metabolic rate.	
For each factor explain why the metabolic rate will be raised.	(6)
Factor 1	(0)
ractor 1	
Eating Crequently	
Explanation 1	
keeps the digestive and metabolic systems a	oking
Constantly, towards four up the away vate	*
Factor 2	
Exercise	

Explanation 2  mantains Canalent pretabolism, because re baly
regimes the break dam of nutrients, So Increases to Factor 3
hell balanced dies
Explanation 3 Prouding the appropriate Vitamis and meets are
Present nepabelic rate is aided, and correct composition of food prounts \$1 tonories & metabolic rate.  (Total for Question 2 = 8 marks)



This answer scores 4 of the 6 marks. Factor 1 and explanation 1 are fine, as is the second one.

However a balanced diet refers to the make up of the food groups and is too vague. Eating representatives of all of the food groups could be balanced but if the quantities are wrong then it could slow down the metabolic rate.

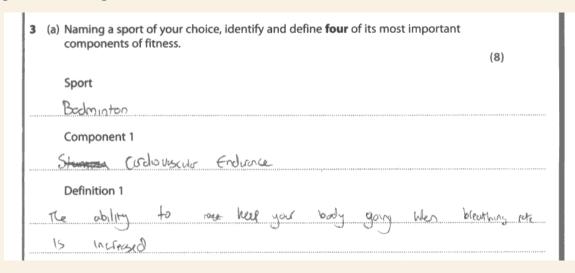


Ensure that your answer actually answers the question, rather than simply refering to the topic.

# Question 3(a)

The majority of candidates scored at least three of the four available marks for identifying appropriate components of fitness, however many of the definitions provided were too vague or too generic to score the additional marks.

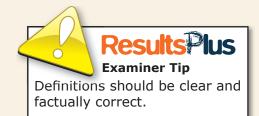
A number of candidates applied the components of fitness to their chosen sport rather than defining them and again failed to score additional marks.



Component 2	
Agility	
Definition 2	
Te vality	to Charge direction at Speed
Component 3	
muscular	Endonie
Definition 3	
The ability	to heap your muscles going with men true te
11	
Component 4	
(hisphyne 5	Market Might Struth
Definition 4	
Having Street	h in your muscles to keep the level of
PCS FOR MORE	



This a good example of a C grade answer. 4 marks have been scored for the components of fitness, but only one definition mark has been scored, that being for Agility. The other definitions were far too vague or even inaccurate.



#### Question 3(c)

Candidates who understood that the question was asking for structural adaptations scored well here, however a number of candidates were clearly unaware of the difference between structural and functional adaptations

(c) Define the term <b>adaptation</b> .
For <b>three</b> components of fitness, identify a <b>structural</b> adaptation that would lead to an improvement in performance.  (4)
Definition
A dange over estart or long term due to
a resonce through the tilling.
Component of fitness and structural adaptation
Museulur Streigth - a Structural adoptation would
Le incressed muscle mass.
Component of fitness and structural adaptation
andiovascular Pitness - Belig able to perform
for a long period of five
Component of fitness and structural adaptation
Flexibility - An Increse In the raise of
movement available around an jointy become more
(Total for Question 3 = 15 marks)



The definition is confused, making no sense at all and could not be expected to score a mark.

One mark is scored for identifying that an increase in muscle mass would be a structural change required for muscular strength.

The adaptations identified were functional and not structural as requested, therefore no further marks were scored

#### Question 4

Candidates who accessed the top marks were able to identify a significant number of principles of training. Their answers clearly demonstrated an understanding of them and how to apply them to a training programme.

Their answers also demonstrated an understanding of the differing needs of their two clients and how to apply the principles appropriately in order to meet those needs.

Top answers were differentiated from lower scoring answers as they also stated why the two clients needed the principles to be applied in the way in which they had been described.

\*4 Discuss how the principles of training would be adapted in order to produce a training programme for two different clients, one a trained performer and the other an untrained performer. bruning Car be adupted demands Untruned arrived or For the bouned performer, the principles of braining would adapted in a vous that would test their ability and work as had as possible in order to see the maximum benefit they wish to happen for example the principle be adapted to make the progression more quilly this would occur by the Changing one of the following To braining the intensity they truin for in each Session performer world Change one of these in their braining programme in order to benefit their as which as they can Another principle that their man adapt is that of Overbraining, the brained performs of uncorporate mest penals in there programmes as recover between Scssions more quickly; they have be her to aid receivery and their bodies are beller at dealing with waste products excess heat ect as they have adapted of over time. This shows Principles of truned performer would colapt their programme to training in their programme to make it may intense, So that they serefits they want to see more guidly

However the withrained performer would have to do the opposite. In their programme, the principles of training would be adapted to have a lower intensity to begin with in order for the proformation to be able to cope with the programme and then progress them so that it is more intensite. The principle of progressive overload organ would be one that is exhapted and but this time a would be adapted to progress the performer shows as unlike the trained performer they have little experience of the training programmers and I probled to hard to adapted to have would we suff from it. They would the time of sessions or perhaps all three clepusing on this ability. The unbained performer would have more/longer vest priods in their programmere compared to the trained performer as their bodies would not have adapted to be able to receive as quickly as the brained performer's has



# Results Plus

The candidate has made accurate reference to a number of principles of training and demonstrated an appropriate application of these to the needs of the two clients.

This answer just scrapes into this mark area. To consolidate the position of the answer the candidate would need to offer a greater range of principles and provide the detail as to why the two clients required them to be adapted in the way described

Question 5(a)

Most candidates were able to define the term codification, a significant number could also explain why the Industrial Revolution helped to facilitate it. Weaker answers failed to link the IR and the changes in society to the needs for rules etc. Alternatively a number of answers referred instead to the public schools and or Oxbridge.

5 (a) Define the term codification and explain why sport was codified following the industrial revolution.

(5)

Codification is the making of a bet of rules by an NGB and the rationalisation of these rules.

Following the industrial revolution withouter from occurred maining people moved to towns. Teams were formed by factories and business man and tronsport teneloped, maining fixtures formed school was compulsary and now people could read and write. Middle does maint more sophisticated society was formed. No space for most games meant boundries to purpose build facilities were built for matches.

Different countys transported rules so one set was made by Natimal governing bodies feeple transported rules and ever yone understood them vidence was those fore reduced.



A good response.

The definition is clearly and accurately provided. This is then followed by appropriately described and linked answers, i.e. urbanisation led to the formation of teams, transport enabled fixtures to be played, school became compulsory so people could read and write, a lack of space required boundaries etc.



Providing good logical answers that have a "cause and effect" relationship are clear to follow both for the candidate and the examiner.

# Question 5(b)

A well answered question with many candidates accessing at least 4 of the available 5 marks demonstrating a good understanding of this area of the specification.

Candidates were generally able to identify the need for the "melting pot", that the public schools created the early NGB's, that they played varsity games and that they diffused the sports across society post university.

#### Question 6(a)

A number of answers wrongly referred to the commercial activities of the late twentieth century. Some answers identified a number of factors but failed to draw the link between the factors and the move to professionalism, i.e. stating that there was an increase in spectatorism but failing to link that to paying spectators and therefore a revenue source.

Sport was becoming more processional at the start of the 20th century.

Sport was becoming more processional at the start of the 20th century. This was because urbanisation was occurring. Its aresult, less people were playing and more were spectating which lead to spectatorism. Big businesses entrappaneurs up corporations saw this as a good investment a way to make money. They begun to invest and advertising themselves through the team. Competition was better in other areas as a result plateams would have to travel access the country. This meant taking time assorber work. (awar teams) - Sheggield businessey. They couldn't afford to dothis so the investors would cover than for their absenties. Meant they were being payed to play. Processionals. Reaple begun to pay to watch.



For each factor this candidate provides a reason or a link. e.g. urbanisation led to less players and more spectators. Businesses identified this as an entrepreneurial opportunity etc



Writing in chronological sequence and linking factors together helps to ensure that explanations are related to the question being asked.

#### Question 6(b)

Again a well answered question by the majority of candidates. Four out of five was a common score with candidates demonstrating good knowledge and the ability to apply that knowledge.

(b) Explain why the Olympic games of 1984 in Los Angeles are often credited with the creation of the model for the commercialisation of sport.

(5)

Californian & Us government withdraw all funding from the games due to the seacily concerns of Munich 1972 & the fact that

Montreal 1976 games led to bank/uplancy. Peks Uberroth was

that the Man who decided to sell the olympic logo (fiston) to private companies which could make their official olympic poolests

Lith the logo on it sold the hy rights to one company.

Cocched Commercialisation as they were the 1st games to make a packet (250 million parads)



Very concise but clear answer score all 5 available marks.

Relevant background, i.e. security cost of 1972 and financial disaster of 1976 ..... Uberroth sold the festoon, sold the TV rights and ....consequently became the first Olympics to turn a profit.

Clear, simple and well explained answer



A good structure makes it easier to access the available marks.

#### Question 7

A straight forward question that was on the whole very well answered. Pleasingly the majority of candidates could correctly identify the different stages of the pyramid. However many wrote a great deal in order to achieve the additional, fifth mark, providing the link between the Foundation and the Elite groups.

### Question 8(a)

Again a very well answered question. Most candidates could define the term target group, with a significant number also correctly identifying a number of appropriate target groups. Candidates who failed to score well here had often listed generic categories rather than target groups, i.e. stating Age, Gender etc rather than stating Old aged / elderly, women.

### Question 8(b)

A well answered and straightforward question

8 (a) Define the term <b>target group</b> and identify <b>four</b> recognised target groups.	(5)
Definition To get group are the peaks we the government and sporting appeared ward with the former than a programment of insolvement in playing sport.	(5)
1 females 2 & Roof 3 Disabled	
(b) Describe a reformative policy that has been employed in an attempt to increase the participation levels of <b>three</b> different target groups.	(3)
Concessions, a reduction of price	se wees

soing swimming fajoritities for under 16 and
the tolderly. Disable of people now have
the tolderly. Disable of people now have
the tolderly. Disable of people now have
the tolderly. Disable of more roups and
when the tolder tolder tolder (Total for Question 8 = 8 marks)
are in places. There are also more tolder set up for
Cerebal purey and amputees infortant.



Identified reformative policies and clearly linked them to an appropriate target group here;

"Kick Racism out", concessions and the identification of laws to ensure essential facilities for disabled groups

# **Question 9**

Stronger answers identified what Talent identification is and then referred to examples in East Germany, Australia and/or the UK. Their answers also identified why these countries have undertaken TI programmes and the mechanisms that they used. Weaker answers often mentioned the programmes in one or more of the aforementioned countries, however dates and other facts were often incorrect, answers were often generic and lacked detail.

How has falent 10 changes?
*9 Discuss the historical development of talent identification programmes in sport.
Talent ID began in Gamany in the DDR. It was an inabitive
Set up by communist Germany to get me best young sentepeople
on the planet. It involved a mini algorapies and a participation?
"pyranid" although man like a route. Young children were taken out of
their schools if they had belent, which could have been nothered at
the mini olympics held for children. They were then put into special
sporting summers were trey were given expert comming at the class
facilities. From an early age may were given me best ficilities to
boost their declopment to allow them to become the bost in the
world. Their system was very good and has been copies are over
we word in various forms. However they did get into brokke as
They were caught doing institutionalised drug taking in other words

women to make them stronger and feety. This system become he were the stronger and feety. This system become less affective your two bodins made considered about the introduces this as they had a shock after winning no models in the stronger of yourses. It began in schools by screening and testing all papers and testing them what sports they were allowed to play. This would allow them to inverse their chances of skuess as they had young children playing the sports they were considered.

he be the best at based on the body shape and size. They also involved hub sites in Compera howeve the country took to large for only was so now may have a but is each of Met 6 states. as well as governing improved ficilities in early state. This allowed beleated athletes to become more etite because may had access to world class huiting, braining and counting. It proved be be seen as hold. Now here is more belost ID system man ere lefore In The use you can be goothed as through proffessional chubs and put the eithe goot mat way, You can be noticed by you notheral go won'ng body (NGB) for your sport and sout he many hob wither in the uk. South as Loughborough and Bath Those also offer elite level curiting and furicios. There are also many tolest agencies, be example spent eglow with halp to mestment You am get scholorships at universities to help you have and appropriately se allowing you to have so hows a week to school stody. You can also go to many sports colleges alcoving you be improve. Finally you can get I be by sorrough your stand of school signature. This is done by suchant, country, region, national, international. At regional and national you wind probably be pirked up by a proffestional theb which which when you development.





An excellent answer, that has a clear structure. All events are in the correct chronological order, i.e. East Germany, Australia etc.

the answer is factually correct, identifying how and why the countries undertook TI as well as stating the benefits of doing so.

Paper Sui	mmary
Greater clarit understanding	y of answers when defining is needed, as is greater practice, reading and g the questions.

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