

Examiners' Report
June 2012

GCE Physical Education 6PE03 01

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson.

Their contact details can be found on this link: www.edexcel.com/teachingservices.

You can also use our online Ask the Expert service at www.edexcel.com/ask. You will need an Edexcel username and password to access this service. See the ResultsPlus section below on how to get these details if you don't have them already.



Get more from your exam results

...and now your mock results too!

ResultsPlus is Edexcel's free online service giving instant and detailed analysis of your students' exam and mock performance, helping you to help them more effectively.

- See your students' scores for every exam question
- Spot topics, skills and types of question where they need to improve their learning
- Understand how your students' performance compares with Edexcel national averages
- Track progress against target grades and focus revision more effectively with NEW Mock Analysis

For more information on ResultsPlus, or to log in, visit www.edexcel.com/resultsplus. To set up your ResultsPlus account, call us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

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

June 2012

Publications Code UA032766

All the material in this publication is copyright
© Pearson Education Ltd 2012

Introduction

The report gives a detailed review of each question on this year's Unit 3 exam paper, with examiners tips where appropriate. For each question, also included are example answers that cover the range of responses given this year - these are accompanied by a commentary from the examiner explaining how and where marks were allocated. We would suggest centres use these to help highlight to candidates good exam practice.

This appeared to be an accessible paper, with a number of contemporary questions. It was good to see many candidates using specific examples from global sports competitions such as Euro 2012 and the London 2012 Olympics in their answers.

It is important that centres ensure that candidates are taught all areas of the specification. There was some evidence that a number of candidates showed limited or no understanding of topics such as heat exhaustion and performance profiling, yet these are clearly identified in the specification.

It was noted that some candidates did not make the best use of the available writing space within the question paper, and therefore need to use additional sheets of paper. If candidates need to plan their responses it is not necessary for the plan to be submitted with the question paper as only the response in the answer space will be considered.

Centres should also be aware that where extra sheets are used, these scripts cannot then be processed through the Results Plus service; a very valuable feedback for both candidates and centres. It would appear that in some centres all candidates had been encouraged to use an extra sheet - often this just had name and candidate number on but had not been used - these centres may want to consider the merits of missing out on the valuable, in depth analysis Results Plus can give a centre and help in the preparation for future series of examinations.

Question 1

The majority of candidates were able to access some marks for this question. Carbo-loading was the most popular answer. Candidates were required to link the diet factor to training and/or performance.

Answer ALL questions.

1 Outline **four** strategies used by performers in order to manipulate their diet to meet their training and performance needs. (4)

- 1 Carbohydrate loading can be done to increase glycogen stores allowing an athlete to perform for longer.
- 2 Take in more protein for growth and repair if an athlete is carrying out strength training.
- 3 Hydrate fully to ensure that you can perform at your best, Intake fluid before, during and after exercise
- 4 Bicarbonate loading can allow your body to learn to tolerate lactic acid more meaning you can perform for longer.

(Total for Question 1 = 4 marks)

2 (a) Define the term 'fatigue' in the context of sports performance and suggest factors



ResultsPlus Examiner Comments

Outline requires candidates to list but also justify their answer. Some candidates only listed their response and were therefore not able to score higher marks.

This is a well presented answer that scores maximum 4 marks, the candidate has covered Carbo-loading with a brief link to energy needs, protein linked to growth and repair, Hydration linked to performance and Bi-carbonate loading linked to reducing fatigue.



ResultsPlus Examiner Tip

Look at the exam command word - in this question candidates are asked to outline four strategies - some candidates lost marks as they simply listed bullet points linked to diet e.g. carbo-loading with no link training or performance needs.

Question 2 (a)

This question requires candidates to answer the question in two parts - first to define the term fatigue - examiners could award up to 2 marks for this and then to fully answer the question candidates must go on to give at least three strategies that lead to a state of fatigue.

2 (a) Define the term 'fatigue' in the context of sports performance and suggest factors that lead to a state of fatigue.

(4)

Fatigue means lack of energy or lack of oxygen which can lead to depletion during a performance. When glycogen stores run out, the body will experience fatigue and depletion. If the body is working with insufficient amounts of oxygen for long periods at a time then fatigue will set in. Also, if the body does not have sufficient time to recover and the ATP/PC pathway/levels cannot be replenished then fatigue occurs. When lactic acid cannot be oxidised or removed then it is argued that a state of fatigue can occur.



ResultsPlus Examiner Comments

Whilst most candidates could identify factors that lead to fatigue few picked up marks on the definition.

There are 4 points listed but no definition so the response can only score 3 out of 4.

3 marks were awarded for three factors

Depletion of fuels

Lack of oxygen

Lack of rest

However, build up of lactic acid is a factor but the maximum mark has already been scored.



ResultsPlus Examiner Tip

Candidates should look for 'and' in questions as this identifies that there should be more than one part to their answer. Candidate should also be familiar with definitions.

Question 2 (b)

The Central Governor theory now challenges some of the more traditional theories of fatigue, it is a good example of a contemporary theory in sport and candidates do need to be aware that sports science is dynamic and research and development is constantly challenging thinking.

(b) Explain how the central governor theory challenges the traditional theories of fatigue.

(4)

The central governor theory suggests that the brain induces feelings such as pain to prevent overworking muscles, which can lead to injury. This is different from other theories as the brain is aware of glycogen levels in muscle and energy available acting as the central governor as opposed to muscles being in pain due to lactic acid build up.

(Total for Question 2 = 8 marks)

3. Many elite performers use pre-game routines in their short-term preparation.



ResultsPlus Examiner Comments

Candidates appeared to understand this concept and gave good detailed answers often picking up maximum marks or struggled to show an understanding of the question.

A maximum 4 marks awarded for this answer.

- 1 for brain controls in CG
- 1 for preservation strategy
- 1 for muscles control in traditional
- 1 for lactic acid in traditional

Question 3

This question required candidates to make the link between use of pre-game rituals and how they can aid performers achieving their optimal performance levels.

3 Many elite performers use pre-game routines in their short-term preparation.

Explain why elite performers use pre-game routines to optimise their performance.

(6)

Pre-game routines help athletes optimise their performance as this sort of ritual helps them to get into the correct mind set to reduce anxiety and increase arousal. This routine can also include things such as checking the equipment to ensure that it is working correctly, warming up to get the body prepared mentally and physically and pre-game rituals like the Haka to increase arousal. All these factors help to optimise performance by getting them more prepared in various technical, psychological and physical aspects.



ResultsPlus

Examiner Comments

Many candidates used the terms anxiety/confidence/concentration/arousal/motivation which were not always explained nor put in context. Only better answers explained why many performers used pre-game routines to help them maximise their potential.

A lot of answers simply listed a range psychological theories, and contained imprecise terminology and slang, such as 'pumped' or 'in the zone'.

3 marks awarded for this answer:

1 mark for reducing anxiety

1 mark for increasing arousal

1 mark for checking equipment.



ResultsPlus

Examiner Tip

Explain will often require candidates to make a link and state why such strategies are used.

Question 4 (b)

The focus of this question is for candidates to explain the importance of heat adaptation - too many simply described the effects of heat on the body.

(b) Explain the importance of heat adaptation during elite performance in a hot environment.

(4)

- To keep the thermoregulatory control of the body, making sure enzymes are not denatured when too hot
- To keep the body hydrated meaning that the blood is not too viscous, the heart rate does not have to increase before activity, the blood can be sent both to the working muscles and the skin's surface to help with thermoregulation. Do reduce the loss of electrolytes to help with hydration.
- Stop fatigue as quickly
- stop heat ~~exhaustion~~ exertion



ResultsPlus Examiner Comments

Many used weather as an answer which was deemed to be too vague. The question required more specific answers such as heat, humidity, wind.

This is a good answer that scored a maximum 4 marks - marks were awarded for:

temperature,
wind,
playing surface,
indoors or outdoors.

Question 4 (a)

A straight forward question with many candidates achieving maximum marks.

- 4 (a) Identify factors that elite performers take into account when selecting their kit and equipment.

(4)

When selecting kit and equipment, the performers will take into account the climate. For example, the weather, the temperature and the wind. They will also take into account the pitch surface, as well as whether they are indoors or outdoors (and if the stadium roof is open or closed). The performers will also need to take into account injury prevention, meaning what pieces of kit or equipment is more likely to stop them getting injured.

(b) Explain the importance of heat adaptation during elite performance in a hot



ResultsPlus Examiner Comments

Candidates on the whole seemed to find this a difficult area to score maximum marks. Some went on to talk about acclimatisation in too much detail and how long they should do this for with irrelevant points about specific athletes. A number mentioned sweat response but didn't talk about the early onset of this. Only a minimal number of candidates gained mark 2 and 3 regarding body temperature rising.

3 marks were awarded for this answer.

Examiners gave a Benefit of Doubt mark (BOD) for the first point linked to thermoregulation with a valid justification.

A second mark was awarded for point relating to blood less viscous point 8 on the mark scheme.

A third mark was awarded for stop fatigue quickly- point 9 on mark scheme. The candidates point 'stop heat exhaustion' is too vague with no mention of temperature rising.

Question 4 (c)

This question links to 4b and required candidates to apply their knowledge of the use of ergogenic aids. Many did manage to state enough examples to gain maximum marks.

(c) Suggest **three** ergogenic aids that elite performers can use to enhance heat adaptation in a hot environment.

(3)

- Ice vests - Aids thermoregulation
- Breathable clothing - Allows heat to be radiated away
- ~~1 compression socks - Aids away sweat~~
- Energy drinks - Osmolarity altered to rehydrate athlete and replenish electrolytes.



ResultsPlus Examiner Comments

Many candidates simply listed hypoxic chambers - which are used to train in a simulated high altitude environment and not heat and therefore was not accepted as a correct answer.

3 marks awarded 1 for ice vests

1 benefit of doubt mark for clothing dissipating heat 1 for drink linked with electrolytes



ResultsPlus Examiner Tip

Suggest requires candidates to put forward applied examples, a short statement helps justify their choice.

Question 5

Again this is a question that requires candidates to answer in two parts- first explaining the main characteristics and then suggesting adaptations.

- 5 Explain the main characteristics of SAQ training and suggest the likely adaptations that may occur from it.

(6)

Speed, agility and quickness, focus' on the speed and agility of an athlete.

Increased flexibility, increase agility at a quicker speed. Increased muscle fibre recruitment, lower resting heart rate. Increased awareness as it has to be fast. Increase reaction time.

If focus' on increasing speed therefore ^{short} training sessions with measuring athletes speed

Agility the ability of being able to change directly quickly without wobbling or becoming unbalanced.



ResultsPlus Examiner Comments

Many candidates were unable to explain the basic characteristics of SAQ training. They were not able to link the explosive, short bursts and the changing direction nature of the training. Very few candidates identified/discussed resisted or contrast training as an SAQ method. Lots of candidates offered muscle fibre alteration (type 1 to type 2) as an adaptation rather than improvements in the recruitment of muscle fibres.

3 marks were awarded for this answer Characteristics - 1 mark for changing direction quickly Adpatation 1 mark for increased reaction time 1 mark for increased fibre recruitment



ResultsPlus Examiner Tip

In a question like this with two sections candidates are encouraged to use headings to help give their answers structure e.g. for this question candidates did use the headings - Characteristics and Adaptations and in many cases this allowed them to score maximum marks as they got the correct number of points down for each section of the question.

Question 6 (a)

This should have been a straight forward question, but many candidates lost marks by not being able to define the SMART principle. When marking responses 'Agreed' and 'Achievable' were accepted for 'A'.

6 Setting regular goals and reviewing progress are important aspects of long-term psychological preparation.

(a) Explain how the SMART pathway can be used to set effective goals.

(5)

SMART pathways ensure a performer has clear outlines regarding their targets and aims. The S is for specific, to ensure all targets are focused on a certain performance or outcome. M is measurable, to ensure the target performer can see if they have achieved their goal. A is achievable, so all targets are realistic. R is for resources, as it is impossible to reach a target if the required resources are not available, e.g. a track or equipment. T is for time, and so a performer knows when they must achieve their goal and to ensure it does not drag on for too long, losing the performer's motivation.



ResultsPlus Examiner Comments

Many candidates understood the SMART principle but struggled with the necessary vocabulary to explain the SMART principle without the repetition of the word being defined.

A lot of students used Tedium for the T.

2 marks were awarded for this response:

Specific - is too vague with no expansion

Measurable has some expansion so 1 mark

Achievable is vague

R is wrong

T again has some expansion so 1 mark



ResultsPlus Examiner Tip

Bullets can be used to help give your answer more structure and ensure all marks are attempted - but most questions will require further explanation or justification. Also please ensure that there is a clear understanding of the SMART principle.

This is an example of a candidate scoring maximum marks for this question.

6 Setting regular goals and reviewing progress are important aspects of long-term psychological preparation.

(a) Explain how the SMART pathway can be used to set effective goals.

(5)

The SMART pathway is used to set performance goals for athletes. To set effective goals, they must reach all 5 criteria. They should be specific to the needs of the performer. For example, a swimmer who has been set the goal of being able to run a mile in under 5 minutes is not specific to the sport of that performer. An effective goal must also be measurable. If the progress that is taken to achieve the preset goal is not measurable, then progress may not be at a sufficient level. Thirdly, a goal must be accepted. This means that the athlete and the coach must accept that the goal is ~~accept~~ achievable by the performer. Also, a goal must be realistic. If a goal is unrealistic, the chances are that the athlete will not reach the goal and lose confidence. Finally, a goal must be given sufficient time in order to be achieved.

Specific
Measurable
Accepted
Realistic
Time.



ResultsPlus Examiner Comments

The space below the lined section can be used for planning if candidates want to check they will cover all the required points before beginning their response.

This is a well written answer that scored the maximum 5 marks, all areas of SMART are identified along with detailed explanation of their use in setting goals.



ResultsPlus Examiner Tip

The lead in to a question such as this - gives the question a context - candidates should read it a number of times to ensure they fully understand what the question is asking.

Question 6 (b)

Candidates either clearly understood this term and scored well or appeared to have limited knowledge of the concept.

(b) Explain how elite performers use performance profiling in their long-term preparation.

(4)

Elite performers use performance profiling in their long term preparation because it allows them to identify their strengths and weaknesses in both technical, tactical, physiological and psychological areas. They will then assess their performance profile against one that the coach has completed for them to make it more reliable and have less bias. They can then use this to target ~~areas~~ ^{areas} of ~~weakness~~ ^{weakness} by developing a training programme in order to gain adaptations and improve. They can compare their performance profile from of the original one to one after a period of training to assess any improvements.

(Total for Question 6 = 9 marks)

S specific
M measurable
A agreed
R realistic
T time placed

ResultsPlus Examiner Comments

Many candidates referred to their own planning in their performance plan in Unit 4.

The mark breakdown is:

1 mark for identifying area to improve,

1 mark for intervention

1 mark for monitor change over time

1 benefit of the doubt mark - coach athlete relationship around the comparing of performance profiling to prevent bias.

ResultsPlus Examiner Tip

Use the specification as a checklist to check that lessons have covered all the key concepts identified in this unit.

Question 7

This question requires candidates to explain the elite sports pathway in the USA.

7 Explain how high schools and colleges in the United States of America help to prepare young people for elite and professional sport.

(6)

In America high schools offer scholarships for performers who show sporting talent. In order to play the sport they must get an education alongside it but it focuses heavily on sports. Matches are played on a Friday night so they get big crowds. They have many sources of income from benefactors and sponsors. This means they have state-of-the-art facilities at the high schools and colleges. They feed players into the draft system. The games played at college are recorded and analysed and players are ranked on their performance. Worst team in the league gets first pick and generally the best player. Only 4% of players move from college to elite basketball. Matches have big audiences are viewed on TV, they have match sponsors. This all stimulates the professional game preparing them for that situation.

(Total for Question 7 = 6 marks)

Through college games being televised it adds the opportunity for college players to get sponsorship deals as an elite athlete would.



ResultsPlus Examiner Comments

A well answered question. Candidates showed secure subject knowledge of this area and have been well taught. Only a small percentage failed to talk about 'draft' and 'scholarships'. Most gained full marks.

Maximum marks were awarded for this answer - there were lots of points made.

However please note answers regarding high schools were marked as incorrect as they do not offer scholarships.



ResultsPlus Examiner Tip

Check that the question is referring to elite sports pathways, many candidates made too many points about the base of the performance pyramid in the USA.

Question 8

This question examines candidates knowledge of the different elite sports systems as identified in the specification (USA, East Germany and Australia), but also allows them to use information they will have researched for their international study in Unit 4.

There is ample room for candidate to plan their answer to the extended question and we would encourage all to do this.

SF US5

*8 Discuss and compare the various systems for developing elite sports talent. (20)

USA	UK	Australia	East Germany
ID → Sport-related	wc Talent Talent	1976 medal	School → boarding
education → Draft - P.T.O	wc performance wc development	olympics	School → mini olympics
Funding - private	wc performance charities government	1981	developed → Institute pro funding government

compare each one

~~There are various systems done by the UK, Australia, USA~~

In the UK we have a world class ~~Talent~~ programme where we develop and train our athletes. World class Talent is the first stage, where athletes are identified of having the potential to achieve success. World class development is the second stage of the three tiered pathway where the athletes are given training in order to improve. World class performance is where athletes are picked up by national squads and trained in national Institutes full time. A large amount of funding is done by the government. UK Sport is an organisation run by the government and organises the money from the private sector (business and charities i.e. National Lottery) to spread over these three areas. It also ~~help~~ focuses mainly on improving the top level world class performance. Sport England is similar to UK Sport however it focuses ~~more~~ on improving and developing the second level world class development. Pathways are, P.T.O quite club and school orientated.

to university / a training institute to develop further and potentially make it to the elite. All the funding was done by the government it was very centralised.

Australia's pathway is very similar to the east German East German model. It was developed after the failure in the 1976 Montreal Olympics; and was implemented in 1981. It had an ACE Programme - Athletes ~~care~~ ^{care} and Care and Education Programme, to develop give athletes training on how to live once they were no longer athletes. The USA had a very similar programme called ACE USA.

~~Exo. Exo.~~ Each of these countries have different ~~also~~ although in some cases similar programmes for developing athletes to the elite. ~~the~~ ~~the~~ East Germany's centralised system proved effective and was one of the first training/developing programmes, which Australia basically copied. The USA's system also proves effective and is based on the East German's model ~~also~~ although ~~also~~ altered. It makes much more money than any of the others as it is decentralised, if it was centralised it would not work as there is too many people for the funding; whereas in the USA and East Germany and Australia the population size is much smaller so they can be centralised.



ResultsPlus

Examiner Comments

On the whole candidates had secure knowledge on elite support systems (East Germany / Australia / USA the most popular). Weaker candidates just described and listed basic points for each system. Where candidates secured higher marks they showed more detail and compared / contrasted the support systems. On the whole students knew the difference between centralised / decentralised.

This example scores maximum marks. There is an overview of 4 different systems - with some attempt at comparison/analysis. There is an accurate description of the systems. The last paragraph gives some analysis about the countries and compares.

*8 Discuss and compare the various systems for developing elite sports talent.

(20)

Plan.

East Germany - Spontakial 7 National Center 7 Schools ^{Plan 1425}
Australia - Poor Training Standards 1978 Montreal, 1992 Korea 27 medals
Compare and discuss centralised vs de-centralised
(USA)

Elite sports talent development has been crucial in world sports since the 1936 Berlin Olympic Games where Germany used the Games as a 'shop window' effect, that is, to promote their ideals, in this case the political ideal of the Nazi party to the entire world.

After the Second World War, Germany was divided into an East and a West, which resulted in differing sporting agendas. East Germany was particularly focused on winning, and promoted a 'win at all costs' attitude, including 'Plan 1425' which involved systematic doping of all East German athletes, including Heike Drossler, who set 14 world records at Olympic competitions while under the influence of 'Plan 1425'.

The East German model was to find children at a very young age, under 10, that showed the

potential to become elite athletes. Testing was done by teams of doctors and coaches and included a battery of tests into all aspects of physiology. If a child was showing potential, they would enter a sports class run by coaches which were observed and those shown to be making progress were placed into sports schools.

From here children did up to 50 hours of training per week, and entered the annual 'Spartakiad'. This was a small scale Olympic Games to test the young athletes under pressure. Those who capitulated were sent home and those that succeeded were sent to one of seven National Sports Institutes, in preparation for international events.

This model influenced others such as the Australian Institute of Sport (AIS) model towards sport. After a poor showing in the 1976 Montreal Games, winning one Silver and two Bronze medals, the government decided an upheaval was needed.

The AIS was formed and followed the East German model closely, but eliminated the harsh workload and the illegal doping, instead focusing on the ratio of coaches and support personnel to athletes, with over 50,000 coaches and staff to 400,000 athletes at regional and national centres of excellence. This resulted in a strong display

at the 1992 Barcelona games, where the country collected 27 medals in total.

Both East Germany and Australia have a centralised model of elite talent development, whereas only the USA has a decentralised model, but the US has won far more medals than any other country, lending support to a de-centralised model of sport, with no one governing body in charge.



ResultsPlus Examiner Comments

Where a question asks to compare systems, we suggest that candidates consider at least two different sports systems.

There is description of the systems but there is no compare or debate.

There are brief descriptions of East German and Australian sports systems.

The response does cover two different sports systems - though very similar and make brief reference to a 3rd in the last paragraph.

A partial development of the point and some inaccuracies e.g. number of coaches

Answer scored 9 marks



ResultsPlus Examiner Tip

Discuss requires candidates to look for both positive and negative points.

Question 9

This question has an obvious link to the forthcoming London 2012 games, though examiners did also give credit if candidates used other examples. The better answers were balanced in covering both advantages and disadvantages. Weaker answers tended to focus on the advantages.

*9 Discuss the positive and negative impacts on elite performers who are preparing for a major competition, such as the Olympic Games, in their own country.

(20)

Elite performers who are preparing for a major competition which experience positive and negative impacts if the competition is held in their own country.

From a physiological perspective, athletes will be used to the weather and climate in their own country therefore can focus on training instead of having to acclimatise and training in other countries to get the experience. This could provide them with an advantage over other athletes as they wouldn't have to worry about adapting training to allow adaptations for the body to take place. As they haven't needed to use training such as ~~at~~ altitude their red blood cells and haemoglobin content would be lower and therefore less efficient compared to an athlete which has used that training before even though they are not competing at a high altitude.

For an athlete's psychological point of view, performing in their own country could cause increased arousal and ~~an~~ anxiety levels leading to choking or a decrease in performance as the pressure from significant others or fans could cause nervousness. On the other hand the athlete would have ~~to~~ the backing of their fans and country providing them with an increased motivation to win, this could lead to lower levels of anxiety as they are proud to be representing their country. Athlete's would be able to use the self-efficacy model from verbal persuasion from their coaches, past accomplishments which they have achieved in their sport in their own country to improve motivation and be able to focus on visualisation and imagery techniques to help them be successful again.

Athlete's would already be used to the facilities they will be performing at and are able to train there, unlike other countries athletes. The Canadian cycling team used the Velodrome for training and a competition this gives them an advantage over the GB team as they too are used to the environment they will be competing in. The equipment

and kit will be readily available for the athletes and they wouldn't have to travel or take equipment anywhere to train. However, media interference could prevent them from training which could cause a distraction from training.

In all major competitions there will be positives and negatives about performing in any condition, such as your own country. As an elite athlete they should be able to cope with this pressure and use it in a positive way to aid performance.



ResultsPlus Examiner Comments

Candidates described positive and negatives of home advantage well. A large proportion talked about pressure for weakness and discussed the different psychological theories showing good subject knowledge. Some did not read the question correctly and rushed into irrelevant points on preparation such as altitude training and the physiological effects without seeing 'home'.

Marks were awarded because:

There is a superficial attempt at looking at both sides - but limited in points made - 1 example given - Canadian cycling team???

The answer lacks depth.



ResultsPlus Examiner Tip

Where a question asks for advantages and disadvantages, candidates need to consider a balance in the number of points they make and try to match both sides.

This is a question which scores in the higher bands.

*9 Discuss the positive and negative impacts on elite performers who are preparing for a major competition, such as the Olympic Games, in their own country.

(20)

Pos - Home Adv, time Zone + Acclimatise, ^{heat, humidity, clothing} money from Gov, Achiev Mot.

Neg - Stress, Anxity

Major Competitions do have their benefits such as Global recognition and economic gains but however there are potential negatives aspects such as expectations on a athlete.

Athletes competing in their own country allows them to not need to acclimatise to the environment, which they would if the global games was in a different country. Therefore athletes do not need to consider how they will cope with the temperature as there is no need for adaptations such as Sweat production, earlier onset of sweat and reduction of electrolytes in sweat as the athlete will already have those adaptation. Time Zones would also not be a problem as whereas other athletes would need 5 days to acclimatise to the time zones. Therefore the athletes are available to have a consistent training programme and maintain their training intensity as they will not be training across the world to ~~acquire~~ ~~the~~ acclimatise to different environmental factors.

Also when a country hosts Global games it is usually followed by excessive funding, which is previous

years would not have been the case. In London's 2012's case, the national lottery is funding many sports to help provide state-of-the-art facilities and elite coaches for the athletes to try and gain success. This means athletes receive more time and utilise their time better in the build up to global games increasing the likelihood of improving performance.

However there are potential negative impacts on elite athletes such as the high pressure for the athletes to be successful at the Global Games. The pressure can result in the athlete being over aroused and suffer from Anxiety whether its cognitive, somatic or behavioural. This can be explained by Yerkes-Dodson theory. This when an athlete is aroused ~~but~~ once performance will increase however after arousal levels have peaked performance will decrease; this would be when an athlete is "trying too-hard." However athletes want to achieve optimal arousal levels. This can be explained by the processing efficiency theory. If an athlete is too aroused their focus point is too narrow and information would not be taken in such as manager's instructions. Whereas if an athlete is not aroused enough too much is taken in such as the crowd's abusive chants.

However by hosting global games athletes have home advantage which gives a 56%-64% likelihood of winning. Therefore should the athlete be able to cope with anxiety by using mental imagery.

Relaxation techniques and self talk, they are ^{more} ~~most~~ likely to be successful ~~and~~ hosting Global games than travelling to a foreign country.



ResultsPlus

Examiner Comments

This answer has more balance in the way the candidate has developed both positive and negative impacts.

The candidate runs out of steam a little at the end - but overall makes a good attempt. There is a good balance of positive and negative impacts and good use of technical terms and examples to back up and justify the points the candidate uses.



ResultsPlus

Examiner Tip

Candidates should make the best use of the available writing space. If two pages are given the examiner is looking for an in-depth response.

Paper Summary

The performance seen this series was very good, and candidates should be proud of what they have achieved.

Centres are reminded that:

questions will always attempt to reflect the contemporary issues in sport.

and that candidates should be encouraged to use examples from global sports competitions.

the specification is the key document when preparing candidates for the final examination.

questions will only focus on the key terms and concepts identified in the specification.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467

Fax 01623 450481

Email publication.orders@edexcel.com

Order Code UA032766 June 2012

For more information on Edexcel qualifications, please visit

www.edexcel.com/quals

Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual
.....



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

