



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.

Answer ALL questions.

1 (a) Define the terms **contemporary concerns and **sedentary lifestyles**. (2)**

Contemporary concerns - concerns that affect a persons lifestyle and [fitness] health eg. No exercise

Sedentary lifestyle - living without the use of exercise and healthy living e.g. Couch potato



ResultsPlus Examiner Comments

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



Be succinct yet detailed when

ResultsPlus Examiner Tip

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)

An ageing population causes a burden on the NHS and the workforce to support them, making it a concern as their health will be deterioration. 50+ is an programme aimed at over 50's to help them active, with the hope of decreasing age related problems, such as osteoporosis and decreased muscle strength.



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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.



ResultsPlus Examiner Tip

When providing an answer look for the logical route. i.e. The effect of ageing on the individual, 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 heart disease and explain its association with a sedentary lifestyle.

(4)

Coronary heart disease ^{happens} ~~is the~~ when the arteries around the heart become blocked by fatty deposits through a process called arteriosclerosis. This means blood cannot travel through the arteries and therefore causes coronary heart disease. It is associated with a sedentary lifestyle as the lack of exercise means that these deposits of fat are able to build up. Also the diet associated with a sedentary lifestyle is one that is high in fat and cholesterol meaning there are more of these fatty deposits.



ResultsPlus Examiner Comments

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.



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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.

- 2 An increased metabolic rate is frequently a target for individuals seeking to reduce their body fat levels.

(a) Explain why an increased metabolic rate could aid fat loss.

(2)

Metabolic rate is the rate in which your body uses energy and this could aid fat loss because if it is increased it will use more energy at resting rate than normal therefore less calories turn to fat.



ResultsPlus Examiner Comments

Straight forward answer. The key to scoring the first mark is identifying that it is the rate 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

Eating frequently

Explanation 1

Keeps the digestive and metabolic systems working constantly, speeding up the overall rate.

Factor 2

Exercise

Explanation 2

maintains constant metabolism, because the body requires the break down of nutrients, so increases the rate of metabolic breakdown.

Factor 3

well balanced diet

Explanation 3

Providing the appropriate vitamins and minerals are present metabolic rate is aided, and correct composition of food prevents slowing down the metabolic rate.

(Total for Question 2 = 8 marks)



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Examiner Comments

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.



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Examiner Tip

Ensure that your answer actually answers the question, rather than simply referring 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.

- 3 (a) Naming a sport of your choice, identify and define **four** of its most important components of fitness.

(8)

Sport

Badminton

Component 1

~~Stamina~~ Cardiovascular Endurance

Definition 1

The ability to keep your body going when breathing rate is increased

Component 2

Agility

Definition 2

The ability to change direction or speed

Component 3

muscular Endurance

Definition 3

The ability to keep your muscles going when they're tired

Component 4

~~Endurance~~ Strength muscular Strength

Definition 4

Having Strength in your muscles to keep the level of performance



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Examiner Comments

This is 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.



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Examiner Tip

Definitions should be clear and factually correct.

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 **adaptation**.

For **three** components of fitness, identify a **structural** adaptation that would lead to an improvement in performance. (4)

Definition

A change over a short or long term due to a response through exercising.

Component of fitness and structural adaptation

Muscular strength - a structural adaptation would be increased muscle mass.

Component of fitness and structural adaptation

Cardiovascular fitness - Being able to perform for a long period of time.

Component of fitness and structural adaptation

Flexibility - An increase in the range of movement available around a joint, become more agile.

(Total for Question 3 = 15 marks)



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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.

~~The principles of training can be adapted in many ways in order to meet the demands of a client who may be either a trained or untrained performer.~~

For the trained performer, the principles of training would be adapted in a way that would test their ability and work them as hard as possible in order to see the ~~maximum benefit~~ adaptations they wish to happen. For example the principle of progressive overload would be adapted to make the progression happen more quickly, this would occur by ~~the~~ changing one of the following: the frequency of ~~the~~ training, the intensity that they train at ~~or~~ the time they train for in each session ~~or the~~. The trained performer would change one of these in their training programme in order to benefit them as much as they can. Another principle that they may adapt is that of overtraining, the trained performer ~~is~~ ^{smaller} ~~will~~ incorporate ~~rest~~ rest periods in their programmes as they can recover between sessions more quickly; they have ~~more~~ knowledge of how to aid recovery and their bodies are better at dealing with waste products, excess heat etc. as they have adapted ~~it~~ over time. This shows how the trained performer would adapt their ^{Principles of} ~~programme~~ ~~to~~ training in their programme to make it more intense, so that they see the benefits they want to see more quickly.

However, the untrained 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 performer to be able to cope with the programme and then progress it so that it ~~is~~ is more intensive. The principle of progressive overload again would be one that is adapted ~~and~~ but this time it would be adapted to progress the performer slower as unlike the trained performer they have little experience of the training programmes and if pushed too hard to early ~~then~~ then an injury could result from it. They would ~~also~~ have a low number of sessions, a low intensity ~~on~~, ~~or~~ a short time of sessions or perhaps all three depending on their ability. The untrained performer would have more/longer rest periods in their programme compared to the trained performer as their bodies would not have adapted to be able to recover as quickly as the trained performer's has.



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Examiner Comments

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 set of rules by an NGB and the rationalisation of those rules.

Following the industrial revolution urbanisation occurred meaning people moved to towns. Teams were formed by factories and business men and transport developed, meaning fixtures formed. School was compulsory and now people could read and write. Middle class meant more sophisticated society was formed. No space for mob games meant boundaries + purpose built facilities were built for matches. Different countries + towns had different rules so one set was made by National governing bodies. People transported rules and everyone understood them. Violence was therefore reduced.



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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.



ResultsPlus Examiner Tip

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.

6(a) Identify factors that led to the move towards professional sports at the beginning of the 20th century.

(5)
Sport was becoming more professional at the start of the 20th century. This was because urbanisation was occurring. As a result, less people were playing and more were spectating which led to spectatorism. Big businesses, entrepreneurs and corporations saw this as a good investment, a way to make money. They began to invest and advertising themselves through the team. Competition was better in other areas as a result players would have to travel across the country. This meant taking time off work. (work teams) - (Sheffield Wednesday). They couldn't afford to do this so the investors would cover them for their absences. Meant they were being paid to play. - Professionals. People began to pay to watch.



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Examiner Comments

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



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Examiner Tip

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 withdrew all funding from the games due to the security concerns of Munich 1972 & the fact that Montreal 1976 games led to bankruptcy. Peter Uberroth was ~~the~~ the man who decided to sell the Olympic logo (festo) to private companies which could make their official Olympic products with the logo on it. Sold the TV rights to one company. Created commercialisation as they were the 1st games to make a profit (250 million pounds)



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Examiner Comments

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 andconsequently became the first Olympics to turn a profit.

Clear, simple and well explained answer



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Examiner Tip

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 **target group** and identify **four** recognised target groups. (5)

Definition Target group are the people who the government and sporting agencies would like to increase their level of involvement in playing sport.

1 females

2 Poor

3 Disabled

4 ~~Elderly~~ Elderly

(b) Describe a reformative policy that has been employed in an attempt to increase the participation levels of three different target groups. (3)

Kick racism out of football, increase participation of black spectators and players. Concessions, a reduction of price when

using swimming facilities for under 16 and the elderly. Disabled people now have easier access to facilities as more ramps and wheelchair friendly leisure centres (Total for Question 8 = 8 marks) are in place. There are also more leagues set up for cerebral palsy and amputees in football.



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Examiner Comments

Identified reformatory 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 talent ID changed?

*9 Discuss the historical development of talent identification programmes in sport.

Talent ID began in Germany in the DDR. It was an initiative set up by communist Germany to get the best young sportspeople on the planet. It involved a mini olympics and a participation 'pyramid' although more like a route. Young children were taken out of their schools if they had talent, which could have been noticed at the mini olympics held for children. They were then put into special sporting schools where they were given expert coaching at top class facilities. From an early age they were given the best facilities to boost their development to allow them to become the best in the world. Their system was very good and has been copied all over the world in various forms. However they did get into trouble as they were caught doing institutionalised drug taking in other words.

illegal ergogenic aids, such as steroids, and male hormones to women to make them stronger and faster. This system became less effective when the Berlin wall came down.

Talent ID then moved on with Australia leading the march. They decided to introduce this as they had a shock after winning no medals in the Montreal olympics. It began in schools by screening and testing all pupils and telling them what sports they were allowed to play. This would allow them to increase their chances of success as they had young children playing the sports they were considered

to be the best at based on their body shape and size. They also introduced hub sites in Canberra, however the country ~~was~~ is too large for only one so now they have a hub in each of their 6 states, as well as generally improved facilities in each state. This allowed talented athletes to become more elite because they had access to world class facilities, training and coaching. It proved to be successful.

Now there ~~is~~ are more talent ID systems than ever before. In the UK you can be spotted ~~on~~ through professional clubs and put into elite sport that way. You can be noticed by your national governing body (NGB) for your sport and sent to many hub sites in the UK. Such as Loughborough and Bath. These also offer elite level coaching and facilities. There are also many talent agencies, for example Sport England will help to notice you and that can lead to investment. You can get scholarships at universities to help you train and apprenticeship allowing you to have 10 hours a week to school study. You can also go to many sports colleges allowing you to improve. Finally, you can get to the top through your standard school system. This is done by school, county, region, national, international. At regional and national you will probably be picked up by a professional club which will further your development.

✓

The talent ID system has changed slightly but not much since the DDR.



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Examiner Comments

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 Summary

Greater clarity of answers when defining is needed, as is greater practice, reading and understanding the questions.

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