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Examiners' Report
June 2011

GCE Physical Education 6PE03 01

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Introduction

This was the second A2 paper of the GCE 2008 specification. Generally, feedback from the examining teams was that the paper appeared accessible to candidates and all questions did return maximum marks from some candidates. However some questions especially 5a and 10 appeared to have been misinterpreted by some candidates. Examiners felt this was often a case of poor question technique, in not reading the question carefully as opposed to a lack of knowledge on the particular topic.

On the whole it was again disappointing that so many candidates had failed to grasp the standard required to fully answer the extended questions, both were of a closed type this year, directing students to the areas they needed to write about. Again far too many candidates are simply describing examples or related theories with only limited attempts at analysis and discussion. These questions carry a great deal of weighting on this paper and we would strongly encourage centres to work with candidates in ensuring they understand how to structure and present a discussion in words. As in previous series we have included exemplar extended answers in this report and again would encourage centres to use these in helping to prepare candidates for the examination.

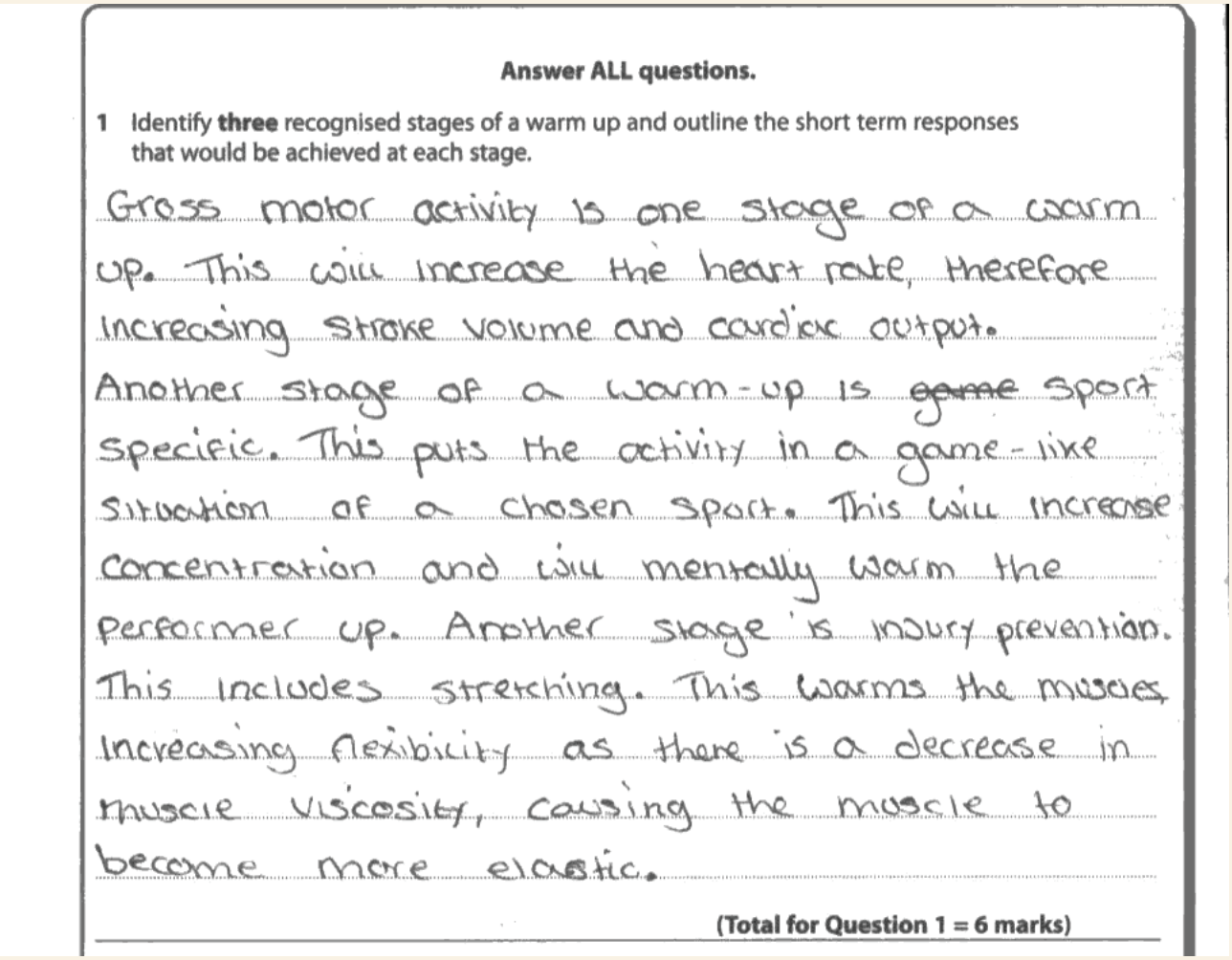
Once again it was evident in question 10 that many candidates had not planned their time well and had simply run out of time on a 20 mark question. While they had successfully completed earlier shorter mark questions, again we would encourage centres to look at strategies for tackling the A2 paper and suggest that the extended questions should be tackled earlier in the allocated examination time.

Again there was a concern from examiners that many candidates had needed to use extra sheets to answer the paper - often this was simply used to make a few notes or add a couple of sentences, the paper clearly states that no other materials are required and through the scrutiny process the paper has been tested in terms of answer space.

Centres should also be aware that where extra sheets are used, these scripts can not 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

Generally well answered question. Many candidates appeared familiar with all key terminologies. The odd error with weaker candidates not naming the first stage correctly and saying things like 'jogging', and a few talking of increased flexibility under stage two instead of increase ROM. Generally most scoring 5 or 6 marks



Answer ALL questions.

1 Identify **three** recognised stages of a warm up and outline the short term responses that would be achieved at each stage.

Gross motor activity is one stage of a warm up. This will increase the heart rate, therefore increasing stroke volume and cardiac output. Another stage of a warm-up is ~~game~~ sport specific. This puts the activity in a game-like situation of a chosen sport. This will increase concentration and will mentally warm the performer up. Another stage is injury prevention. This includes stretching. This warms the muscles increasing flexibility as there is a decrease in muscle viscosity, causing the muscle to become more elastic.

(Total for Question 1 = 6 marks)

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Examiner Comments

This is an example of a good answer to question 1 which scores maximum marks - although the candidate has put the stages slightly replace with out of order, they have identified three stages and given a short term response for each stage. This answer scored 6 marks.

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Examiner Tip

Always look for the term 'and' in questions - this means that there will be two parts to the answer.

Question 2

Candidates had a mixed response to this question, most scoring one mark for point 1 - time required to adapt. Some candidates gained the time mark for 5-10 days or equiv. However, only the most able mentioned changes.... eg thermoregulation and increase in RBC as resposnes to altitude. Stronger candidates also mentioned earlier onset of sweating and an increase in plasma volume. This question differentiated well.

2 Explain how acclimatisation helps performers prepare for optimal performance in a competition where the environment is different from their normal training environment.

Acclimatisation is where athletes adapt and become accustomed to the surroundings that they are training and competing in. In high altitude areas, the partial pressure of the air contains less oxygen, so haemoglobin gets less saturated. This means that the heart has to work harder to get an efficient outcome. By acclimatising to altitude, more haemoglobin can be produced (by up to 1% - 2% each week) so meaning performers can perform more efficiently. There is also acclimatisation to the heat (especially in hot countries). Hot countries would increase body fluid loss, so athletes need to acclimatise in order to still perform at a high standard.

(Total for Question 2 = 5 marks)

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Examiner Comments

A well presented answer that scores 4 marks - using bullet points the candidate could perhaps have gained the 5th mark. They make good technical points refer the responses to acclimatisation.

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Examiner Tip

Using numbers or bullets can help you manage the number of points you have to make against the marks available.

Question 3

Candidates familiar with it being pictures in their mind, scored points for relaxation, confidence and focus. Often scoring 4 out of 6. Less use of tactics , proactive, reactive and external focus. Few could distinguish between the two strategies.

This question requires candidates to outline/describe each strategy and then gain additional marks for explaining how each strategy helps athletes prepare for competition.

3 Outline the strategies of visualisation and imagery. Explain how each strategy can be used to help athletes prepare for elite sports competitions.

Visualisaton is focusing on the performance and how they want to perform. It helps with reduce anxiety and increase focus. The athlete will be able to dissociate from the event. This can be used as part of skills training to develop for event. Imagery is collecting pictures of each stage of an athlete performing a skill. It helps performers conholerce and increases their focus.

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Examiner Comments

This is a brief answer but one taht doe spick up a number of marks.

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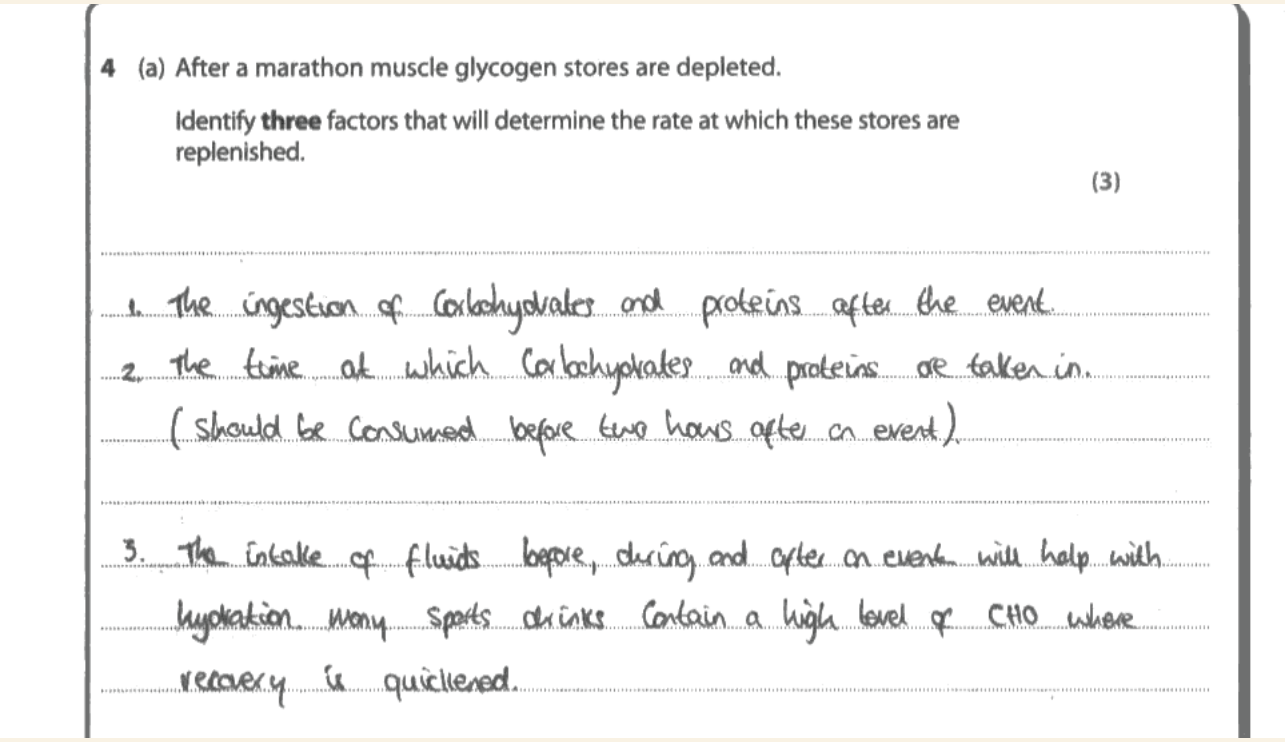
Examiner Comments

The answer scores 4 marks for outlining each strategy and also giving aleast one benefit for performance.

Question 4 (a)

Majority of candidates scored one or two marks. Ingestion of carbs most common, and sometimes window of opportunity also identified. Sometimes carbo load mentioned but there were a number of incorrect answers; suggesting some students lacked understanding of this area. Weaker answers were linked to fitness of athlete.



4 (a) After a marathon muscle glycogen stores are depleted.

Identify **three** factors that will determine the rate at which these stores are replenished.

(3)

1. The ingestion of Carbohydrates and proteins after the event.
2. The time at which Carbohydrates and proteins are taken in. (should be Consumed before two hours after an event)
3. The intake of fluids before, during and after an event will help with hydration. many sports drinks Contain a high level of CHO where recovery is quickened.

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Examiner Comments

A good answer scoring maximum three marks - good exam technique using numbered points to match the number of marks available without repeating points.

They have identified
1. Carbo-loading
2. Window of opportunity
3. Use of CHO supplements after race

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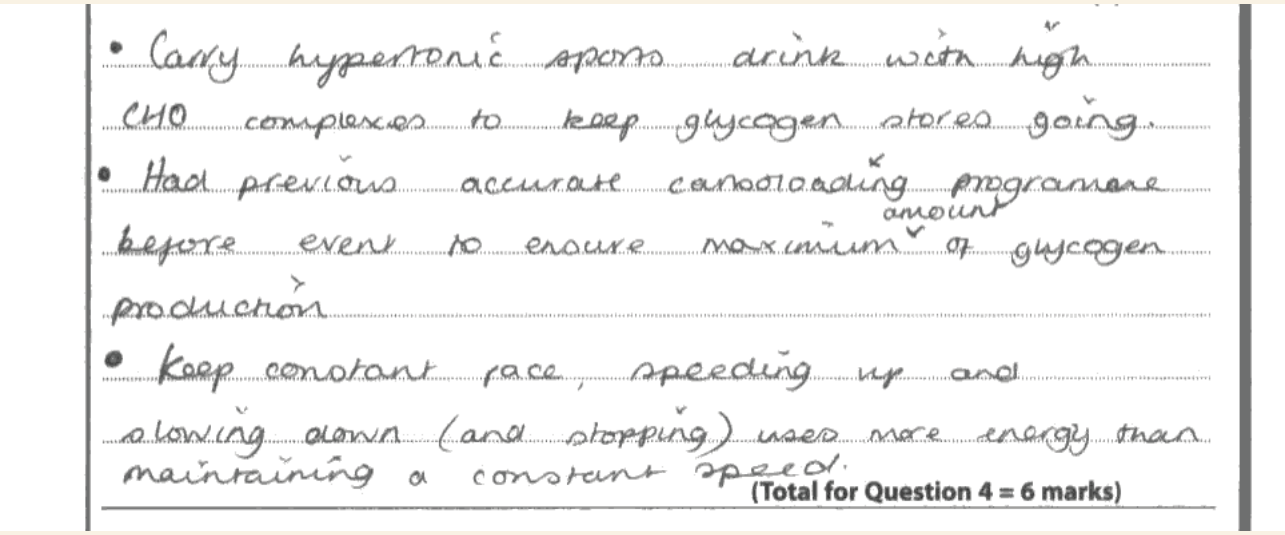
Examiner Tip

Using numbered points can often prevent candidates repeating points in their answers.

Question 4 (b)

Most common answers included pacing yourself, carboload and glucose drinks. Students often scoring at least 1 mark. Better answered than 4a – though repetition in answers for both questions was common.



- Carry hypertonic sports drink with high CHO complexes to keep glycogen stored going.
- Had previous accurate carboloading programme before event to ensure maximum amount of glycogen production
- Keep constant race, speeding up and slowing down (and stopping) uses more energy than maintaining a constant speed.

(Total for Question 4 = 6 marks)

ResultsPlus
Examiner Comments

This answers scores maximum marks
Marks were awarded as follows:
1 mark for point 1 on mark scheme
1 mark for point 3 on mark scheme
1 mark for point 5 on mark scheme.

Question 5 (a)

Candidates did not appear to be familiar with this diagram and many ignored the question and simply gave definitions of a variety of attribution theories. Those that followed the question and simply explained the process in the diagram picked up marks, several candidates did score maximum.

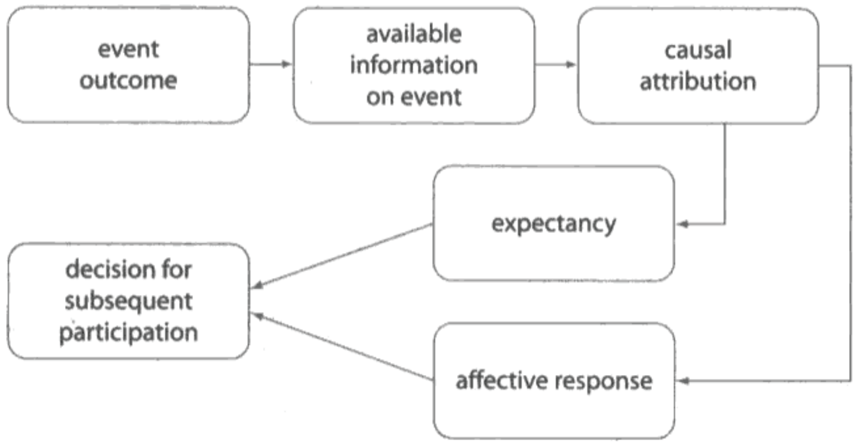


Figure 1

Attribution is a process used to explain behaviour. **Figure 1** outlines the stages of the attribution process.

(a) Using the diagram, explain the process of attribution and illustrate this with examples from sport.

(6)

Event outcome - win or lose?

available information on event - lost to penalties

casual attribution - first thought response - that's not fair

expectancy - ~~[illegible]~~ their goal should have been disallowed

affective response - we did well to get to penalties, they were a good side

decision for subsequent participation - I played well and tried my hardest.

ResultsPlus

Examiner Comments

This answer scores 4 marks, an example where a candidate has read the question and made an attempt at explaining the process it outlines.

Question 5 (b)

Most candidates identified that failure is inevitable...but few other points raised in support. Students often score 1 or 0. The most able mentioned this was normally associated with NAF personalities and/or those with low confidence.

This question is a good example where picking up all the marks available is a key focus - many candidates wrote a sentence that gave a 1 mark definition of learned helplessness but did not expand for the second mark available

(b) Explain what is meant by the term **learned helplessness** in sport.

(2)

When the performer feels that failure is inevitable and experience low self-efficacy. It is often a result of a coach attributing their / lost performances/match to internal, stable factors - ability.

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Examiner Comments

This answer scores a full two marks. They have identified that learned helplessness is an inevitable failure and have linked this to low self efficacy.

Question 6

A well answered question, most candidates described two of the four factors identified by Carron and most gained from points 5,6,7 and 8 from mark scheme

6 Good team work is essential if a sports team or group is going to be successful. Outline **four** factors that are essential for group cohesion.

There are four factors that are essential for group cohesion. These are personality factors, leadership factors, team factors and environmental factors.

If personalities within the group clash, then this is going to have a pronounced affect on group cohesion. Also, if people within the team have different values or beliefs, the cohesion can be effected. Leadership factors involve the way the team is controlled and taught, and environmental looks into the situation the team is in.

(Total for Question 6 = 4 marks)

ResultsPlus
Examiner Comments

A good answer scoring a maximum of 4 marks - the candidate has used all four of Carron's factors.

Question 7

Candidates knew about state funding, talent ID, institute model and best facilities. Very few candidates scored the highest marks, but the question did differentiate well. Overall canddiates were familiar with all points in mark scheme.

7 Australia is recognised as a world leader in a range of sports.
Outline the elite sports support system of Australia.

They use talent ID processes at a club level and a state level to progress performers with talent. National squads are provided with high level facilities, supported by medical, psychological, lifestyle and technical support (eg video analysis) to improve performance. The Australian institute of Sport (AIS) is government funded in sport. This provides support for 600 athletes, in the form of 75 high end support staff/coaches across 25 different sports. These also access medical, psychological technical assistance of the highest level. There is extensive talent ID at a school level also. Young performers can be identified here where they can be progressed for a long time. Due to the size of the country satelite facilities occur to reduce travel time. However in some sports such as cricket an independent governing body controls the sport to improve performance.

(Total for Question 7 = 7 marks)

ResultsPlus
Examiner Comments

This is a detailed answer that scores a maximum 7 marks. It give a good overview of the elite Australian sports system.

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Examiner Comments

This response could have had a more structured approach; but does make short factual points that match the mark scheme.

ResultsPlus
Examiner Tip

In longer mark questions its ok to use numbered points - as long as these make sense and get the facts down. Numbering points can help candidates keep a track on how much they have written and what is left to cover.

Question 8

Students familiar with all points in mark scheme but poor exam technique of not bulleting, listing answers often meant that in a paragraph they did not make enough points to score the full allocation of marks. This was a well understood question

8 The use of pre games camps is now a regular element of elite teams preparation for global events.

Explain the use of training camps in the preparation of elite sports performers.

There are two types of training camp, a holding camp and a preparation camp. Holding camps are used 2-3 weeks prior to competition to help athletes acclimatise to the environment of their competition. It helps athletes to get over travel problems such as jetlag. It is also useful as it allows coaches to go over and review tactics with their team before the competition. It ~~allows~~ also allows nutritionists to monitor and control the diet and hydration of the athletes to ensure they reach optimum performance before the competition. Training camps also help to develop the ~~cohesion~~ group cohesion as all the athletes are together in the same place. Preparation camps are used up to a year before a major tournament to allow athletes use to high-tech equipment and a range of sport scientists such as physiologists and biomechanics.

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Examiner Comments

This is a detailed answer that scores a maximium 8 marks.
The marks were awarded as follows:
Points 6, 7, 15, 5 ,3 , 9, 12 and 4 in that order on the mark scheme.

Question 9

Note the asterix * this informs the candidates that this question carries QWC marks

This is a 'closed' extended question as it directs the candidates to discuss technology in both the preparation for performance and actual performance – note the 'and' in there again. Unfortunately many candidates appeared to miss this and simply produced a list of technology examples

Discuss = not a list – needs analysis/review/weighing up the advantages and disadvantages of the use of technology.

Candidates did not analyse and debate enough. Lots of technology examples known but not applied and not enough examples given of specific impact on athletes preparation and performances. Handwriting poor this year making hard to mark. Only the best distinguished between prep and perform.

***9** Discuss the use of technology in improving both the preparation and performance of elite athletes in global sport.

Technology is more and more important in sport as the competition gets harder and the winning time could be fraction of a second different so athletes have to do everything they can to get the best possible chance.

Technology can be used to give the performer vital feedback either internally or externally. Internally the performer can use devices such as heart rate monitors and brain scanning technology. Externally the performer could undergo motion analysis where they perform a skill on a force plate with 4 surrounding video cameras and get feedback from a professional such as a biomechanist who might say where they are wasting energy and what they could change in their technique to improve this.

Feedback can be received from technology such as video cameras. Companies such as 'dartfish' and 'prozone' are very popular with many football and rugby teams across the world. These consist of a large number of video camera's surrounding the pitch which take/receive data and with a professional analyse the performers body position, amount of time they spent walking, jogging or running - this was used on Wayne Rooney during a match, the amount of times they hit, passed the ball or tackled e.t.c. Video cameras can also be used as a psychological tool to watch other ~~performance~~ performers and

increase motivation or compare yourself to the 'perfect model' and copy skills.

In hot climates before athletes perform they may use ice vests to keep their body temperature down to avoid overheating. During matches substitutes often use cycle ergometers at the side of the pitch so they can warm up and go straight on.

Technology is used throughout training to prepare when athletes use treadmills, weights, stationary bikes, parachutes, weighted vests, uphill and downhill running, and many more. These make athlete's life lives much more easy and give them help and convenient methods of training.

Training camps help athletes prepare technically by acclimatising them to the technology they will be using and the clothing and equipment they will need such as shirts, compression tops e.t.c.

Hypoxic chambers are very popular with athletes who are wanting to acclimatise to altitude or other conditions. The athletes can change their body so it is more useful at utilising oxygen. The body lower partial pressure of oxygen in the air means the body produces more red blood cells and consequently the athlete develops a higher VO_2 and when return to sea level have a higher amount of oxygen.

Although, technology has had many positive effects on the development of sport it is also caused a lot of debate on what should be allowed and not

not allowed. For example hypoxic chambers have the same effect as EPO on the body increasing the amount of red blood cells except EPO is a banned drug and hypoxic chambers are allowed.

Furthermore, ~~there is a fine line~~ in technology ~~between what~~ some people think athletes become reliant on it and when it is taken away do not always perform as well.

However, some think if all athletes have equal access to the technology it should be allowed but this is not always the case as in some instances not all athletes can afford the most cutting edge technology for example the new speedo swimsuit used by the GB athletes ~~in the~~ ~~Beijing~~ which can only be used a couple of times and then has to be replaced at over £200 each.

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Examiner Comments

This extended answer was awarded 16 marks. An answer that discusses the use of technology in both preparation and performing - makes some reference to the impact. A good understanding is demonstrated through some detailed analysis and may challenge use of technology in sport as merely fashion.

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Examiner Comments

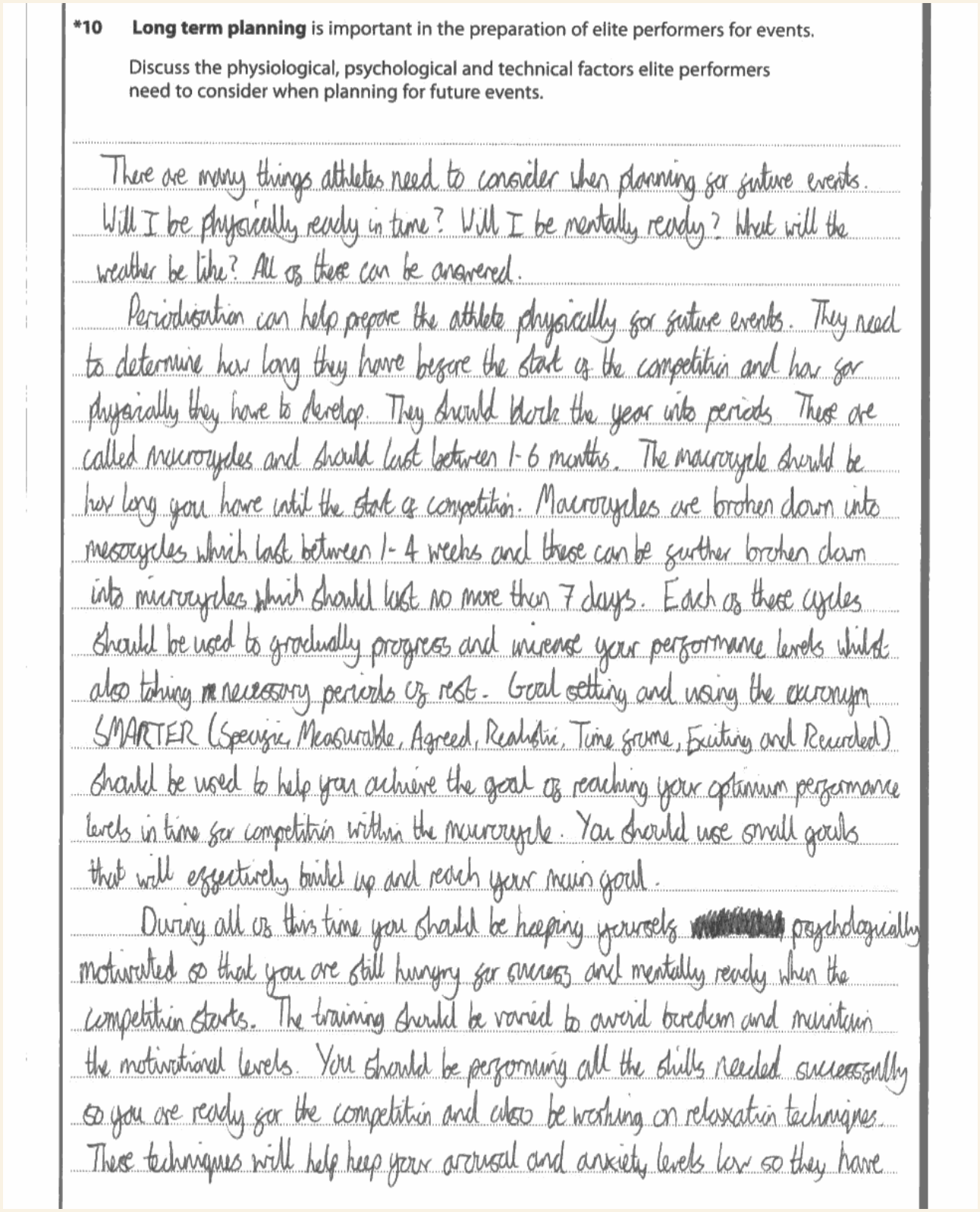
Factual information and accurate examples, many taken from global games, are used in support of points made. Includes an attempt at a conclusion and some attempt at synthesis – but this may be more descriptive. A well structured answer with predominantly accurate use of spelling, punctuation and grammar. Correct use of terminology. Clear and concise but did occasionally make an irrelevant comment.

ResultsPlus
Examiner Tip

This is a 'closed' extended question as it directs the candidates to discuss technology in both the preparation for performance and actual performance – note the 'and' in there again

Question 10

Most candidates split their answer into the three sections - physiology, technology and psychology but often only using smart targets and goal setting as theories in each section, not enough other elements brought in. Some used a lot of short term rather than long term points. Again not enough debate and analysis – no discussion on how athletes will prioritise or plan which element would become the main focus depending on cycle of Olympic or world championships. Better answers often made reference to the theories and research they had used in their development plan and applied this to elite sports examples



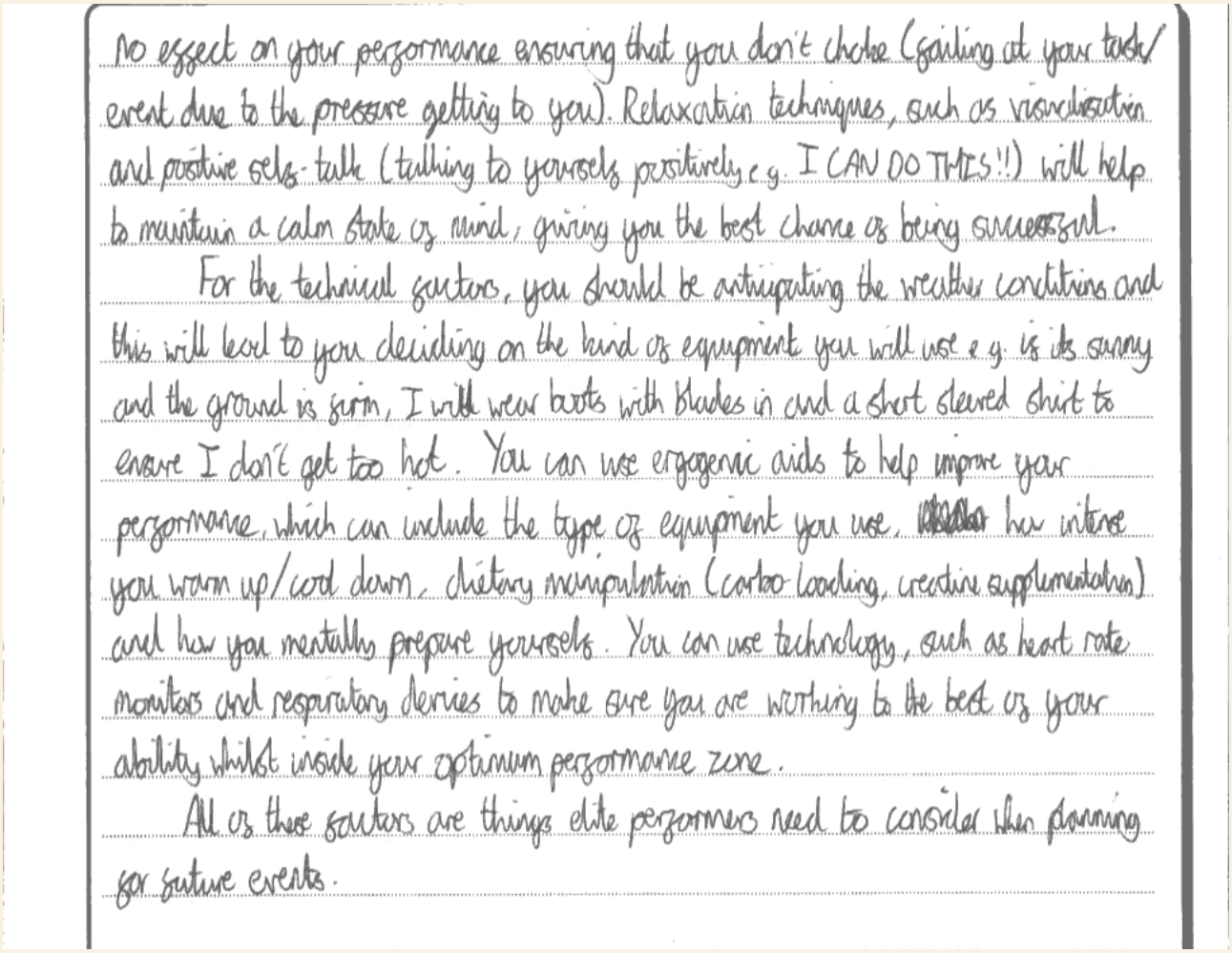
*10 **Long term planning** is important in the preparation of elite performers for events.

Discuss the physiological, psychological and technical factors elite performers need to consider when planning for future events.

There are many things athletes need to consider when planning for future events. Will I be physically ready in time? Will I be mentally ready? What will the weather be like? All of these can be answered.

Periodisation can help prepare the athlete physically for future events. They need to determine how long they have before the start of the competition and how far physically they have to develop. They should divide the year into periods. These are called macrocycles and should last between 1-6 months. The macrocycle should be how long you have until the start of competition. Macrocycles are broken down into mesocycles which last between 1-4 weeks and these can be further broken down into microcycles which should last no more than 7 days. Each of these cycles should be used to gradually progress and increase your performance levels whilst also taking necessary periods of rest. Goal setting and using the acronym SMARTER (Specific, Measurable, Agreed, Realistic, Time frame, Exciting and Recorded) should be used to help you achieve the goal of reaching your optimum performance levels in time for competition within the macrocycle. You should use small goals that will effectively build up and reach your main goal.

During all of this time you should be keeping yourself [redacted] psychologically motivated so that you are still hungry for success and mentally ready when the competition starts. The training should be varied to avoid boredom and maintain the motivational levels. You should be performing all the skills needed successfully so you are ready for the competition and also be working on relaxation techniques. These techniques will help keep your arousal and anxiety levels low so they have



no effect on your performance ensuring that you don't choke (failing at your task/event due to the pressure getting to you). Relaxation techniques, such as visualisation and positive self-talk (talking to yourself positively e.g. I CAN DO THIS!!) will help to maintain a calm state of mind, giving you the best chance of being successful.

For the technical factors, you should be anticipating the weather conditions and this will lead to you deciding on the kind of equipment you will use e.g. if its sunny and the ground is firm, I will wear boots with blades in and a short sleeved shirt to ensure I don't get too hot. You can use ergogenic aids to help improve your performance, which can include the type of equipment you use, how intense you warm up/cool down, dietary manipulation (carbo-loading, creatine supplementation) and how you mentally prepare yourself. You can use technology, such as heart rate monitors and respiratory devices to make sure you are working to the best of your ability whilst inside your optimum performance zone.

All of these factors are things elite performers need to consider when planning for future events.

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Examiner Comments

This extended answer covers all 3 areas with some detail and does use a range of technical terms and makes a limited attempt at analysis. Not a lot of examples used to support but there are a range of technical terms and concepts.

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Examiner Comments

Accurate description - Band 3 - middle - scores 11 marks.

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Examiner Tip

Using headings in an extended answer is fine - it will often help give the answer some structure.

Paper Summary

The report will give detailed review of each question on this years Unit 3 exam paper, with examiners tips where appropriate. For each question, we have also included exemplar answers that cover the range of responses given this year - these are accompanied with a commentary from the examiner explaining how and where marks were allocated.

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