

Examiners' Report
June 2015

GCE Physical Education 6PE01 01

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June 2015

Publications Code US042356

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Introduction

The paper was in the same format as for previous series: a total of 9 questions split between sections 1.1 and 1.2 of the syllabus, each section receiving 45 marks and each concluding with a 12 mark essay.

Some questions were more split up than in previous series and there were occasional one mark questions.

Question 1

Simply rephrasing information provided in the question is unlikely to be rewarded. Stating that "obese people may not participate in physical activity because they lack fitness" is the information that was given to the students. It is the specifics that relate to the example that are required.

- 1 Fitness, ability, resources and time are requirements essential for the participation in sport and physical activity.

Explain how the absence of each particular requirement would restrict the participation of the named target group.

- (i) Fitness – obese people

Obese people are not physically fit to run for ^{at least (2)} 90 minutes during a football, therefore this would ~~has~~ affect their performance.

- (ii) Ability – young people

(2)

Young people are less likely to have the ability, for example, to hit a smash in tennis because ability comes with the experience + knowledge of the rules, therefore ~~someone~~ older players will have more ability.

- (iii) Resources – low socio-economic group

(2)

Certain countries ~~is~~ have got major economic recessions this would prevent them from investing money in sports ~~and~~ leisure centres, therefore people wouldn't ~~tend to be less active~~ be able to play badminton ~~since there are no rackets +~~ playing space

- (iv) Time – people in full-time work

(2)

People in full-time work are less likely to have enough time to participate in physical activity because they ~~may~~ might leave work really so there may not be any leisure centre open or they would be too tired.



6 marks in total were awarded for this answer.

For parts

- i. 1 mark was awarded for reference to not lasting 90 minutes.
- ii. 1 mark was awarded for "experience" and 1 for "rules"
- iii. 1 mark was awarded for the reference to a poor country not affording infrastructure
- iv. 1 mark was awarded for facilities not being available and the final mark was for the reference to being too tired.

Question 2 (a)

Answers to question 2a showed that candidates understood clearly what is meant by being sedentary. The second part of the question required students to utilise that information.

Question 2 (b) (i)

Many students understood the fact that it provided a link to other illnesses and therefore scored two marks. Identifying the impact of this (and also that it is a contemporary concern because of its increase) would have seen the full allocation of marks awarded.

(b) Explain why a sedentary lifestyle is a contemporary concern.

(4)

One reason a sedentary lifestyle is a contemporary concern is because it can lead to things such as obesity. This is where your ~~is~~ 25% over your gender norm. This is due to lack of exercise. Another reason why this is a contemporary concern is because fatty plaques build up in arteries. This puts stress on the heart and



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Examiner Comments

This candidate did very well to score one mark for what is actually a poor answer. The mark was awarded for the reference to obesity. The possible second mark for reference to CHD, was not awarded because there was no explanation as to why fatty acids build up within the arteries. This part of the answer was too vague, and the rest of the response was irrelevant.



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Examiner Tip

The question is about sedentary lifestyles, not about obesity; defining obesity, even if accurate, is not answering the question and cannot be rewarded.

Question 2 (b) (ii)

(b) Explain why a sedentary lifestyle is a contemporary concern.

(4)

A sedentary lifestyle is a lifestyle which predominantly lacks in physical exercise. It is a contemporary concern as it can lead to many other issues such as obesity, ~~at~~ coronary heart disease, high blood pressure etc. These all put the NHS under a lot of stress as the struggle to cope.



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Examiner Comments

The first sentence in the answer is a repeat from the previous question so fails to score.

2 marks are awarded for the reference to two other concerns and a third mark for reference to the strain imparted on the NHS.

Question 3 (a) (i)

This was a well answered question in general. When students failed to score it was often due to answers that were too vague or referring to fitness testing as a means in itself to improve fitness.

3 (a) (i) Identify reasons why an athlete might undertake fitness testing.

(5)

An athlete would undertake fitness testing for several reasons. One of these is to get an idea of their current ability. From the results they would then be able to set a series of SMART targets which they can work towards. Regular use of fitness tests also helps to track progress and visible improvements can provide strong psychological motivation. It can also be used to compare themselves to fellow athletes, showing where the competition stands.



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Examiner Comments

A well answered question, the student provided 5 clear and accurate reasons for fitness testing and so scored the full 5 available marks.



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Examiner Tip

The command word in the question was to "identify". As 5 marks were available it was safe to assume that 5 reasons for testing needed to be identified.

It is often easier in this type of question for the answer to be structured in a list of 5 sentences rather than a paragraph. That way candidates will find it easier to check that they have fulfilled the criteria.

Question 3 (a) (ii)

A few students were confused between validity and reliability, however most were able to answer this question well.

(ii) Using an example, explain what is meant by the term **validity** when referring to fitness testing.

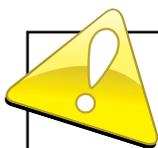
(3)

Validity in terms of fitness testing means whether the test is measuring what it is meant to test.
For example; The Sergeant jump measures power of the athlete. Therefore when the athlete needs to test power they will perform the Sergeant jump. However if they wanted to measure power and performed the ~~the~~ multi stage fitness test, the overall test would be invalid as it is not meeting the requirements of power.



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The question asked students to use examples to explain what validity is. This answer is a very good example; it defines the term and then uses examples to illustrate and substantiate the definition. In this case, using an example to support a test being valid, and then a further example to illustrate a test that would not be valid.



ResultsPlus Examiner Tip

If you are asked to use an example or examples, please make sure you do so.

Question 3 (b) (i)

A generally well answered question with many candidates scoring 3 out of the 4 available marks.

Most students were able to identify the component of fitness that the Cooper run measures and then relate that component of fitness as being in some way appropriate to the swimmer. Doing this would have accessed 2 marks.

The command word in the question is "analyse" and so a judgement of some sort was required in the answer. Either judgement is valid as both can be argued.

A long distance, open water swimmer takes part in the 12-minute Cooper run fitness test.

(b) Analyse the choice and suitability of this test for the swimmer.

(4)

This is suitable for a long distance runner as it is testing their cardiovascular endurance which means the higher he gets on the test the better his aerobic and anaerobic systems are. However this isn't such a good idea as this is a different environment that the swimmer is in ~~which~~ which may alter the results.



ResultsPlus Examiner Comments

This answer received 1 mark for correctly identifying that the test measures Cardiovascular endurance.

The second part of the response did not answer the question and therefore scored no marks. The final sentence, if completed, might have received a second mark, but incomplete it was too vague and so failed to score.



ResultsPlus Examiner Tip

Do not waste time writing anything that is not specifically answering the question.

Question 3 (b) (ii)

A long distance, open water swimmer takes part in the 12-minute Cooper run fitness test.

(b) Analyse the choice and suitability of this test for the swimmer.

(4)

As the swimmer is a long distance swimming, I would agree with them doing this test. Both runners and long distance swimmers need good cardiovascular endurance therefore the swimmer would be able to see how efficient their cardiovascular endurance is meaning they can set goals if they need to. However the swimming is in water therefore there is a great amount of resistance compared to the runner. Therefore a test in the water may be more suitable.

(Total for Question 3 = 12 marks)



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Examiner Comments

3 marks awarded for this answer, 1 mark for agreeing that the test is appropriate, 1 mark for noting that the swimmer, like the runner needs C V endurance and 1 mark is awarded for stating that a water based test would be more appropriate for the swimmer.

Question 4 (a) (i)

The majority of candidates were able to identify a correct and suitable method of training. A few candidates answered with a fitness test which meant that they failed to score any marks not only for this question but also for 4aii.

Question 4 (a) (ii)

Definitions need to be accurate and succinct to score the marks. A good test in preparation for an exam is to provide a definition; if it is clear and accurate there would be no confusion as to what is being defined.

The second part of the question required the students to justify their chosen method of training to the athlete, so stating specifically why this method would be of benefit.

4 Identify an appropriate method of training for the following athletes:

(a) (i) Endurance athlete. (1)

Continuous training

(ii) Define the method of training you have identified in (a)(i) and justify why it is appropriate. (1)

Definition

Aerobic training at a set pace

Justification (2)

An endurance athlete will need to work for a long ^{period} time without fatigue and continuous training ~~does that~~, trains a person to train for long periods of time.



ResultsPlus Examiner Comments

The definition was far too vague to score a mark; it referred to aerobic and set pace; however more detail was needed. Long duration and set or constant intensity were the key points here. NB. pace or speed are not the same as intensity. Pace is the outcome, intensity is the input.

The justification scored 1 mark for reference to the fact that an endurance athlete needs to work for a long period of time and continuous training will prepare them for that.



ResultsPlus Examiner Tip

Ensure that the terminology is accurate when providing a definition.

Question 4 (a) (iii)

4 Identify an appropriate method of training for the following athletes:

(a) (i) Endurance athlete.

(1)

Continuous training

(ii) Define the method of training you have identified in (a)(i) and justify why it is appropriate.

Definition

(1)

Low intensity, long duration at an ongoing pace, without change in speed.

Justification

(2)

Continuous training enhances an athlete's cardiovascular endurance, therefore with the aerobic adaptations made they will be able to perform for longer and offset fatigue.



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Examiner Comments

1 mark is awarded for the definition, the answer states an "ongoing pace" and no change in speed the mark is awarded for the reference to "low intensity" at the beginning.

2 marks are awarded for the justification, 1 for enhances C V Endurance and one for "perform for longer" of the sentence.

Question 4 (b) (i)

The majority of candidates were able to identify a correct and suitable method of training. A few candidates answered with a fitness test which meant that they failed to score any marks not only for this question but also 4bii.

Question 4 (b) (ii)

Definitions needed to be accurate and succinct to score the marks. A good test in preparation for an exam was to provide a definition; if it is clear and accurate there should be no confusion as to what is being defined.

The second part of the question required students to justify their chosen method of training to the athlete, so stating specifically why this method would be of benefit.

(b) (i) Power athlete. (1)

~~SAG training~~ Plyometric training

(ii) Define the method of training you have identified in (b)(i) and justify why it is appropriate. (1)

Definition

~~Speed, Agility Quickness~~ A muscle going from an eccentric contraction to a concentric contraction.

Justification (2)

Plyometric training increases muscle fibre recruitment, therefore enabling the muscle to contract quickly increasing power.



ResultsPlus
Examiner Comments

This response scored the 3 marks available.

1 mark was awarded for the definition; although quite vague it hit the key points and in the right order. For the justification, 1 mark was awarded for the increased muscle fibre recruitment and the 2nd mark was awarded for "increasing power".

Question 5 (a) (i)

This first of the two essays proved to be well answered with many candidates scoring in the top two bands.

As a discussion there needed to be an opinion around the concepts involved, namely Health and Fitness. The discussion should have been based around the similarities between the two and also the differences. A good answer was expected to demonstrate that the two concepts were clearly understood. Most candidates did this by providing definitions of both. The remainder of the answer should have been based around an application of those definitions, describing how they were similar and how they can be different. Top grade answers looked at the close links between the two, explaining with examples how having one would aid the existence of the other.

Poor answers failed to utilise definitions in the discussion, often referring to health merely in the context of diet.

*5 Discuss the view that **health** and **fitness** are similar concepts and as such if you are fit you must be healthy.

(12)

Health is complete physical, social and mental well-being and not merely the absence of disease or infirmity. Whereas Fitness is the ability of the body to meet the demands of the environment without undue fatigue. ~~Being fit and people would say that health and fitness are similar concepts and if you are fit you are then healthy. This is because to be fit you must exercise, keep your body in good shape and be active.~~

- Being healthy doesn't mean you are fit, to be healthy you can eat a balanced diet, ~~and~~ not smoke, take drugs ~~and~~ ~~smoke~~
- Whereas to be fit you must possess the physical endurance to cope with the pressure put on the body.

I would say that to be fit you must be healthy because if your body is functioning correctly your body will not cope with the environment

State of complete social, physical and mental well being. Take for example a Sumo wrestler, he may be a world champion which means he is ~~fit~~ more than fit for the physical activity, however he is clinically obese which means he could suffer from coronary heart disease or diabetes in the future so he is not healthy but fit. Another example is a 100m sprinter, he may be fit to win the races but he may smoke which could lead to lung cancer which is not healthy.

In conclusion, yes it is possible in most cases that if you are fit ~~healthy~~ to a certain degree you will be healthy and vice versa although it not correct to always assume that if you are fit you will be healthy.



ResultsPlus Examiner Comments

This is a typical lower end answer. The definition for health in this response was fine, for fitness, however, it was too vague, lacking reference to sport.

The answer was short and so it was very unlikely to be in the 3rd band. After a good definition of health it referred only to having good health as a result of 'a good diet and not smoking or taking drugs'. The remainder of the answer was vague and generalised without a logical thread or any form of example to substantiate the points made.



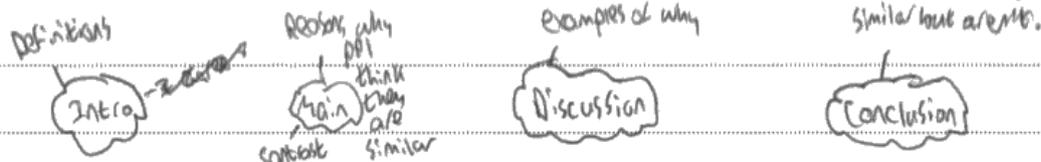
ResultsPlus Examiner Tip

Essays should contain an alternative point of view, and points made must be substantiated.

Question 5 (a) (ii)

*5 Discuss the view that **health** and **fitness** are similar concepts and as such if you are fit you must be healthy.

(12)



It is ~~not~~ assumed by many people in today's society that health and fitness go hand in hand but this is not always the case. To be healthy, it means you are in 'A state of complete social, physical and mental well being and not merely the absence of disease.' Fitness is about meeting the demands of the sporting environment. There is a difference between the two concepts and I will discuss this throughout as well as ~~the~~ explain how you can be fit but not healthy.

The reason why ~~there are~~ health and fitness are not similar concepts is because you can be healthy but not fit and you can also be fit but not healthy. In terms of being healthy but not fit; you can be in a good mental state and free of stress and anxiety. You can also be in a good physical state and free of ~~medical problems~~ ~~concerns~~ contemporary concerns like obesity and diabetes. You can also ~~be~~ have good social skills and have plenty of friends. Although ~~with~~ all these ~~the~~ good attributes that lead to you being healthy does not mean you are fit. Yes you may be able to walk to the shop or walk up the stairs without being out of breath which is good. Although you haven't got the level of fitness required to run a marathon as fitness requires a period of training to enable you to meet the demands of the environment.

It's also possible to be fit but not healthy. You may be able to meet the demands of the physical activity/environment but you are not in a

state of complete social, physical and mental well being. Take for example a Sumo wrestler, he may be a world champion which means he is fit but not healthy. He is not fit for the physical activity, however he is clinically obese which means he could suffer from coronary heart disease or diabetes in the future so he is not healthy but fit. Another example is a 100m sprinter, he may be fit to win the races but he may smoke which could lead to lung cancer which is not healthy.

In conclusion, yes it is possible in most cases that if you are fit ~~healthy~~ to a certain degree you will be healthy and vice versa although it not correct to always assume that if you are fit you will be healthy.



ResultsPlus Examiner Comments

This is a good example of a very simple structure but one that is also very effective.

The answer began with near text book definitions of the two concepts and then simply utilised these throughout the remainder of the answer. Firstly by showing how it is possible to be healthy while lacking fitness and then being fit but lacking health. For both parts of the answer the candidate used examples that both supported and substantiated the points being made.

It is an example of simple but effective response.



ResultsPlus Examiner Tip

In an essay it is a good idea to show, often with a definition, that you understand the concepts. Then utilise that understanding with an argument that is substantiated with examples.

Question 6 (a) (i)

The terms wanted were those that have been taught as the main reference to recreational activities during the periods indicated, namely

- i. Popular recreations
- ii. Rational sport

Question 6 (a) (ii)

The terms wanted were those that have been taught as the main reference to recreational activities during the periods indicated, namely

- i. Popular recreations
- ii. Rational sport

Question 6 (b)

A well answered question by many students, often scoring maximum marks for both parts i & ii.

A few candidates scored well on one section with a successful style of answer, only to change the style completely for the other part where they failed to score.

The question clearly asked candidates to "describe how activities reflected the society of the time." Describing either the society OR the activities would not score the marks. The link between the two was the key.

(b) Describe how physical activities carried out during both the pre and post Industrial Revolution reflected British society at that time.

(i) Pre Industrial

(3)

Sports did not have rules pre-industrial revolution and were usually mob or invasion games that were done in a recreational way. Usually the gentry played individual sports while the peasants played violent team sports.

(ii) Post Industrial

(3)

Sport became more of a spectacle, where people began paying to see sport. Due to urbanisation there was less room to play, along with longer work hours meaning there was less time for sport. However it was rationalised and set rules were established so there was some progression in British society, and then attitudes towards sport.



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Examiner Comments

The first answer described the activities but failed to link them, a trend that is continued into the second part of the answer. However one link is present in part B, where the candidate stated that "because of urbanisation there was less space to play." This added to the earlier reference to increased spectators, earning the candidate a mark.



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Examiner Tip

This candidate clearly understood the characteristics that defined the activities during the two periods; however a failure to fully appreciate what the question asked means that only one of the 6 marks available was achieved.

Question 6 (c)

Many candidates failed to identify that codification was the "recording" of the rules, rules that were created during the rationalisation phase.

Most candidates scored the available mark for part ii for stating that it made activities less violent or that it gave a uniform structure.

Question 7

A lack of understanding of what the term "exporting" means led to many students failing to score marks on this question.

Many candidates assumed that it meant "an exiting" or "departure" from the tradition of the established games. Many others thought that it meant the creation and spreading of gamesmanship, while a number referred to ethnic groups.

Where students understood the terms they answered appropriately, and scored well.

Question 8 (a)

A total of 6 marks were available for 3 definitions and an example of each.

The key to 'amateur' and 'professional' is the reference to money, paid or unpaid. The examples for both should have been straightforward; however many candidates were far too brief with their answers, simply stating a name or a sport. Football is neither an example for amateur or professional, as it can be both. A little more context was required.

For sponsorship, the key was to indicate clearly that the "sponsor" gives money in return for promotion via a logo, etc. Confusion between advertising and endorsements often prevented candidates from scoring here.

Question 8 (b)

A generally very well answered question with many candidates scoring 5 or 6 of the available marks.

(b) Until recently the Olympic Games were considered a largely amateur event.

Explain why the Olympic Games are generally credited with the commercialisation of sport.

(6)

- 1976 montreal olympics lead to country being bankrupt.

- Peter uberroth decided to change this at the 1984 LA olympics by using sponsors etc.

- He sold TV rights to one company

- Golden triangle - linked sport with buisness

- ~~set~~ the festoon was used by the IOC to gain money by charging companies to use it on advirtisments

- McDonalds + coca cola were massive sponsors of the 1984 olympics

commercialisation is the link of sport and buisness.



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Examiner Comments

Although not fully "explaining" this response provided a number of points that are worth 5 of the available 6 marks.

1 mark for 1976 Games leading to bankruptcy.

1 mark for Peter Uberroth selling the TV rights.

1 mark for selling the festoon.

1 mark for the Golden Triangle linking sport and business.

1 mark for McDonalds being a significant sponsors of the '84 games.

Question 8 (c)

A well answered question that proved that the majority of students have significant knowledge about this aspect of the syllabus and TI in particular.

Question 9

This essay was well answered by a majority of students.

Commercialisation is a popular topic, and most students were able to identify both advantages and disadvantages regarding it.

Responses achieving higher score clearly identified what commercialisation of sport concerns, e.g. that it is growing massively, and then discussed this in positive and negative terms. Answers that gave opinions only (with no examples) did not score as well as those that linked developments to commercialisation.

Commercialisation is when sport is linked to business through things such as sponsors, endorsements, and advertisement. Most of the credit for the creation of this goes to Peter Ueberroth who led the International Olympic Committee (IOC) in the 1984 LA Olympic Games. This was the first Olympics to ever make a profit after the event. It was achieved through many different factors such as the Golden Triangle, selling TV rights and being sponsored by McDonalds and Coca Cola.

An

^aAdvantages of commercialisation would be that it generates a lot of profit after events. It gives money to the athletes (from things like endorsements) and it also promotes companies who sponsor teams/athletes. For example, Nike sponsors Tiger Woods which promotes the company of Nike to people who watch golf. Also Tiger Woods would receive money for being in Nike's advertisement, e.g. posters, adverts etc.

For example, there is a lot of media coverage during global events such as the olympics so a lot of athletes will be featured on TV.

Sometimes this can lead to a lot of pressure on the athletes and results in the decrease of their success rates. Another thing that is bad about commercialisation is that sponsors can effect the times and places of events.

For example if a football team are sponsored they have to usually wear the company logo on their kit and the sponsor gets to dictate when the next match is played. This can again create pressure on athletes and confusion in the situation.

Overall, commercialisation is very important even if it has its disadvantages because it generates more money for the people involved and saves countries from becoming bankrupt when holding global events.



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Examiner Comments

This is a well-structured essay that has a clear introduction and explains what commercialisation is.

The response went into the history of commercialisation of sport, which although not entirely necessary provided some context. The structure continued with a balanced presentation of a number of advantages and disadvantages and used examples to support the points made.

There is a conclusion that followed the theme of the essay, agreeing that there are advantages and disadvantages but the weight supports the advantages.

A good essay that answered the question with substantiated opinion and relevant facts.

Paper Summary

The paper has performed well with candidates scoring and accessing marks across the range. Centres seem to have taken on board the advice offered in previous reports and as a result student performance seems to be consistently improving, including some good discussion and clear structures.

Based on their performance on this paper, candidates should:

- Offer succinct and accurate definitions to key terms.
- Ensure clarity and accuracy to score the marks available.
- Avoid irrelevance
- Avoid one-word answers
- Ensure responses are in context

Grade Boundaries

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