

Mark Scheme (Final)

Summer 2016

GCE Physical Education (6PE01/01)
Unit 1:

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Publications Code 6PE01_01_1606_MS

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- For questions worth more than one mark, the answer column shows how partial credit can be allocated. This has been done by the inclusion of part marks eg (1).
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.



Quality of Written Communication

Questions which involve the writing of continuous prose will expect candidates to:

- Write legibly, with accurate spelling, grammar and punctuation in order to make the meaning clear
- Select and use a form and style of writing appropriate to purpose and to complex subject matter
- Organise information clearly and coherently, using specialist vocabulary when appropriate.

Question Number	Answer	Additional guidance	Mark
1(a)(i) & (ii)	<ol style="list-style-type: none"> Contemporary concerns are issues that are <u>pertinent / current</u> for <u>society</u>/at a given time. Obesity is when a person's body fat is 25% greater than their gender norm / BMI of 30 or greater 	Reference to body fat being greater than 25% is insufficient unless substantiated as being greater.....	(2)

Question	Answer	Additional guidance	Mark
1(a)(iii)	<p>Any 4 from:</p> <ol style="list-style-type: none"> It is an issue / a growing issue for society at the moment. Dietary trends suggest that obesity rates will continue to rise. / reference to cost of healthy eating vs cheap fast / processed option. trends in sedentary activities suggest that obesity rates will continue to rise. Obesity rates amongst children are also increasing, Obese children more likely to become obese adults. Obesity is linked with other hypokinetic disorders / other diseases. (such as CHD, High Blood pressure, Increased pressure on the NHS in terms of finances and physical demand. Financial costs in terms of lost time at work. The UK has the reported highest levels of obesity in Europe <p>Any other acceptable response relating to physical education.</p>	<p>Where answers relate to increasing trends the key to scoring the mark is the reference to growth of the trend (i.e. poor diets worsening, increasing levels of sedentary activities etc)</p> <p>NB. Students can answer generically as stated, or by specifying a disease, e.g. CHD.</p>	(4)

Question	Answer	Additional guidance	Mark
1(a)(iv)	<p>Any 3 from:</p> <ol style="list-style-type: none"> 1. To reduce a sedentary lifestyle. 2. To increase calorific expenditure / burn more calories / burn more fat 3. To increase muscle mass 4. To increase resting metabolic rate / BMR 5. To improve health / encourage a healthy lifestyle / combat other health issues 	<p>5. Only accept the term "Healthy Lifestyle" or similar reference to lifestyle</p>	(3)

Question Number	Answer	Additional guidance	Mark
2(a)(i)	<p>1 mark for stating what health is 1 mark for stating what fitness is</p> <p>1 mark for clarifying the difference.</p> <ol style="list-style-type: none"> 1. Health is a state of physical, social and mental wellbeing and not just the absence of disease / health is a complete state of wellbeing and not just the absence of disease. 2. Fitness is the ability to meet the demands of the sporting environment without undue fatigue. 3. Health is general wellbeing, fitness is specific to a sport or activity 	<p>Candidates can still be awarded the mark if 'absence of disease' is missing</p>	(3)

Question Number	Answer.	Additional guidance	Mark
2(a)(ii)	<p>1 mark for the example and 1 mark for the explanation. Below are examples of acceptable responses.</p> <ol style="list-style-type: none"> 1. A boxer post fight may still retain his sporting fitness (1) but be suffering from concussion so is not healthy (1). 2. A sumo wrestler would be fit for wrestling (1) but would be considered as obese and so not healthy (1). 3. A track sprinter taking PED's / may be able to set a 100m world record so is fit (1) but runs the risk of heart failure and therefore not healthy (1). <p>Any other acceptable answer</p>	<p>Marks will only be awarded as a pair in this question.</p> <p>NB. No marks are awarded for stating that someone who Runs a marathon is fit, if there is nothing else to accompany it as the question specifically relates to being fit <u>but not</u> healthy</p> <p>NB Repeat examples illustrating the same point, eg. Weight but with different sports are seen as a repeat. However increase and decreasing weight are different</p>	(6)

Question Number	Answer	Additional guidance	Mark
3a(i)	<p>Definition for 1 mark</p> <p>A structural adaptation is a <u>long term</u> change to the <u>anatomy / physical make up</u>.</p> <p>Example for 1 mark</p> <p>cardiac hypertrophy / vascularisation</p> <p>NB. DO NOT ACCEPT FUNCTIONAL ADAPTATIONS!</p>	<p>Cardiac hypertrophy (other specific cardiac growth)</p> <p>Increased vascularisation</p> <p>Increased RBC count</p>	(2)

Question	Answer	Additional guidance	Mark
3a(ii)	<p>Definition for 1 mark</p> <p>A functional adaptation is a <u>long term</u> change to <u>the physiology</u> / <u>how the system works</u></p> <p>Example for 1 mark</p> <p>Increased cardiac output / stroke volume / aerobic fitness</p> <p>NB. DO NOT ACCEPT ANATOMICAL ADAPTATIONS!</p>	<p>Increased SV</p> <p>Increased Q (during exercise) Decreased in HR / Bradycardia CV fitness benefits</p>	(2)

Question Number	Answer	Additional guidance	Mark
3(b)	Structural adaptations enable functional adaptations. (1)	Accept any appropriate structural and functional adaptations if used as examples to illustrate the point	(1)

Question Number	Answer	Additional guidance	Mark
4a(i)	<p>Any 4 from:</p> <ol style="list-style-type: none"> 1. Reference to not moving / being held. / There is no movement once the muscle is stretched 2. For a period of at least 6 seconds 3. It tends to target individual muscles rather than muscle groups. 4. Is often active but can be passive. 5. Can be performed alone or with a partner 6. Suited to cooling down post activity / reference to cooling down 7. It is considered to be the easiest method of stretching 8. Considered to be the safest method of stretching 9. It is used as a method to improve range of movement 10. Static stretching involves maintaining a muscle at its elastic limit 	<p>NB. Be careful not to award marks that are describing the benefits / advantages or disadvantages of static stretching</p>	(4)

Question	Answer	Additional guidance	Mark
4a(ii)	<p>Any 2 from</p> <ol style="list-style-type: none"> 1. Not sport specific 2. Lack of movement can potentially lead to increased risk when performing ballistic activities 3. Adaptations are slow to occur 4. If used as part of a warm-up can impair performance 5. By its static nature it can lead to a loss of core temperature 6. If performed incorrectly can cause skeletal or muscular injury 7. Only stretches one / few muscles at a time 8. Boring 		(2)

Question	Answer	Additional guidance	Mark
4b	<p>Any 4 from</p> <ol style="list-style-type: none"> 1. Usually partner assisted 2. The muscle is stretched to its limit 3. The muscle is usually stretched passively / with assistance 4. Stretch position is maintained / up to 10 seconds while exerting a maximal isometric contraction 5. This contraction is usually performed against a resistance 6. The isometric part of the stretch is active 7. Additional partner / passive stretching may be applied at this point 8. Relax and repeat 9. Neuromuscular function is used to increase the ROM / efficiency 10. Is very effective in increasing the range of movement (ROM) / provides very fast results 11. Is the most effective method of improving muscular elasticity 	<p>The answers in the m/s follow a logical sequence of events, to award marks they must relate in some way to this order of events. Stand-alone points, such as relax and repeat are not awardable.</p>	(4)

Question Number	Indicative Content	Mark		
*5	<p>An explanation to include some of the following points Typical indicative content.</p> <ul style="list-style-type: none"> • Ageing includes up to and through puberty, up to physical maturation, post physical maturation and beyond. • Aging up to and after puberty generally has a positive effect Upon performance, NB. Female gymnastics being an exception. • At and after puberty hormones are produced which aids muscle growth and repair, this is the case for both men and women but more so for men. • This continues up to the point of physical maturation. • The point of physical maturation is different for different sports, depending upon each sport's specific physical requirements. • Generally accepted that speed, power, reaction time dependent events have an earlier maturation point than endurance events. • Assumption that speed, power, strength, reaction time etc are lost or begin to decline after an athlete reaches a point in their 30's. • Athletes performing at a top level for longer is challenging this notion. • Apathy and abstinence have a bigger effect up on a decline in performance than aging. • Physical activity can help to offset and even reverse the aging process. • Physical deterioration such as eyesight/susceptibility to health issues increase post physical maturation. • Depending on the activity might be more prone to injury post physical maturation • Aging can lead to an increase susceptibility to injury • Post maturation can lead to slower recovery times • Post maturation there will be a decline in maximum HR but this is often offset by an increased size in the ventricular chambers • Aging can lead to a change of psychological / social perspective or priorities 	(12)		
Level	0	No rewardable content		
1	<p>1 - 3</p> <p><input type="checkbox"/> A limited discussion that includes descriptive comment and/or lists, with minimal or no evaluation.</p> <ul style="list-style-type: none"> • Subject specific terminology is not used and/or inappropriately used • The response is mostly appropriate; though includes many factual inaccuracies and irrelevancies. • The response is poorly structured with frequent errors in spelling, punctuation and grammar. <p>Answers in this band will make sweeping statements and generalisations about ageing having a negative effect upon performance. Points will rarely be substantiated and there will be few</p>			

2	4 - 6	<ul style="list-style-type: none"> • A basic discussion that includes mostly descriptive comment, and contain some evaluation of the effects of aging. • Subject specific terminology is sometimes used, though there may be some inaccuracies in its application. • Responses are appropriate; though include some factual inaccuracies and/or irrelevancies. • The response has a basic structure with frequent errors in spelling, punctuation and grammar. <p>Answers in this band will generally support the view that performance drops off as one ages. Point of physical maturation may be referred to and several physiological components will be identified and offered as justification as to why performance declines, these will usually include a loss of power, strength, reaction times etc.</p> <ul style="list-style-type: none"> • Answers at the top of this band will be based around three or more physiological factors that could be offered as justification for a declining performance, each supported with objective points.
3	7 - 9	<ul style="list-style-type: none"> • A good discussion that includes some evaluation. • Subject specific terminology is consistently used, though there may be some inaccuracies in its application. • Responses are relevant and appropriate. • The response has a sound structure with some errors in spelling, punctuation and grammar. <p>Essays in this band and beyond will have identified that ageing can have both a positive and a negative effect upon performance. Better answers will identify that ageing improves performance through and after puberty, continuing to improve up to the point of maturation. Different ages will be identified for different sports and their physical requirements.</p>
4	10-12	<ul style="list-style-type: none"> • A comprehensive discussion that is coherent and includes a full evaluation. • Subject specific terminology is used with minimal error in its application. • Responses are insightful, realistic and current. • The response has clear and effective structure with minimal error in spelling, punctuation and grammar. <p>Answers in this band will have built on the previous band and will have also identified that ageing can be somewhat offset through continued high intensity activity. Sociological issues and declining participation will be viewed as significant factors in declining performance alongside ageing.</p>

Question	Answer	Additional guidance	Mark
6(a)	<p>Max of 2 for any one area, Feudal, agricultural and rural</p> <p>Related to <u>feudal</u></p> <ol style="list-style-type: none"> 1. Feudal refers to a two tiered social order which was reflected in the activities carried out / Activities were differentiated by class; <p>The aristocracy took part in activities that were</p> <ol style="list-style-type: none"> 2. non work based as this was not deemed to be fitting for their position, 3. deemed to be "civilised"/ "sophisticated" 4. required resources such as horses etc as they could afford them, 5. Could be carried out at any time as they did not work so had almost limitless leisure time. <p>The peasants took part in activities that</p> <ol style="list-style-type: none"> 6. required no resources as they had no money to buy luxuries 7. had no written rules as they were unable to read 8. were often based around violence as / preparation for war <p><u>Agricultural</u></p> <ol style="list-style-type: none"> 9. Life and sports were hard and cruel for the peasants 10. Were on religious days / infrequent as they had to work. 11. As England was agricultural activities were based around this in terms of the calendar, i.e. times of celebration. 12. And also in terms of the location. <p><u>Rural</u> ;</p> <ol style="list-style-type: none"> 13. activities could be carried out in the country side 14. but this also meant that they had to be carried out locally 15. due to a lack of available transport 16. No pitches or restrictions / natural restrictions like rivers / hedges etc were used. 17. lots of available space so lots could participate 		(6)

Question	Answer	Additional guidance	Mark
6(b)(i)	<p>1 for reference to coming together of lots of ideas / melting pot etc</p> <p>1 for creation of common understanding / rules / an agreed model / creation of recognisable sports</p> <p>Rationalisation refers to the merging of lots of ideas / inputs (1) into an agreed model (1)</p>		(2)

Question	Answer	Acceptable answers	Mark
6(b)(ii)	<p>1 for Codification refers to the <u>writing and recording</u> 1 for of a common / accepted set of rules / able to be applied / code of the sport</p>		(2)

Question	Answer	Additional guidance	Mark
6(b)(iii)	<p>Any 6 marks from</p> <p>Max of 1 mark for each societal reference alone, e.g. up to a max of 3 in total. e.g. of references any 3 from;</p> <ol style="list-style-type: none"> 1. Industrialised 2. Urbanised 3. Transport developments 4. Social reform <p>Sub max of 3 from above</p> <p>Industrialised</p> <ol style="list-style-type: none"> 5. Led to a need for educated work force which aided the recording of the written rules. 6. Led to the need for NGB's to provide organised competition.. 7. Led to factory owners providing organised teams so leagues could be formed/ exist. <p>Urbanised</p> <ol style="list-style-type: none"> 8. the limited <u>space</u> for recreationmeant that there needed to be a limit on playing numbers / 9. The limited <u>space</u> for recreation..... pitch size / 10. And so rules had to enforce this. 11. Densely populated areas enabled / facilitated the creation of leagues and regional competitions <p>Transport</p> <ol style="list-style-type: none"> 12. enabled people to travel to play soleagues and competitions could be formed 13. Enabled people to travel to play so..... required a common set of recorded rules <p>Social Reform</p> <ol style="list-style-type: none"> 14. laws / police force existence / ensure player safety / well-being, – referees in sport 15. Referees were used to enforce the laws. 16. The IR eventually brought about <u>regular working hours</u> and in turn more leisure time which enabled regular fixtures / leagues / competitions 	<p>The question refers to how social changes effected sporting developments so answers must link these two together</p>	(6)

Question Number	Answer	Additional guidance	Mark
7(a)(i)	<p>1 mark for the definition and 1 mark for the example, the example must be specific rather than general, i.e. school boy football is ok, football alone or Sunday football is not sufficient.</p> <p>Amateur sport is when no financial incentive or gain is offered to players (1)</p> <p>An example of amateur sport would be youth football (1) Simply stating a sport is insufficient, the sport must be qualified in order to show that it is amateur</p>	<p>NB. Athletes are not paid to take part at the Olympics. Stating amateurfootball is acceptable.</p>	(2)

Question	Answer	Additional guidance	Mark
a(ii)	<p>1 mark for the definition and 1 mark for the example</p> <p>Professional sport has a financial benefit to those playing. (1)</p> <p>An example of professional sport would be "The Football League". (1) Simply stating a sport is insufficient, the sport must be qualified in order to show that it is professional</p>	<p>Named professional player must be qualified with his / her sport.</p>	(2)

Question	Answer	Acceptable answers	Mark
7(b)	<p>Max of 4 for factors Max of 4 for examples; must relate to the preceding factor</p> <ol style="list-style-type: none"> 1. Increased globalisation & commercialisation & Americanisation of sport E.g. More international sports competitions / higher salaries / bigger prize money 2. Media coverage increases awareness and access. E.g. Sports people such as David Beckham can be seen frequently. 3. Social media access to sports people E.g. following a sports star on twitter 4. Pay per view increase revenue E.g. Such as sky sports / box nation 5. Increased prize money leads to greater anticipation for the spectator E.g. £1.7 (2014) million for Wimbledon 6. Specific channels dedicated for sports E.g. Talk sport / sky sports 1, 2, 3 etc 7. Huge wages leads to desire to / aspire to sporting success as an avenue for social mobility E.g. Wayne Rooney receiving £300,000 per week 8. Growth in spectators e.g. More people watching gives rise to the popularity of the star performers <p>And other acceptable factors and examples</p>	<p>The example must relate to the specific factor, but factors can score without an example.</p> <p>Commercialisation includes sponsorships, endorsements, merchandising etc</p>	(8)

Question Number	Answer	Additional guidance	Mark
8	<p>Max of any 5 from;</p> <ol style="list-style-type: none"> 1. The objective is to build an aerobic base 2. To develop speed and strength 3. To develop specific sports skills 4. This phase is appropriate for boys aged 12 to 16 5. Girls aged 11 to 15. 6. This phase ideally occurs post-puberty and attention switches to fitness training 7. Learn correct techniques for strength and condition exercises. 8. Develop an understanding of correct nutrition and hydration strategies 9. Establish pre-competition, competition and post competition routines, e.g. warm up / cooldown 10. The phase is predominantly still training rather than competition based / more competition than previous stages <p>There will be;</p> <ol style="list-style-type: none"> 11. detailed mental preparation 12. a focus on sport-specific skill development including perceptual skills (reading the game/tactical understanding) / decision making and / extensive evaluation (1) 	Exact ages only acceptable	5 (5)

Question Number	Mark
*9	<p>An explanation to include some of the following points</p> <p>Reasons for TI might include;</p> <ul style="list-style-type: none"> Creation of a new country / identity (East Germany) Nation building (East Germany,) Using sport as a tool for political gain (East vs West, - Communist vs capitalist) Need to develop national pride (AIS post Barcelona,) <p>Answers with discussion will look at the Issue with TI, i.e. How is talent identified, is it through potential or current attainment?</p> <p>The screening and profiling processes undertaken by East Germany and the AIS.</p> <p>The potential for drop outs through increased pressure, burn out. The lack of opportunity for late developers</p> <p>Issues regarding funding the programmes.</p> <p>Increased pressure to win may lead to deviance at various levels. May lead to sport being seen as elitist and so discourages low level performers vs the inspiration felt by national success.</p> <p style="text-align: right;">(12)</p>
Level	0 No rewardable content
1	<p>1 - 3</p> <ul style="list-style-type: none"> <input type="checkbox"/> A limited discussion that includes descriptive comment and/or lists, with minimal or no evaluation. • Subject specific terminology is not used and/or inappropriately used • The response is mostly appropriate; though includes many factual inaccuracies and irrelevancies. • The response is poorly structured with frequent errors in spelling, punctuation and grammar. <p>Answers in this band will make sweeping statements and generalisations about TI. Minimal detail / a large number of inaccuracies. Isolated statements made.</p> <p>May refer predominantly to one country or alternatively just to strengths or weaknesses. Not both.</p> <p>Answers relating to East Germany may focus heavily on drug use / cheating etc.</p>

2	4 - 6	<p> <input type="checkbox"/> A basic discussion that includes mostly descriptive comment, and contain some evaluation of the effects of aging. </p> <ul style="list-style-type: none"> • Subject specific terminology is sometimes used, though there may be some inaccuracies in its application. • Responses are appropriate; though include some factual inaccuracies and/or irrelevancies. • The response has a basic structure with frequent errors in spelling, punctuation and grammar. <p>Information provided will be largely accurate, Answers in this band are still descriptive but will more often be substantiated with detail and less generalisations about TI.</p> <p>These answers will be more balanced when considering the two countries and also the strengths and weaknesses. Content will become factually accurate.</p>
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	7 - 9	<ul style="list-style-type: none"> • A good discussion that includes some evaluation. • Subject specific terminology is consistently used, though there may be some inaccuracies in its application. • Responses are relevant and appropriate. • The response has a sound structure with some errors in spelling, punctuation and grammar. <p>Answers in this band will still contain some description but will include some discussion. (E.g. answers will begin to identify either some similarities or differences between the two systems. Or similar reasons for embarking on TI)</p> <p>These answers will be increasingly balanced when considering the two countries and also the strengths and weaknesses. Content will contain few inaccuracies.</p> <p>To enter into band 3 the answer will have considered the strengths and weaknesses of both countries .</p>
4	10-12	<ul style="list-style-type: none"> • A comprehensive discussion that is coherent and includes a full evaluation. • Subject specific terminology is used with minimal error in its application. • Responses are insightful, realistic and current. • The response has clear and effective structure with minimal error in spelling, punctuation and grammar. <p>Answers in this band will be discussion based e.g. answers will identify both the similarities and differences between the two systems; reasons for embarking on TI, effectiveness of the programmes.</p> <p>These answers will be balanced when considering the two countries and also the strengths and weaknesses.</p>