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# Mark Scheme (Results)

Summer 2017

Pearson Edexcel GCE

In Physical Education (6PE01)

Paper 01 Participation in Sport and Recreation

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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.
- 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.

Question Number	Answer	Mark
1	<p><b>1 x 4</b></p> <ol style="list-style-type: none"> <li>1. Fitness</li> <li>2. Ability</li> <li>3. Resources</li> <li>4. Time</li> </ol>	(4)

Question Number	Answer	Mark
2a	<p>Candidates can be awarded full marks without using the words frequency, intensity, time and type.</p> <p>1 mark can be awarded for correctly identifying and defining 3 of F, I, T &amp; T, with a max of 2 marks for correctly identifying and defining all 4 without applying them.</p> <p><u>NB. If marks are awarded for identification and definition, they cannot be awarded in addition to marks for explanation.</u></p> <p>e.g.</p> <p>An endurance athlete would train at least twice a week (frequency) (1). They would work at an intensity that would allow 60 seconds or more at a station / or at a specific heart rate for a stated time. (intensity) (1). The circuit would last a minimum of 15 minutes (time) (1). By performing different exercises the athlete can target specific fitness needs (CV or muscular endurance) quickly and effectively (type) (1). (NB. if type is given as circuit training, then this should also be credited.)</p>	(4)

Question Number	Answer	Mark
2b	<p>The circuit can be adapted by;</p> <ol style="list-style-type: none"> <li>(1) changing the exercises performed (1)</li> <li>(2) changing the order of the exercises (1)</li> <li>(3) increase duration at a given exercise station (1)</li> <li>(4) increasing training intensity / increasing resistance / overload (1)</li> <li>(5) increasing reps/circuits (1)</li> <li>(6) Decrease the amount of rest time between stations (1)</li> <li>(7) increase the number of stations (1)</li> <li>(8) Either perform more reps in a specified time or a specified number of reps in a quicker time</li> </ol>	(5)

Question Number	Answer	Mark
3(a)	<ol style="list-style-type: none"> <li>(1) Over use</li> <li>(2) Poor validity / not sport or fitness specific</li> <li>(3) Unreliable / lack accuracy</li> <li>(4) Demotivating / athlete might not be motivated for the test</li> <li>(5) Can be expensive, difficult to get access / expertise / equipment needed</li> </ol>	(3)

<b>Question Number</b>	<b>Answer</b>	<b>Mark</b>
<b>3(b)(i)</b>	Max of 3 marks for; <ol style="list-style-type: none"><li>1. 1 mark for an indication that the athlete starts the test rather than being told when to go.</li><li>2. 1 mark for an indication that there is a need for acceleration / to get to max speed.</li><li>3. 1 mark for identification that the distance to cover at full speed is 30 meters.</li><li>4. 1 mark for an indication that lighting gates / pressured timers could be used for accuracy</li></ol>	<b>(3)</b>

Question Number	Answer	Mark
3(b)(ii)	<p><b>Reliability</b> Is in terms of accuracy of the test (1) and this comes in with regards to the variables that are involved in the test/with and could it be repeated consistently to compare results (1) regards to the 30 meters flying sprint test the variables involve the distance, weather / environment, the terrain and timing and the equipment (1)</p> <p><b>Distance</b> The athlete should be allowed an optimum acceleration area and the test must be accurately measured over exactly 30 meters (1) by having too short an acceleration area the athlete may still be accelerating and or beginning 91) by having too long an acceleration zone then the athlete may begin to tire during the test (1) also the distance might not be measured accurately (1)</p> <p><b>Weather</b> If the test is performed outside, then there is an issue with the weather. The heat, wind, wet etc. can all play a part in affecting the performance (1). The test must be performed in exactly the same climatic conditions each time to be valid (1)</p> <p><b>Terrain</b> Performing the test outside can be affected by the weather (1) and also by the terrain, is it totally flat or up or downhill (1) combining the weather again, the surface if it is grass may be affected with the ground being soft, slippery, long grass etc. (1)</p> <p><b>Timing</b> Timing is probably the most obvious area for issues regarding, how is the issue of human error reduced or at least minimized? (1) Where the timer stands is important (1) if the timer stands at the beginning, middle or end of the 30 metres zone there are issues re accuracy (1) there is also an issue of accuracy through human error with knowing when to start and stop the watch / judgement and reaction times of starting it and the watch working (1) (1)</p> <p><b>Equipment</b> The equipment is very important and can compromise the test, if cones are used, are they visible / in the correct position (1) are the stopwatches accurate / standardized, (1) the validity of watches vs lighting gates (1). The integrity of a student's peers timing accurately / the understanding of the protocol by peers. (1)</p>	(8)

Question Number	Answer	Mark
3(iii)	<p>To improve reliability, the variables must be controlled, perform inside if possible (1)</p> <p>By always using the same / a predetermined / marked out area to ensure the accuracy of measuring the 30 meters (1)  Clearly defining the start and finish that is visible to all (1)  Environmental conditions are recorded in order to provide a more accurate reflection (1)</p> <p>The main issue of reliability is to minimize human error when timing, one way is to time the athlete several times and to take averages of the times (1) or for several people to time one effort and to take an average of that (1)</p> <p>Another way would be for two watches to be started simultaneously by the same person. (1) One watch is handed to a timer at the start of the 30m (1) and one to a timer at the end (1)  Each timer stops their own watch when the athlete passes them (1).  The difference between the two times is the time taken to cover the distance (1)</p>	(6)

Question Number	Answer	Mark
4.	<p>An explanation to include some of the following points of typical indicative content.</p> <ul style="list-style-type: none"> <li>• Definition of continuous training, as training where the intensity is constant throughout / steady state, duration is usually considered as longer than other methods, often associated with endurance.</li> <li>• Characteristics of continuous training such as long/slow/steady state training, repetitive, gross motor activities, no breaks/intervals.</li> <li>• Advantages: simple/easy to perform/expensive equipment not necessarily required/easy to monitor/not perceived as physically demanding as other methods.</li> <li>• Disadvantages: boring, time consuming, more likely to overuse injuries, not always specific, requires knowledge or training intensity / equipment to measure it.</li> <li>• Benefits for an endurance athlete such as good for recovery, can cause suitable endurance based adaptations, can aid correct technique (if correct technique is being practiced).</li> <li>• Disadvantages for an endurance athlete such as encouraging only steady state performance, can be overused so only developing certain fitness benefits, can lead to incorrect technique being learnt if incorrect technique is being practiced.</li> <li>• Benefits for an anaerobic/power athlete such as use for pre-season base fitness, use for active recovery after more intense activity, can speed up recovery</li> </ul>	<b>(12)</b>
<b>0</b>	No rewardable material	
<b>1</b>	<p><b>1-3</b></p> <ul style="list-style-type: none"> <li>• Basic definition provided</li> <li>• Answers based around generic assumptions that continuous training is only used by endurance athletes</li> <li>• There will be inaccuracies and generalisations contained within the answer.</li> <li>• the answer communicates ideas using basic language and uses limited appropriate terminology</li> <li>• The answer is likely to be repetitive and so lacks any appropriate structure.</li> <li>• spelling, punctuation and grammar are used with limited accuracy</li> </ul> <p>Answers here will make sweeping generalisations about continuous training. Definitions may be present without being entirely correct, it is likely to be assumed that continuous training is good / the only method of training for aerobic athletes and no good for anaerobic athletes.</p>	

2	4 - 6	<ul style="list-style-type: none"> <li>• A more developed and accurate definition is provided</li> <li>• The benefits of continuous training for an endurance athlete are more developed</li> <li>• The answer although limited will be increasingly factually accurate</li> <li>• Advantages and disadvantages of continuous training will be explored but not linked to the type of athlete.</li> <li>• The answer communicates ideas showing some evidence of clarity and organisation and uses appropriate terminology</li> </ul> <p>Answers are likely to have an accurate definition of what continuous training is and how it can benefit athletes. Answers might begin to describe training sessions with reference to med intensity and longer durations.</p> <p>Answers might attempt to identify the pros and cons of continuous training as a method of starting a discussion.</p> <p>Answers at the top of this band might be identifying that continuous training can be of benefit to all types of athletes.</p>	
3	7-9	<ul style="list-style-type: none"> <li>• Although possibly present the structure will lack balance and continuity</li> <li>• Spelling, punctuation and grammar are used with some accuracy</li> <li>• Answers within this band begin to show discussion as to the advantages and disadvantages of continuous training for both types of athlete</li> <li>• Information has a broader range of factually accurate content</li> <li>• The answer communicates ideas clearly and coherently uses a range of appropriate terminology accurately</li> <li>• Structure is increasingly evident and balanced</li> </ul> <p>To score in this band answers will have identified that a discussion exists. They will have noted that continuous training might not be ideal for competition and that it might lack sports specificity. The discussion may be still based around an advantage / disadvantage scenario however.</p>	
4	10-12	<ul style="list-style-type: none"> <li>• A comprehensive and balanced discussion that explores both the merits and limitations of continuous training for both power and endurance based athletes</li> <li>• Answers will challenge assumptions and generalisations.</li> <li>• Information has an extensive range of factually accurate content</li> <li>• Subject specific terminology is used with minimal error in its application</li> <li>• Responses are insightful, realistic and current</li> <li>• The response has clear and effective structure with minimal error in spelling, punctuation and grammar</li> </ul> <p>Answers will have identified that the nature of continuous training means that it lacks sports specificity, but that it has training and recovery benefits. That it can be used to build endurance and base fitness in the early stages of a training programme / that it can enhance repetitive skills and that it can aid recovery following intense training.</p>	

<b>Question Number</b>	<b>Answer</b>	<b>Mark</b>
<p><b>5(a)</b></p> <p><b>Expert</b></p>	<p>When designed there were two models of the LTAD which were based on the different needs of certain sports (1). Some sports have more requirements which necessitate success and so lend themselves to a later chronological maturity (1)</p> <p>Early specialization sports are defined as sports where there is little or limited tactical understanding needed (1) and or where the physical demands of the activities are those that can be met by younger people, (1) i.e. flexibility, aesthetic grace and control, agility, reaction times (1). Such sports as gymnastics (particularly female gymnastics), swimming, table tennis, diving (1) all lend themselves to being classified as early specialization sports.</p> <p>Late specialisation sports by contrast require either a deeper tactical awareness and understanding (1) and or greater physical demands that in turn need time to develop (1) such as strength, endurance and power (1). Sports such as athletics, rowing, combat sports, team games etc. are typically, late specialisation sports. (1)</p>	<p><b>(5)</b></p>

Question Number	Answer	Mark
5(b)	<p><b>To gain one mark, candidates must correctly name <u>and</u> state the purpose of each stage.</b></p> <ol style="list-style-type: none"> <li>1. Fundamentals <ul style="list-style-type: none"> <li>• The main objective should be the overall development of the athlete’s physical capacities and fundamental movement skills (1)</li> </ul> </li> </ol> <p><b>Or</b></p> <ul style="list-style-type: none"> <li>• Basic fundamental skills are learnt (1)</li> </ul> <ol style="list-style-type: none"> <li>2. Learn to train: <ul style="list-style-type: none"> <li>• The main objective should be to learn all fundamental sports skills, further development or extension of basic skills being learnt and mastered (1)</li> </ul> </li> </ol> <p><b>Or</b></p> <ul style="list-style-type: none"> <li>• learn general overall sports skills (1)</li> </ul> <ol style="list-style-type: none"> <li>3. Train to train: <ul style="list-style-type: none"> <li>• The main objective should be the overall development of the athlete’s physical capacities (focus on aerobic conditioning) and fundamental movement skills (1)</li> </ul> </li> </ol> <p><b>Or</b></p> <p>To include movement into non-competitive sports or lifetime sports (1)</p> <p><b>Or</b></p> <ul style="list-style-type: none"> <li>• Emphasis on building the basic fitness components of aerobic base, strength and speed as well as sports specific skills and fitness/learning the correct techniques of fitness (1)</li> </ul> <ol style="list-style-type: none"> <li>4. Train to compete: <ul style="list-style-type: none"> <li>• The main objective should be to optimize fitness preparation, sport/event specific skills and performance (1)</li> </ul> </li> </ol> <p><b>Or</b></p> <ul style="list-style-type: none"> <li>• Opportunity to perform within a competitive environment is required, inclusion of tactical skills/performing skills under a variety of competitive conditions during training (1)</li> </ul> <ol style="list-style-type: none"> <li>5. Train to win: <ul style="list-style-type: none"> <li>• The main objective should be to maximise fitness preparation and sport event specific skills as well as performance/athletes train to peak for major competitions, training is characterised by high intensity and relatively high volume with appropriate breaks to prevent over training (1)</li> </ul> </li> </ol> <p><b>Or</b></p> <ul style="list-style-type: none"> <li>• Technical and tactical skills as well as psychological fitness are learnt (1)</li> </ul> <ol style="list-style-type: none"> <li>6. Retirement and active lifestyle/active for life: <ul style="list-style-type: none"> <li>• The main objective should be to retain athletes for coaching, officiating, sport administration (1)</li> </ul> </li> </ol>	<b>(6)</b>

Question Number	Answer	Mark
6(a)	<p>Max of 2 for each identification and 1 for each example, giving a sub max of 3 for each.</p> <p>Advertisement is when a product, company or logo is promoted, (1) the name, face or popularity of an individual, team or event (1) might be used to draw attention to a brand or product (1) the company pays to promote or display their product (1) e.g. Thierry Henry advertises the Renault Clio (1)</p> <p>Endorsement is when an individual or team uses or wears a product (1) to imply that the product is good enough for an elite performer to use (1) e.g. Rory McIlroy endorse Nike Golfing equipment (1)</p> <p>Accept and other appropriate answers</p>	(6)
6(b)	<p>Explanation for benefit to the athlete</p> <p>The receiving athlete benefits as they receive the financial assistance from the company (1) they receive an association with that company by displaying their name which can help to raise their own profile (1) they can benefit from recognition in association with the companies own name and reputation (1)</p> <p>By having a sponsor/a top sponsor it demonstrates that a company wants to be associated with them (1)</p> <p>Explanation for the benefit of the sponsoring company</p> <p>The sponsoring company gets an increased profile by way of a moving billboard (1) they get an association with the athlete in a medium/environment outside of their usual product environment (1)</p> <p>They get an association with (hopefully) a successfully athlete / star performer (1) which helps to foster a link of their product/company being equally successful (1)</p> <p>The company benefits from an improved image of "wanting to give something to sport The financial cost can often be put against tax (1) while being able to offer corporate perks to prospective clients. (1)</p>	(4)

Question Number	Answer	Mark
7(a)	<ul style="list-style-type: none"> <li>• Deviance is behaviour outside of the norm</li> <li>• e.g. taking drugs in sport</li> <li>• Gamesmanship is "bending the rules"</li> <li>• E.g. intimidating the referee. Accept any other suitable examples</li> </ul>	<b>(4)</b>

Question Number	Answer	Mark
7(b)	<p>Financial;</p> <ol style="list-style-type: none"> <li>1. Increased levels of commercialisation lead to increased benefits to Succeeding i.e. increased salary and earning potential / increased sponsorship opportunities / increased endorsement opportunities / increased rights images (1).</li> <li>2. More at stake for athletes as sport has become a big business / job (1)</li> </ol> <p>Pressure;</p> <ol style="list-style-type: none"> <li>3. More pressure <u>on</u> coaches to succeed (1)</li> <li>4. They put pressure on athletes to do whatever is necessary (1).</li> <li>5. Pressure from sponsors (1)</li> <li>6. leading to athletes / teams doing whatever it takes e.g. Ronaldo &amp; Nike and the world cup final (1)</li> <li>7. Pressure from fans wanting to see the spectacle of a world record etc (1)</li> <li>8. Pressure from team mates (1)</li> </ol> <p>Perception and expectation.</p> <ol style="list-style-type: none"> <li>9. Perception and perpetuation of the Win at All Costs attitude.</li> <li>10. Failure to succeed leads to a loss of the aforementioned opportunities (1).</li> <li>11. The belief or perception that "everyone is cheating" leads to an easy decision being made to cheat. (1)</li> <li>12. The view that certain behaviours (that fit into the realms of gamesmanship) are not only accepted but even expected e.g. talking to opponents (sledding)/appealing for decisions/intimidating referees / simulation (1)</li> <li>13. People who behave deviantly might be perceived to get more coverage, / no such thing as bad publicity (1)</li> <li>14. Institutionalized cheating from teams / countries / coaches (1)</li> </ol> <p>Opportunity and technology</p> <ol style="list-style-type: none"> <li>15. Greater opportunity to cheat through improved methods (1)</li> <li>16. e.g. in terms of the availability of drugs/ability to beat drug detection/increased mechanical methods of cheating (1)</li> <li>17. Increase in technology making it easier to cheat (motors in bike frames (1).</li> <li>18. However as more money is entering sport, more people have access to the technology</li> <li>19. making margins narrower, (1)</li> <li>20. making it seem as though cheating is the only alternative (1)</li> </ol> <p>Coverage.</p> <ol style="list-style-type: none"> <li>21. Media coverage can be seen as increasing the pressure to win (1)</li> <li>22. Social media allows supporters easy access to athletes and teams, increasing the</li> <li>23. Pressure to succeed (1).</li> <li>24. Media coverage also gives huge publicity to sports stars caught cheating, making it seem as though its more common / prevalent (1)</li> </ol> <p>Counter view</p> <ol style="list-style-type: none"> <li>25. The view that deviance is increasing simply because we read about it more (1)</li> <li>26. In fact deviant behavior might have been more prevalent during the</li> </ol>	<b>(8)</b>

	<p>1970's, 80's &amp; 90's but due to less social media etc (1) it was less talked about / less coverage (1).</p> <p>27. It might also be that as a result of the creation of WADA (1)</p> <p>28. That its success actually highlights the existence of certain types of behavior (1), better testing and policing of sport (1).</p> <p>29. WADA was created because a problem existed, the problem did not emerge because WADA was around (1).</p>	
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Question Number	Indicative Content	Mark
8	<p>General understanding of what the role of a NGB is</p> <ul style="list-style-type: none"> <li>• Administer the rules of competition within their remit</li> <li>• Run the competition</li> <li>• Appoint national and regional managers/coaches</li> <li>• Apply sanctions</li> <li>• Administer drug tests</li> <li>• Criticisms of the NGB (out of touch, role is too big, having to police and promote is often a contradictory role)</li> <li>• Positives of the NGB's (examples of success within some sports)</li> </ul> <p>Discussion</p> <p>Pros</p> <p>The development of sport to national/international commodities.</p> <p>The facilitation of national/global competition</p> <p>The rise in status of the sport and the sports star</p> <p>The increased national importance of sporting success as viewed by governments</p> <p>The importance of sport for financial revenue at local, regional and national level.</p> <p>The use of media sources to both promote and generate income and facilities</p> <p>Many NGBs have been able to evolve in light of societal changes</p> <p>Cons</p> <p>Increased levels of corruption both at an individual, sport and national level e.g. athletes taking drugs, sports association with deviance, institutionalised/state sponsored doping</p> <p>Increased levels of gamesmanship/cheating</p> <p>The contradictory expectation of a NGB to both promote and police its own sport</p> <p>The exploitation of media sources at the expense of sport</p> <p>Some NGB's have remained somewhat archaic</p>	<b>(6)</b>

Level	Mark	Descriptor
	<b>0</b>	<ul style="list-style-type: none"> <li>No rewardable material</li> </ul>
<b>1</b>	<b>1-3</b>	<ul style="list-style-type: none"> <li>Basic understanding of the role of the NGB is provided</li> <li>Answers based around generic assumptions that the NGB simply administers rules for sports competitions</li> <li>There will be inaccuracies and generalisations contained within the answer</li> <li>The answer communicates ideas using basic language and uses limited appropriate terminology</li> <li>The answer is likely to be repetitive and so lacks any appropriate structure</li> <li>Spelling, punctuation and grammar are used with limited accuracy</li> </ul> <p>Will be short on content and will largely refer to when and why the NGB's were established.</p> <p>There may be a list of roles that the NGB's carry out but these will be generalized and often contain inaccuracies.</p> <p>Answers will likely attempt to identify how successful the NGB's have been and may list initiatives, but they will lack balance and will be based around large sweeping generalisations.</p>
<b>2</b>	<b>4-6</b>	<ul style="list-style-type: none"> <li>A more developed and accurate understanding is provided</li> <li>The role of the NGB is further developed</li> <li>The answer although limited will be increasingly factually accurate</li> <li>Answers in this band may tend to focus either historically or contemporarily but do not link the two</li> <li>The answer communicates ideas showing some evidence of clarity and organisation and uses appropriate terminology</li> <li>Although possibly present the structure will lack balance and continuity</li> <li>Spelling punctuation and grammar are used with some accuracy</li> </ul> <p>Answers will refer to why and when the NGB's were established.</p> <p>Answers are likely to list a more comprehensive list of the roles of the NGB</p> <p>Although the answer is likely to try and cover the level of effectiveness of the NGB's there will be a lack of discussion with answers focusing very much on one of the success or failures of the NGB's,</p>

<p><b>3</b></p>	<p><b>7-9</b></p>	<ul style="list-style-type: none"> <li>• A comprehensive and balanced discussion that explores both the pros and cons of the NGB over time</li> <li>• Answers will challenge assumptions and generalisations</li> <li>• Information has an extensive range of factually accurate content</li> <li>• Subject specific terminology is used with minimal error in its application</li> <li>• Responses are insightful, realistic and current</li> <li>• The response has clear and effective structure with minimal error in spelling, punctuation and grammar</li> </ul> <p>Answers will identify the remit of the NGB but are unlikely to examine how that remit has evolved since they were established.</p> <p>The answer will be structured around a discussion with answers looking at the success and failures, although weaker answers will not relate the success failures to the remit of the NGB.</p> <p>Success will; be the development of sports, growth of sports memberships, initiatives to include people previously excluded, increased revenue for sports performers, increased competitions and success of competitions. Success of international teams</p> <p>Failures will be increased deviance both by performers / teams but also in terms of the NGB's themselves (IOC, FIFA, UCI)</p>
<p><b>4</b></p>	<p><b>10-12</b></p>	<ul style="list-style-type: none"> <li>• Answers within this band begin to show discussion as to the pros and cons</li> <li>• Answers in this band will examine the performance of the NGB over time</li> <li>• Information has a broader range of factually accurate content</li> <li>• The answer communicate ideas clearly and coherently uses a range of appropriate terminology accurately</li> <li>• Structure is increasingly evident and balanced</li> <li>• Spelling, punctuation and grammar are used with few errors</li> </ul> <p>At this level, answers will identify the initial remit of the NGB when founded and identify how that role has evolved to that of the present day.</p> <p>Top band answers will look critically at how successful they were and during that time and also at their success / failures at the present day.</p> <p>The discussion may examine that the role has changed so significantly that they have become a victim of their own success and should now cease to exist with other bodies being established to carry out specific roles.</p>