

Examiners' Report

June 2019

GCSE Physical Education 1PE0 02

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk.

Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.



Giving you insight to inform next steps

ResultsPlus is Pearson's free online service giving instant and detailed analysis of your students' exam results.

- See students' scores for every exam question.
- Understand how your students' performance compares with class and national averages.
- Identify potential topics, skills and types of question where students may need to develop their learning further.

For more information on ResultsPlus, or to log in, visit www.edexcel.com/resultsplus. Your exams officer will be able to set up your ResultsPlus account in minutes via Edexcel Online.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk.

June 2019

Publications Code 1PE0_02_1906_ER

All the material in this publication is copyright
© Pearson Education Ltd 2019

Introduction

This component assesses candidates' knowledge and understanding of the factors underpinning participation and performance in sport and physical activity.

The paper allowed opportunity to test some more new topics in the specification, which were not included in the first year of the specification. To be successful, candidates needed to develop knowledge and understanding of the contribution that sport and physical activity make to health, fitness and well-being and how these can impact on their own and others' performance.

Some questions are contextualised by reference to any of the activities in Component 3. Questions are structured to elicit different levels of response from candidates using the AO1, AO2 and AO3 assessment objectives.

The paper begins with multiple-choice questions designed to be accessible for candidates. The main section of the paper is devoted to one, two, three or four-part mark questions (the question total might be larger, but the allocation of marks will have been broken down within that).

The final section comprises the extended response questions. Candidates need to demonstrate knowledge, application of knowledge, and analysis or evaluation of the topic being considered in the question.

A growing number of candidates provided well-structured, well-organised responses, even to the most challenging questions. For example, many candidates developed their ideas, following a point through in greater depth for 'describe and explain' questions, rather than only providing a more generalised approach to their responses.

Candidates and centres should be congratulated on the preparation of the candidates for this examination (and component 1). A full range of marks was achieved across each question.

Question 2 (a)

The candidates were provided with an example of a social health benefit of sport and exercise ie training with friends to prepare for a marathon. The question then asked for the candidates to state the two other types of health benefits.

The answers were:

- Physical (health benefit)
- Emotional (health benefit)

Whilst this question was very well answered, some candidates provided characteristics or examples of the stated health benefit incorrectly, which was not credited unless the type was also provided.

A limited number of candidates also repeated social health benefit, which was in the question.

Although mental health was accepted, centres should note that 'emotional health' is the new term for this specification.

2 Matilda has been training with friends to run in a marathon. This is a social health benefit for Matilda.

(a) State **two** other types of health benefit.

(2)

1 physical

2 emotional



ResultsPlus
Examiner Comments

The candidate identifies correctly the two health benefits of physical and emotional.

2 marks

2 Matilda has been training with friends to run in a marathon. This is a social health benefit for Matilda.

(a) State **two** other types of health benefit.

(2)

- 1 ~~More new people~~ Higher self-esteem
- 2 ~~More new people~~ Stress-relief.



The candidate has provided two examples of emotional health benefit and therefore gains no credit.



To gain credit the candidate needs to read the question more carefully and state a **type** of health benefit, rather than an example of a health benefit.

0 mark

Question 2 (b)

Candidates were asked to explain one reason why **not** smoking would be an advantage for a runner in a marathon.

The question differentiated well in terms of the distribution of marks. It was designed to challenge the higher-ability candidates. As a result, some deeper knowledge of the effects of smoking on the respiratory system was required.

The first mark was awarded for a reason why not smoking would be an advantage for the performer (although the reverse was accepted, if provided in context). The second mark was awarded for the impact that this had on performance. The impact on performance was not credited unless a reason or justification was provided.

Candidates tended to focus on the negative effects of smoking, rather than relating it back to the question and the positive effects of not smoking. Candidates who gained marks on this question usually made reference to gaseous exchange and diffusion of oxygen. Many discussed lung cancer and breathing difficulties, which were not credited.

Among the reasons why not smoking would be an advantage for Matilda, when running a marathon, were the following options:

Non-smokers have:

- red blood cells that carry more oxygen
- more effective gaseous exchange
- more effective diffusion of oxygen
- increased lung capacity/vital capacity

If candidates accessed one of the above reasons, a second mark was available for any of the following advantages:

- Reduce fatigue
- Maintain pace/run faster for longer
- More oxygen for energy production available

(b) Matilda does not smoke cigarettes, however some of her friends smoke regularly.

Explain **one** reason why **not** smoking would be an advantage for Matilda when running a marathon.

(2)

Because a marathon runner needs to have good Cardiovascular endurance, Smoking impacts the amount of air that enters your lungs as it kills/damages alveoli - where gas exchange takes place not allowing her to take in as much oxygen, not giving

(Total for Question 2 = 4 marks)

her red blood cells enough ~~energy~~ ^{oxygen} to provide for the working muscles meaning they will fatigue quicker.



This response gains both marks. Although the candidate has explained with reverse reasons, this gains credit because it is in the correct context.

The candidate makes reference to the alveoli where gaseous exchange takes place, relating this to reduced oxygen uptake for the reason.

The candidate gains further credit for the impact when running a marathon, of quicker fatigue to working muscles.

2 marks



Good use of correct terminology

(b) Matilda does not smoke cigarettes, however some of her friends smoke regularly.

Explain **one** reason why **not** smoking would be an advantage for Matilda when running a marathon.

(2)

Smoking leads to a build up of carbon monoxide in the body. This carbon monoxide binds to the haemoglobin in the red blood cells and reduces the oxygen-carrying capacity so less oxygen is carried to Matilda's working muscles, causing her to fatigue quicker and finish at a slower time.



Again, the candidate answers with reverse reasons but the response is in context.

The candidate makes reference to 'carbon monoxide binding to haemoglobin in the red blood cells, which reduces their oxygen carrying capacity'.

This is clarified with the statement relating to 'less oxygen being carried to the working muscles'. The candidate demonstrates excellent subject knowledge and gains the first mark.

The candidate also gains credit for the impact of 'quicker fatigue and finishing in a slower time'.

2 marks

(b) Matilda does not smoke cigarettes, however some of her friends smoke regularly.

Explain **one** reason why **not** smoking would be an advantage for Matilda when running a marathon.

(2)

Smoking can cause damage to her lungs which are vital to successfully run a marathon because they provide the working muscles with the oxygen they require to work successfully.



ResultsPlus
Examiner Comments

This answer was typical of many candidates' responses, which did not gain any marks.

There is a bland reference to smoking causing damage to lungs, which, is too vague for credit as a reason.

The impact of providing muscles with oxygen is also too vague. This cannot gain credit because there is no relevant reason.

0 mark



ResultsPlus
Examiner Tip

Use subject-specific physiological terminology

Question 3

The candidates were provided with an example of a SMART (Specific, Measurable, Achievable, Realistic, Time-bound) target and had to explain one strength and one weakness of the target.

One mark was awarded for identification of a correct SMART target and one mark for the justification of the strength/weakness. Candidates were not able to access the second marking point without stating the correct aspect of SMART.

For a strength, candidates could choose either specific or time-bound, while the only option for a weakness was measurability. The justifications related to motivation and/or a clear deadline for time-bound, whilst for specific, providing a clear focus was accepted.

For a weakness, measurability needed to relate to the target not being quantifiable or the inability to tell whether the target had been met.

The question once again differentiated well, with marks ranging from zero to four. Most candidates managed to access marks, although some stated the SMART target incorrectly, with measure and timely being frequent mistakes.

3 Explain **one strength** and **one weakness** for the SMART target below.

'I keep dropping the ball in netball so I want to improve my coordination in the next month.'

time-bound

(a) Strength

(2)

The target is time-bound which means that the person aiming to achieve the target, will stay motivated and not give up on achieving this target.

(b) Weakness

(2)

The SMART target does not have a measurable element. This means that the person who has set this goal will not be able to monitor their progress and change their target accordingly.



This response gains the maximum marks.

The candidate identifies 'time-bound' as a strength and justifies this strength with a link to increasing motivation.

The candidate also identifies correctly 'measurable' as a weakness, justifying this with a link to inability to monitor progress.

4 marks

3 Explain **one** strength and **one** weakness for the SMART target below.

'I keep dropping the ball in netball so I want to improve my coordination in the next month.'

(a) Strength

(2)

They have stated in their target what they need to improve and when they want to improve it by.

(b) Weakness

(2)

Their target doesn't identify how they can improve it just identifies what they need to improve on. They could say that they would test their co-ordination everyday for 1 month using the hand-eye coordination test where you throw a tennis ball/ball at a wall and catch the ball using alternate hands.

(Total for Question 3 = 4 marks)



This response contains no reference to a SMART target for either a strength or weakness and therefore gains no credit.

0 mark

3 Explain **one** strength and **one** weakness for the SMART target below.

'I keep dropping the ball in netball so I want to improve my coordination in the next month.'

(a) Strength

(2)

would be that you able to identify what
the time bound and what specific sport
~~or they are weak one~~, and still they
are need to work one

(b) Weakness

(2)

The SMART target wouldn't work because
~~they would~~ the aim isn't measurable
and realistic so then they ~~not~~ may
not achieve it.



ResultsPlus
Examiner Comments

This response gains two marks for reference to a correct SMART target for both a strength (time bound/specific) and weakness (measurable).

However, there is no justification of either strength or weakness worthy of credit.

2 marks

Question 4

This question again differentiated well, with candidates achieving between 0 and 3 marks.

Candidates were asked to provide three reasons why goal setting is important for a 100m swimmer at the start of a season.

There were three marks available for the following responses:

- Increases focus/provides something to aim for
- Increases motivation/effort
- Allows assessment of progress/monitor progress

Many candidates repeated one of the responses in different words, for example, giving alternatives for motivation such as 'increases effort' then 'increases determination'.

4 Lucas is a 100 m backstroke swimmer. He uses goal setting at the start of the season to improve his performance.

Give **three** reasons why goal setting is important for Lucas.

(3)

1 motivation . keep him motivated throughout

2 to keep him focused

3 so he can monitor his progress
and evaluate it.



ResultsPlus
Examiner Comments

This response gains full marks.

The candidate makes reference to motivation, focus and monitoring progress, which are all correct.

3 marks

- 4 Lucas is a 100 m backstroke swimmer. He uses goal setting at the start of the season to improve his performance.

Give **three** reasons why goal setting is important for Lucas.

(3)

- 1 To see where he wants to be
- 2 It will motivate him
- 3 He will work harder to hit targets



This response gains one mark for reference to motivation.

The candidate gains no credit for 'working harder' because this is an example of a repeated point.

The reference to 'see where he wants to be' was considered too vague for credit.

1 mark



Make sure that the same point is not repeated in different words – in this case, 'motivation' and 'work harder'.

Question 5

The candidates were provided with an image of a serve in an outdoor doubles tennis match. The serve was also classified for the candidates on an open-closed skill continuum.

The question asked candidates to justify why, in this case, the tennis serve was not placed at the extreme end of the closed part of the open-closed skill continuum. This was designed as a differentiating question and therefore it was challenging for candidates to gain the maximum mark of four. The majority of candidates achieved one or two marks on this question.

One mark was very accessible for candidates simply by defining a closed skill. Two further marks were awarded for specific examples of factors making the serve unstable. A fourth mark was available for some justification regarding why the environment was not totally predictable in an outdoor doubles serve.

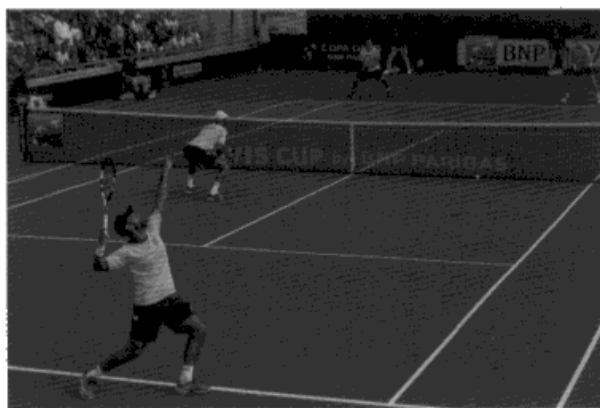
Specific examples accepted included:

- the server being distracted by noise in the crowd
- the wind affecting the precise ball toss and blowing the ball in a different direction
- sun in the eyes of the server
- reference to the surface being slippery after a rain break.

Many candidates did not give enough detail with the example provided, making only a cursory mention of weather or the crowd.

This question differentiated very well, with the full range of marks from zero to four being awarded.

- 5 **Figure 2** and **Figure 3** show a tennis serve in an outdoor doubles match and its classification on the open-closed skill continuum.



(Source: © Sebastian Luis Acosta/Getty Images)

Figure 2

Tennis player serving



Figure 3

Justify, using examples, why the tennis serve has not been placed at the extreme end of the closed part of the continuum.

(4)

A closed skill is a skill with minimal external factors affecting it. An outdoor tennis serve is not fully closed as some external factors such as the position of the opponents or wind may affect the power and placement of the serve by the player. The sun could also affect the vision of the ball and so he might not hit it properly due to this. These external and environmental factors means that this skill isn't fully closed.



This response gained maximum marks.

The candidate defines a closed skill (1) and justifies the serve not being fully closed due to environmental influences (1).

Two specific examples are then provided ie wind affecting placement of serve and sun affecting vision of the ball.

4 marks



Give detailed examples

Justify, using examples, why the tennis serve has not been placed at the extreme end of the closed part of the continuum.

(4)

A closed skill is not effected by the environment and surroundings. During a tennis serve the player serving may be effected by the crowd, the weather as the match is outdoors as well as the opposition wich may try to put the tennis player off. Therefore it not at extreme end of the closed part of continuum as player may get effected by surroundings however noone can directly effect them like when passing in football.

(Total for Question 5 = 4 marks)



The candidate defines a closed skill and also gains further credit for justifying why the serve is not at the extreme end of the continuum.

The examples are not specific enough for credit but help the candidate with their justification.

The candidate identifies correctly that the weather and crowd have affected the serve but mention is cursory. They do not say why or how.

2 marks



Where examples are required, give full information.

Justify, using examples, why the tennis serve has not been placed at the extreme end of the closed part of the continuum.

(4)

A tennis serve is not all the way to the closed side due to it being an outdoor and indoor game, which means the environment will be different, but it's not where near open due to it only being able to play in certain conditions.



ResultsPlus
Examiner Comments

This response received zero marks.

Vague assertions are made and, despite mention of the environment, there are no relevant statements.

0 mark

Question 6 (a)

This question asked candidates to define sportsmanship.

The question was answered well, with most candidates relating their answer to qualities of fairness or playing within the rules.

Examples of sportsmanship, such as shaking hands at the end of a game, were not credited unless accompanied by a correct definition.

6 (a) Define the term sportsmanship.

(1)

Sportsmanship is a Player
Playing by the rules.



This response gains credit for reference to 'playing by the rules'.

1 mark

6 (a) Define the term sportsmanship.

(1)

IN FOOTBALL WHEN A FOOTBALL PLAYER GETS TACKLED AND THE
OTHER PLAYER HELPS THEM OUT AS THE PERSON THAT TACKLES
THEM THOUGHT IT WAS AN UNFAIR TACKLE.



This response gains no credit because the candidate provides an example of sportsmanship and not a definition.

0 mark



Read the question!

The question asks for a **definition**, not an example, of sportsmanship

Question 6 (b)

In the second part of Q06, candidates were asked to explain the difference between gamesmanship and deviance.

This was again answered well, with the majority of candidates able to explain that gamesmanship was bending the rules, whereas deviance was breaking the rules.

Candidates who did not gain two marks usually either provided examples of gamesmanship and deviance without explaining the difference, or confused the terms.

(b) Explain the difference between gamesmanship and deviancy in sport.

(2)

gamesmanship is bending the rules without breaking them. For example claiming a catch in cricket when the ball has hit the ground, or diving in football to deceive the ref. Deviance is breaking the rules. For example taking performance enhancing drugs or a High tackle in Rugby



This response gains both marks.

The candidate explains correctly that gamesmanship is bending the rules, whilst deviance is breaking the rules.

Although not strictly necessary, the candidate elaborates by providing an example of each, demonstrating good subject knowledge.

2 marks

(b) Explain the difference between gamesmanship and deviancy in sport.

(2)

Gamesmanship is a term used for purpose-
ly cheating in sport and not abiding by
the rules. Deviancy in sport is when
you start swearing at the rest for giv-
ing you a red card because of what
you done.



ResultsPlus
Examiner Comments

In this response, the candidate has stated incorrectly that gamesmanship is cheating and not abiding by the rules, which gains no credit.

The candidate's explanation of deviance is also not credited

0 mark



This response gains maximum marks.

The candidate provides two relevant reasons why massed practice is suitable for use by an experienced basketball player ie skill already learned – 'player knows he is performing action correctly' and high fitness levels.

These two reasons are then linked correctly to an explanation ie no need for feedback when a skill is already learned, and ability to train harder and longer due to high fitness levels.

4 marks



Make sure the reason and explanation are linked, as in this excellent response

7 Explain **two** reasons why massed practice would be suitable for use with an experienced basketball player.

(4)

1 Because they won't get bored meaning they can keep doing the same skill until they get it right and complete it.

2 It's also suitable ~~because~~ because they don't need the skill to be broken down, they already know how to perform it.



ResultsPlus
Examiner Comments

The candidate makes reference to boredom as an explanation in point 1 but does not link this to motivation, for further credit.

The candidate gains a second mark for reference to a reason in point 2, by stating that an experienced basketball player will already know the skill.

However, this is not linked to improving muscle memory/reinforcing correct action/improved consistency under pressure.

2 marks

Question 8 (a) (i)

For Q08(a) candidates were provided with images of two different types of guidance.

The correct response for the first image in Q08(a)(i) was:

- Figure 4 – Mechanical

This question was answered extremely well, with the majority of candidates able to identify the type of guidance from the image.

Question 8 (a) (ii)

For Q08(a), candidates were provided with images of two different types of guidance. The correct response for Q08(a)(ii) was:

- Figure 4 – Manual

This question was again answered extremely well, with the majority of candidates able to identify the method of guidance from the image. Those that did not, tended to write physical rather than manual, or confuse with mechanical.

Question 8 (b)

The extension of Q08 was to ask candidates to explain two disadvantages of verbal guidance when coaching a young netball team.

Most candidates were able to explain a disadvantage, with the most frequent answers being;

- lack of concentration
- inability to understand
- easily distracted etc.

Few candidates stated a disadvantage and then linked this to an explanation. For example, the terminology may be too technical (1) so young children may not be able to understand (1).

Consequently, few candidates accessed four marks, with most gaining two marks for a maximum of two explanations.

- (b) Fatima is coaching netball to young children in her local primary school. She is using verbal guidance in her coaching.

Explain **two** disadvantages of using verbal guidance when coaching young children.

(4)

1. ~~It~~ it could result into information overload for the children who probably have a short attention span so they won't know what to do.
2. Children may not be familiar with the sport terminology so will be difficult for them to understand what ~~to do~~ ^{they're} being told to do.



ResultsPlus
Examiner Comments

This response gained maximum marks.

The candidate provides two disadvantages of verbal guidance for young children ie 'could result in information overload' and 'children may not be familiar with the sport terminology'.

This was linked correctly with an appropriate explanation ie 'short attention span' and 'difficult to understand'.

4 marks



ResultsPlus
Examiner Tip

Be clear and concise – as in this example.

This was an example of a typical response where the candidate explains two disadvantages of verbal guidance without identifying the disadvantage.

(b) Fatima is coaching netball to young children in her local primary school. She is using verbal guidance in her coaching.

Explain **two** disadvantages of using verbal guidance when coaching young children.

(4)

1 ~~They~~ They may not understand what you are saying so they will do the training wrong.

2 They may not listen to what you're saying as there are in a large group so they might get distracted and as a consequence do the training wrong.



ResultsPlus
Examiner Comments

The candidate gains marks for reference to not understanding the instructions (1) and being easily distracted (1).

The candidate would have gained maximum marks if the explanation of not understanding instructions were linked to the identification of the disadvantage.

For example, verbal guidance requires concentration by the learners (1) but young children will be easily distracted/have a short attention span (1)

and:

The terminology of verbal guidance may be too technical (1) so young children may not understand (1).

2 marks



Remember to add an explanation in order to gain maximum marks

(b) Fatima is coaching netball to young children in her local primary school. She is using verbal guidance in her coaching.

Explain **two** disadvantages of using verbal guidance when coaching young children.

(4)

1 The skill or drill could be hard to understand.

2 The kids could ~~be~~ lose concentration.



This response gains two marks for two explanations ie 'hard to understand' and 'could lose concentration'.

The candidate needs to state a disadvantage of verbal guidance and link it to the explanation.

2 marks

Question 9

This question addressed a new topic on the specification, yet to be tested after not being included in the first series in 2018. Candidates were asked to identify two effects of lack of sleep on physical health and well-being.

This question was answered very poorly. Most candidates made vague comments about irritability, lack of concentration, tiredness or slow reaction time, none of which was credited. Emotional health effects such as depression or stress were also not credited because the question asks for effects on physical health and well-being.

A small minority of candidates accessed at least one mark for reference either to weight gain, or to lowering of immune system, or increased risk of heart disease, which were the most frequent answers.

9 Sleep is essential to recover from the day.

State two negative effects of lack of sleep on physical health and well-being.

(2)

- 1 increased blood pressure increased risk decreased
in weakening of immune system
- 2 increased risk of coronary heart disease



ResultsPlus
Examiner Comments

This response gains maximum marks for reference to two physical health and well-being effects of lack of sleep – 'weakening of immune system' and 'risk of coronary heart disease'.

2 marks

9 Sleep is essential to recover from the day.

State **two** negative effects of lack of sleep on physical health and well-being.

(2)

- 1 May become ^{easily} irritable to comrades
- 2 Not having full concentration on the game, leading to a poor performance.



ResultsPlus
Examiner Comments

This is a typical response that gains no credit.

Irritability and lack of concentration are not acceptable responses.

0 marks



ResultsPlus
Examiner Tip

Make sure that physical health effects are provided

Lack of concentration and irritability are not physical effects

Question 10

This was another data question, which is a requirement of the specification. This time, the candidates were provided with some quantitative data relating to the performance of three footballers. The candidates were asked to analyse the data to identify two strengths and two weaknesses of one of the players in relation to the other two.

Generally, this question was answered very well. The most frequent strengths referred to being better at heading and tackling, whilst the weaknesses related to passing and shooting, as well as distance ran in the game.

Candidates should be encouraged to identify and analyse, using the most straightforward and obvious answers.

10 Many professional football clubs use quantitative data to measure the performance of their players.

Table 1 shows some of the data collected on three players during a football match.

	Player 1	Player 2	Player 3
Distance run	8.1 km	7.6 km	7.2 km
Successful passes	54	50	38
Unsuccessful passes	5	6	11
Tackles	16	12	25
Shots on target	2	3	0
Shots off target	5	1	5
Interceptions	2	4	7
Successful headers	5	3	12

Table 1

Analyse the data suggesting **two** strengths and **two** weaknesses of Player 3.

(a) Strengths

(2)

1 Tackles

2 ~~to~~ Successful headers

(b) Weaknesses

(2)

1 Shots on target

2 ~~to~~ Successful passes



ResultsPlus
Examiner Comments

This response gains maximum marks.

There are two relevant strengths ie more tackles and headers and two relevant weaknesses ie shots on target and successful passes.

4 marks



ResultsPlus
Examiner Tip

Look for the most obvious answers eg player 3 has completed the most tackles, so this is a strength

Analyse the data suggesting **two** strengths and **two** weaknesses of Player 3.

CV fitness
Coordination
endurance
(2)

(a) Strengths

1 agility

2 ~~orientation~~ Reaction time

(b) Weaknesses

(2)

1 accuracy ~~no chance of go~~

2 coordination



ResultsPlus
Examiner Comments

This response gains zero marks.

The candidate misinterprets the question and does not analyse the data.

The candidate tries to link the strengths and weaknesses with components of fitness, which is not required.

0 marks

Analyse the data suggesting **two** strengths and **two** weaknesses of Player 3.

(a) Strengths

- (2)
- 1 That he can practice by looking this data.
 - 2 He could be a good CB

(b) Weaknesses

- (2)
- 1 that the team could or get annoyed with he weakness in foot ball.
 - 2



ResultsPlus
Examiner Comments

Once again in this response the candidate has not analysed the data. This response gains zero marks.

0 mark

Question 11 (a)

Candidates were provided with the make up of a balanced diet, which comprises macronutrients, micronutrients, fibre and water. Candidates were then asked to identify two micronutrients. The only two answers were:

- vitamins
- minerals

Candidates achieved well on this question, although it also differentiated very well, with candidates receiving the full range of marks. Those candidates who did not achieve both marks either identified fibre or water, which appeared in the question, as well as being incorrect, or gave examples of types of food containing these micronutrients.

Candidates were awarded the marks if they identified that the micronutrients were minerals or vitamins **or** gave an example, such as calcium or iron etc for minerals, and vitamin D etc for vitamins.

However, candidates who gave examples of two specific minerals or vitamins, such as iron and potassium for example, and did not state that it was a mineral, were only credited with one mark. Similarly, if a candidate stated Vitamin C and Vitamin D, only one mark was awarded.

Some candidates identified both vitamins and minerals and also provided an example of each, which, although not strictly necessary, was excellent.

11 A balanced diet is made up of macronutrients, micronutrients, fibre and water.

(a) Identify **two micronutrients.**

(2)

1. Calcium

2. Vitamin D



ResultsPlus
Examiner Comments

This response gains marks for two examples of vitamins and minerals.

2 marks

11 A balanced diet is made up of macronutrients, micronutrients, fibre and water.

(a) Identify **two** micronutrients.

(2)

- 1 Fruit
- 2 Fibres



ResultsPlus
Examiner Comments

This response gains zero marks because the candidate does not identify either of the two micronutrients.

0 marks

11 A balanced diet is made up of macronutrients, micronutrients, fibre and water.

(a) Identify **two** micronutrients.

(2)

- 1 Vitamin A
- 2 Vitamin D



ResultsPlus
Examiner Comments

This response gains only 1 mark because although examples were accepted, it repeats a different example of vitamins.

1 mark

Question 11 (b)

For the second part of Q1, candidates were tested on another new topic in the specification – the timing of protein intake. Candidates were asked to explain the importance of timing of protein intake for an elite power athlete. This was designed as another differentiating question to challenge more-able candidates.

Whilst one mark was very accessible to all candidates relating to recall for identifying growth and/or repair, the other two marks were more challenging. One mark was available for specific timing of protein intake, ie straight after exercise, and a third mark for impact on protein synthesis, ie increasing protein synthesis or allowing recovery from training more quickly.

This question differentiated very well, with responses ranging from 0-3. Most candidates were able to access one mark for reference to growth and repair but only higher-ability candidates gained further marks for more in-depth analysis of the timing of protein intake.

(b) Protein is a key factor in the diet of an elite power athlete such as a weightlifter.

Explain why it is important for weightlifters to consider the timing of their protein intake.

(3)

Protein intake should be taken as soon after the event as possible in order to increase protein-synthesis and therefore muscle growth and repair. For a weightlifter, it is important for a weightlifter to take on protein as soon after the event as possible as he/she needs to recover and allow muscles time to repair before training again. If the weightlifter took the protein too late and started training, they may suffer an injury.



ResultsPlus
Examiner Comments

This response gains maximum marks.

The candidate makes reference to timing of protein intake 'should be as soon after the event as possible' (1) to increase protein synthesis (1) and reference to muscle growth and repair (1).

3 marks

(b) Protein is a key factor in the diet of an elite power athlete such as a weightlifter.

Explain why it is important for weightlifters to consider the timing of their protein intake.

(3)
It's important to have a lot of protein before ~~a~~ ~~lifting~~ and after lifting as when muscle will be damaged because when you have picked up a lot of weight protein will help repair the muscle. It's also important before because you need to build a lot of muscles in the first place.

(Total for Question 11 = 5 marks)



ResultsPlus
Examiner Comments

This was a typical candidate response for Q11(b), resulting in one mark being gained. The candidate makes reference to repair of muscles.

The question asks for an explanation of the importance of timing of protein intake. There is no reference to time in this response, or the benefits of the timing.

1 mark



ResultsPlus
Examiner Tip

Check the question

If it asks for something specific, you must include it

Question 12

This question asked the candidates to describe the energy balance equation. The question was well-answered, with many candidates gaining at least two marks.

A significant number of candidates did not make reference to weight gain or weight loss, so did not access the third mark. Of those who did not gain any marks, the usual mistake was not reading the question carefully. Some candidates discussed what a balanced diet entails, with no reference to energy in and energy out.

12 Explain the energy balance equation for maintaining a healthy weight.

(3)

The energy balance equation means that you are taking in the right amount of macronutrient and micro nutrients meaning that you are not taking in too much energy from overeating fat and carbohydrates meaning that you are taking correct amount of food.



This is an example of a candidate who has not read the question carefully enough. There is no credit for describing a balanced diet.

0 mark

12 Explain the energy balance equation for maintaining a healthy weight.

The energy balance equation for maintaining⁽³⁾ a healthy weight is burning off the same amount of calories that you're consuming. This is because if you burn more than you consume you'll lose weight but if you consume more than you burn then you'll gain weight.



ResultsPlus
Examiner Comments

Here, the candidate describes correctly the energy balance equation ie burning off the same amount of calories that are consumed and reference to weight gain/weight loss.

3 marks

Question 13

In this four-mark question, candidates were asked to explain the reasons why Nike ended a lucrative sponsorship deal with the cyclist, Lance Armstrong, following his confession of taking performance-enhancing drugs.

This was another question that differentiated well, with candidates achieving between zero and four marks.

One mark was awarded for reference to why Armstrong (or elite performers) are sponsored, one mark for reference to deviance/cheating, one mark for reference to the negative link that this has for the sponsor and lastly reference to the potential impact on the sponsor gained the final mark.

The most popular responses gained two marks and concerned reference to the adverse publicity tarnishing Nike's brand linked with the impact of loss of sales.

13 The cyclist Lance Armstrong lost his sponsorship from Nike for taking performance enhancing drugs.

Explain why Nike ended Lance Armstrong's sponsorship deal.

(4)

Nike is a reputable company which sponsors the highest level athletes that are seen as sporting rolemodels throughout the world. Nike do not want to associate themselves with an athlete who participates and encourages drug taking and cheating. This will look bad on Nike as a company. People may boycott their brand which means they will stop ~~the~~ buying their products.



This succinct response gains maximum marks.

The candidate makes reference to sponsoring Armstrong because he was a role model (1) then makes reference to their reputation being damaged (1) by drug taking and cheating (1).

Finally, the candidate identifies an impact, which is reduced sales ie 'stop buying products' (1).

4 marks

13 The cyclist Lance Armstrong lost his sponsorship from Nike for taking performance enhancing drugs.

Explain why Nike ended Lance Armstrong's sponsorship deal.

(4)

they ended the sponsorship because ~~PERD~~
P.E.D (performance enhancing drugs) are
bad for anyone they are very addictive,
they make your body horrible on the
inside and it can also kill you if your
addiction get too far.



This response gains no credit.

The candidate misinterprets the question and makes vague comments about the negative affects of drug taking.

0 mark

13 The cyclist Lance Armstrong lost his sponsorship from Nike for taking performance enhancing drugs.

Explain why Nike ended Lance Armstrong's sponsorship deal.

(4)

Nike would end the ~~sponsorship~~ sponsorship to show they do not condone that behaviour from their athletes. Doing this would then try to reduce their bad reputation as people will think there athletes taking performance enhancing drugs. The impact of ending the sponsorship deal is that it may increase the sales as they may have previously decreased as people wouldn't want to associate with that brand.



ResultsPlus
Examiner Comments

This was a typical response that gains two marks.

The candidate makes reference to reducing the reputation of the company (1) the reference to showing that they do not condone drug taking is the same point, so is a repeat, then makes reference to decreased sales (1).

2 marks

Question 14

The first of the extended answer questions asked candidates to evaluate the importance of intrinsic and extrinsic feedback for a player in an Under 12 hockey team. This deliberately steered candidates to the inexperience of the players, to help their responses.

There were 9 marks available, with a maximum of three for each of the AO statements – AO1, AO2 and AO3.

There was a good distribution of marks for this question from level 1 to level 3. Most candidates accessed either a high level 1 mark or a low level 2 mark. The majority of candidates accessed the AO1 marks by being able to define intrinsic/extrinsic feedback and that feedback improved performance.

Examples given for AO2 were often too vague and not specific to hockey.

Many candidates identified that beginners would have difficulty with intrinsic feedback due to inexperience/knowledge of the skills. This link to the inappropriateness of intrinsic feedback to the 12 year old hockey team due to their inexperience, accessed an AO3 mark. It showed understanding of the role that a coach plays in developing young athletes.

Although most candidates gained marks at the level 2 band, very few responses gained level 3 for this question.

14 Evaluate the importance of intrinsic and extrinsic feedback for a player in an under 12 hockey team.

(9)

Intrinsic feedback is feedback from within the performer, as they evaluate the skill they just performed, for example in the hockey team one of the players may give feedback on their pass if it is too soft, recognising this and passing harder next time to stop it being intercepted. It is normally only used by experienced or older performers, as they know how the skill should feel when performed correctly, for example an older player might recognise in the follow through of a slap hit didn't feel right, and rectify this. Therefore intrinsic feedback is less important to the players in the under 12 hockey team, as they might not know how the skill should feel if performed correctly, so won't be able to use intrinsic feedback, however it is still useful and important to them, as they are more likely to remember and learn from mistakes they recognise themselves, and this feedback can also be given quickly to have an immediate impact on the game, improving the performance of the player.

Extrinsic feedback is feedback given from outside the performer, for example the coach giving feedback such as telling the defender to push up and mark the opposition because they are too far back. This type of feedback could also be given by players on the team, which could motivate performers and make them more confident, as they are more likely to accept praise from teammates, which will improve their performance. It may also help the players to recognise more complex errors or concepts, as since they are relatively young and inexperienced they would find it difficult to give intrinsic feedback on new or complex skills as they don't know what the correct movement pattern should feel like, whereas the

more experienced players or coach will do and will be able to help the performer improve. Therefore extrinsic feedback is very important to one of the under 12 hockey players, since by themselves they might not be able to improve their positioning while defending, or the formation they use while attacking, and since they are relatively inexperienced, this is a more relevant type of feedback, as they are more likely to improve or be more motivated when feedback is given by someone else.

Overall, both types of feedback are important as they help the hockey players improve, but due to the fact that they are relatively young and inexperienced, extrinsic feedback is more appropriate than intrinsic feedback and therefore more important.

This is an example of a level 3 response.

The candidate gains credit in first paragraph for:

- a definition of intrinsic feedback (A01)
- a specific example of intrinsic feedback in hockey ie rectifying the follow-through of a shot next time (A02)
- reference to intrinsic feedback being less important than extrinsic for an inexperienced player (A01)

In the second paragraph, the candidate gains further credit for:

- defining extrinsic feedback (A01)
- a specific example of extrinsic feedback in hockey ie coach telling defence to push up the pitch (A02)
- reference to a coach motivating players with extrinsic feedback (A03)

The candidate makes reference to extrinsic feedback also coming from team mates telling them what to do when recognising mistakes (A02) and then refers to the Under 12 hockey players not having the experience to use intrinsic feedback (A03).

The candidate also makes reference to feedback improving performance (A01).

Consequently, the candidate has made four A01 statements, which is worth a maximum of three marks, three A02 statements and two A03 statements.

The candidate demonstrates accurate knowledge and understanding throughout the response, containing appropriate use of technical language.

Detailed knowledge is applied to the question. The response is supported by relevant evidence.

8 marks

14 Evaluate the importance of intrinsic and extrinsic feedback for a player in an under 12 hockey team.

(9)

Intrinsic feedback is important for the player as it allows them to notice where the errors are instead of performing with them. ~~that~~ Intrinsic feedback is the feedback that the player gives themselves after an action. It is important as it allows the hockey players to fix their mistakes by noticing themselves what their mistakes were. For the hockey players, they are still learning to play the game properly meaning that intrinsic feedback will go along way while practising.

Extrinsic feedback is feedback from external viewers such as the manager or coach. This feedback is important as the mistakes that the performer didn't notice could be brought up and not forgotten to improve their skills further. For the learning under 12 hockey players, feedback is important to help the players improve from aspects from a more experienced players point of view. This gives the players more improvement in a shorter amount of time therefore improving their overall performance.



This is an example of a level 1 response.

Relevant knowledge is demonstrated (A01) through descriptions of intrinsic feedback in paragraph one and extrinsic feedback, as well as reference to feedback improving performance in paragraph two.

The response demonstrates isolated elements of knowledge and understanding, with limited use of technical terms. There is a limited attempt to apply knowledge to the question context.

3 marks



Provide specific hockey examples to support your answers

Question 15

The second of the extended answer questions asked candidates to discuss the impact of a sedentary lifestyle on physical health.

There were 9 marks available, with a maximum of three for each of the AO statements – AO1, AO2 and AO3.

The majority of candidates tended to achieve level 2. Candidates gained the maximum of 3 marks for AO1 statements very quickly, by providing various health issues. The majority of candidates knew that a sedentary lifestyle meant little or no exercise and could demonstrate an understanding of how it affects physical health eg coronary heart disease (CHD), osteoporosis and obesity, being cited most frequently.

Candidates were able to apply knowledge to some of the AO1 points eg lack of weight-bearing activities causes bones to weaken or become brittle, or that energy balance not being maintained leads to obesity, gaining AO2 marks. The link to osteoporosis was expanded the most successfully, with many gaining 3 marks by also linking this to increased risk of fracturing bones for an AO3 mark.

However, far fewer candidates were able to refer to lack of aerobic exercise leading to increased blood pressure/CHD. Very few were able to identify posture/mobility and inability to perform daily tasks, as well as referring to 'labour saving devices/technological advances' when evaluating causes of CHD.

15 Discuss the impact a sedentary lifestyle can have on physical health.

(9)

A sedentary lifestyle involves little or no physical activity. This may be due to new technologies like computer games or more efficient and reliable transport. Due to no exercise being done this means energy intake is positive and calories aren't being burned leading to an increase in body fat. Someone may become obese or overweight with more body fat than is healthy, this can lead to an increased chance of type 2 diabetes, reducing energy needed for exercise or to store energy as glycogen.

Due to an increased level of excess weight, the stress placed on muscles and joints may ~~decrease~~ increase. This may lead to poor posture as ~~the~~ ligaments and tendons have weakened as they are not in a state of tight readiness and tension. Due to this quick muscle fatigue may become apparent which reduces the ability to perform well or carry on exercising. Less exercise means muscular atrophy and unable to meet the demands of the environment. With an inability to do this the person may have an inability to do any exercise which could increase chance of death ^{overall}.

Having too much or an unhealthy amount of excess fat due to it being stored from not exercising enough, the levels of cholesterol in the blood may

rise. This can lead to an increased chance of CHD as layers of fatty deposit build in the coronary arteries. This may restrict blood flow leading to an increase in blood pressure and breathlessness. If there isn't enough oxygen reaching the heart then the body and its muscles can no longer respire leading to a drop in performance and breathlessness. Overall this leads to increased chances of a stroke.

All of these factors lead to a decreased ability in not being able to exercise at all due to because of imposing health issues. Due to this a consequence of doing no exercise is increased chance of osteoporosis. As no weight bearing activity is being done the bones become weak and brittle. In the case of an accident an injury is more likely to be obtained and longer recovery rate. This can further impact other areas of health e.g. depression as well as the even more reduced chance of exercise.

This is an example of a level 3 response.

The candidate gains credit for a definition of sedentary lifestyle in the first sentence (A01) which is linked to new technology and transport (A03). The candidate then explains the energy equation (A02), linking this to obesity/over-fat (A01).

In the second paragraph, the candidate gains further credit for reference to poor posture (A01), linking this to weakened ligaments and tendons/muscle fatigue (A02). This is expanded further with reference to inability to meet the demands of the environment (inability to perform daily tasks) (A03).

At the bottom of page one, the candidate makes reference to a rise in cholesterol (A01) and on page two, increased chance of CHD (A01), blood pressure (A01) and stroke (A01).

Finally, in the last paragraph, the candidate gains further credit for reference to osteoporosis (A01) and lack of weight-bearing activities/more brittle bones (A02).

If the candidate had linked weight-bearing and brittle bones to increased chance of fractures, this would have received another A03 mark.

The reference to depression was not credited because it is an emotional health effect, not physical health effect.

Consequently, the candidate makes seven A01 statements which is a maximum of three marks, three A02 statements and two A03 statements.

The candidate demonstrates accurate knowledge and understanding throughout the response, containing appropriate use of technical language. Detailed knowledge is applied to question. The response is supported by relevant evidence.

8 marks

A ~~sedementary~~ Sedentary Lifestyle is the lack of physical activity in ~~Someones~~ Life. Usually associated with a busy office job.

One impact of a Sedentary Lifestyle is the risk of coronary heart disease. This is a build up of fat on ~~the~~ the lining of the arteries, causing a restricted blood flow and possibly heart failure. A Sedentary lifestyle causes this as exercising increases the blood pressure and causes the fats to be removed. Lack of physical exercise on a regular basis means this fat is not removed and just continues to build up.

Another impact of a Sedentary Lifestyle on physical health is the increase in chance of back and hip problems. A Sedentary lifestyle causes ~~an excess~~ a large weight gain of fat around the body. This extra weight means that there is a lot more pressure on the back and hips. This can lead to long term damage of the lower back and hips under this strain.



This is a level 1 response.

The candidate gains credit for reference to three A01 statements regarding a definition of a sedentary lifestyle, reference to coronary heart disease and weight gain. Increased blood pressure is a repeat A01 but the candidate already has a maximum of three A01 marks.

The extended response demonstrates isolated elements of knowledge and understanding, with some technical language. There is a limited attempt to apply knowledge to the question.

Level 1

3 marks

Paper Summary

Based on their performance on this paper, candidates are offered the following advice.

- Identify key words in a question – these are often in bold to draw attention to them eg Q02(b) – but not always.
- Use the command words and number of marks allocated to each question to help you with the depth and detail required of responses. For example, 'state' or 'identify' such as in Q02(a) and Q11(a) will require minimal words and no need for explanation or description.
- Make sure examples are clear and leave the examiner with no doubt about the point being made. For example, in Q05 ensure the example of wind is related to the ball toss in the tennis serve being blown in a different direction.
- If asked to provide two or three of something, as in Q04, make sure that you do not repeat the same point but in different wording. For example, in Q04 giving 'increased motivation' as a reason for goal setting as well as 'increased effort', which is the same point.
- Pay attention to the command word in the question and the mark allocation. 'Describe', 'explain' and discuss will need more detailed, linked responses and will be worth more marks, such as Q13.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

