

Examiners' Report
June 2018

GCSE Physical Education 1PE0 02

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Introduction

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

To be successful, candidates needed to develop this 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 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 new AO1, AO2 and AO3 assessment objectives.

This is often indicated through the number of marks available and the command words used in the question. For example, some 'recall' questions testing AO1 assessment objectives will have command words such as 'give', 'define' or 'identify' whilst other questions will use 'describe', 'evaluate' or 'explain', and will typically test AO2 and AO3 objectives. This format of questioning allows greater differentiation between candidates, allowing examiners to assess the depth of candidates' knowledge and understanding more easily. As with the legacy specification, the majority of the six multiple-choice questions (MCQs) were designed to be accessible to all candidates. Two of the questions involved data, which is a new requirement in this specification. However, some questions were more challenging than others, for example Q01(a) and Q01(b).

Q01 (a) asked candidates to identify a macronutrient. The options were vitamins, fats, fibre and water. A number of candidates selected the incorrect nutrient. Q01(b) asked candidates to select the most appropriate response to decrease the risk of osteoporosis. The options to choose from were swimming, having an appropriate amount of sleep, cycling or long-distance running. Some candidates identified swimming or cycling incorrectly, which are non-weight bearing activities and therefore not worthy of credit.

Question 2 (a)

Candidates were provided with an example of an emotional health benefit of taking part in regular physical activity (feeling good) and asked to identify another. The options below were the most popular:

- Stress relief
- Improved self-confidence/self-esteem

An emotional health benefit is the new term in this specification for mental health. The question was generally very well answered but some candidates incorrectly provided either a social or physical benefit. This may have demonstrated that they had misunderstood the new term. A few candidates also repeated 'feeling good', which was contained in the question.

2 One emotional health benefit of taking part in regular physical activity is that it can make you feel good.

(a) Identify **one other emotional health benefit of regular participation in physical activity.**

(1)

regular Participation in Physical activity can relief Stress



This response gains the available mark for identifying stress relief correctly as an emotional health benefit of regular participation in physical activity.

1 mark

2 One emotional health benefit of taking part in regular physical activity is that it can make you feel good.

(a) Identify **one** other emotional health benefit of regular participation in physical activity.

(1)

it helps you to make friends



This response gains zero marks because the candidate identifies incorrectly a social benefit of regular participation in sport and physical activity.

0 marks

Question 2 (b)

Candidates were asked to give an example of a physical health benefit of taking part in regular physical activity. Among the options were:

- reduce risk of obesity
- less chance of coronary heart disease
- reduced risk of osteoporosis
- reduced risk of type II diabetes

This question was challenging for those candidates who were unable to differentiate between health and fitness, and benefits of exercise. Consequently, those candidates who did not gain a mark tended to focus on fitness benefits such as lower resting heart rate or increased cardiovascular fitness. The most popular answers related to lower risk of coronary heart disease and osteoporosis.

Regular participation in physical activity can also give physical health benefits.

(b) Give **one example of a physical health benefit of regular participation in physical activity.**

(1)

.....reduced risk of coronary heart disease.....



This response gains the available mark for identifying correctly reduced risk of coronary heart disease as a physical health benefit of regular participation in physical activity.

1 mark

Regular participation in physical activity can also give physical health benefits.

(b) Give **one** example of a physical health benefit of regular participation in physical activity.

(1)

Regular physical activity can help increase cardiovascular endurance.



This response gains zero marks because the candidate does not make reference to a physical **health** benefit of regular participation in physical activity.

0 marks



Know the difference between social, physical and emotional health and well-being benefits of participation in sport and physical activity

Be able to provide examples of each category

Question 3

The question focused on a new topic in the specification.

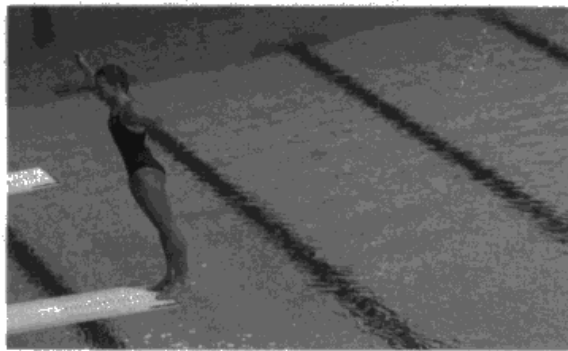
Candidates were asked to explain two benefits of mental rehearsal for a high-board diver. The image and reference to a high-board diver were key to gaining four marks for this question.

This question differentiated well between candidates in terms of distribution of marks. The majority of candidates could identify a benefit of mental rehearsal for one mark. Only a minority made the appropriate application to link the benefit with improved performance in the dive.

The majority of candidates therefore gained either one or two marks for identifying generic benefits of mental rehearsal such as improved confidence, focus, visualisation of the dive etc. The linked application was often vague, for example 'to perform better'.

Responses such as listening to music, self-talk, increasing arousal and muscle memory were not credited.

3 Hawani is a diver and is using mental rehearsal before her dive.



(Source: © Paolo Bona/Shutterstock)

Figure 2

Explain **two** ways mental rehearsal will improve Hawani's diving performance.

(4)

1 Mental rehearsal allows her to focus purely on her dive and forget about everyone else watching or other competitors which means she will be less distracted and more relaxed so she can focus purely on her dive.

2 Mental rehearsal allows her to imagine or visualise her dive and how she must turn and enter the water, therefore she is completely aware of what she needs to do therefore is more likely to complete the skills ~~to~~ the best she possibly can.



The candidate identifies two benefits of mental rehearsal and then gives an appropriate application of how this can improve Hawani's performance in her dive.

The reasons given in this example are:

- improving focus, allowing her to block out the crowd (forget about everyone watching)
- allowing visualisation of the dive, so she is completely aware of turns and entry, to complete the dive successfully

This is a very good answer which not only demonstrates excellent knowledge of mental rehearsal but also the candidate's ability to apply it to a given sporting situation.

4 marks

Read the question carefully. The command word is **explain** so a linked response is necessary.

The other key words are how mental rehearsal will **improve Hawani's diving performance**.

Use the image for a few clues. Now identify a benefit of mental rehearsal and try to link it with Hawani's diving performance. Eg mental rehearsal increases her focus, so that she completes her twists and somersaults without any errors.

3 Hawani is a diver and is using mental rehearsal before her dive.



(Source: © Paolo Bona/Shutterstock)

Figure 2

Explain **two** ways mental rehearsal will improve Hawani's diving performance.

(4)

1 Mental rehearsal will prepare Hawani mentally by imagining her dive in her head in order to perform it when diving

2 Mental rehearsal will ~~be~~ help Hawani by calming her down and allowing her to concentrate and to relax to maintain confidence and belief in herself

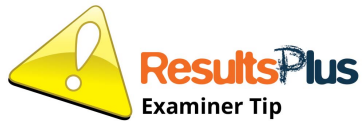


This response is typical for this question.

The candidate identifies two benefits of mental rehearsal – imagining her dive in her head and calming her down.

However, neither makes an appropriate application, which is linked to how this improves performance in diving.

2 marks



Read the question carefully

Question 4 (a)

Candidates were provided with two different images: of marathon running, and dribbling in hockey.

The question asked the candidates to identify which sporting skill portrayed the more complex skill. This was very well answered, with the majority of candidates stating correctly, dribbling in hockey.

Question 4 (b)

This question differentiated well, with candidates achieving between 0 and 2 marks. Candidates were asked to give two characteristics of complex skills. The options included that they:

- require more thought/concentration
- require more control/co-ordination
- are more difficult to perform/harder to learn
- require more practice

Most candidates accessed one mark, and many achieved two marks. The most popular responses were about concentration levels and being difficult to perform/learn.

A number of candidates confused characteristics of other classification of skills such as simple. Another common error was to say that complex skills are unable to be broken down into smaller segments. Sometimes, candidates also provided a sporting example as opposed to the descriptive answer, which was not credited.

(b) Give **two** characteristics of a complex skill.

(2)

1 requires high concentration

2 requires high co-ordination



This response gains both available marks.

Credit is given for:

- complex skills requiring concentration
- co-ordination

2 marks

(b) Give **two** characteristics of a complex skill.

(2)

1. when dribbling a ball cutting into the centre to get past an opponent
2. doing skill moves in football.



This response receives zero marks because the candidate misinterprets the question – providing two examples of complex skills, not characteristics.

0 marks

Question 5 (a)

Candidates were asked to identify two personal factors, apart from age, that can affect participation rates in sport and physical activity. The options based on the specification were:

- gender
- socio-economic group
- disability
- ethnicity

This question was extremely well answered by most candidates, with many gaining both marks available.

However, a surprising number restated age, which was given as an example in the question. This reinforces the need to read the questions carefully, before answering. Other errors were links to money, cost and wealth, which were not credited.

5 Personal factors such as an individual's age can affect participation in sport and physical activity.

(a) State **two** other personal factors that can affect participation rates.

(2)

1. ethnicity

2. Gender



This response gains both available marks.

The candidate gains credit for reference to ethnicity and gender, as factors that can affect participation in sport and physical activity.

2 marks

5 Personal factors such as an individual's age can affect participation in sport and physical activity.

(a) State **two** other personal factors that can affect participation rates.

(2)

1 Gender

2 ~~Age~~ weight



This response gains one mark. Credit is given for stating gender but weight is not worthy of credit for a factor affecting participation in sport and physical activity.

1 mark

Question 5 (b)

Candidates were asked to explain two reasons why a person's age may affect their participation in sport and physical activity.

This proved to be an extremely challenging question, with few candidates able to access more than one or two marks. A minority of candidates identified money or access, although time availability was referred to by some candidates.

Many resorted to health and fitness-based answers concerning the elderly, which were only accepted if clearly specified.

However, the majority of responses were very vague. Candidates found it difficult to gain higher level responses to this question even when a valid reason was provided because there was no appropriate, linked, sporting example.

The most common answer where two marks were achieved linked the elderly with a specific health or fitness concern, such as lack of strength or brittle bones with contact sports such as rugby.

(b) Explain **two** reasons why a person's age may affect their participation in sport and physical activity.

(4)

1. ~~If a person is too old to try out a sport, may be embarrassed because they don't fit in the age group.~~

2. If you're too young, may not be able to travel to such clubs because teens tend not to have a car. This affects their travel and participation rates. (Total for Question 5 = 6 marks)

② Young people will not be working or earning any money. This may affect their participation rates because they may not be able to afford some equipment, influencing them not to participate in a sport.



The candidate makes reference to two valid reasons why age can affect participation in sport and physical activity.

Credit is given for identification of access as a potential difficulty:

- a young person may have difficulty travelling to a club
- money: young people will not be working and earning money and so may not be able to afford equipment

Neither reason then makes a link to an applied **sporting** example.

This candidate would have gained a third mark if in relation to money a reference had been made to specific sporting equipment eg 'so they may not be able to afford equipment such as golf clubs'.

2 marks

Use specific sporting examples to support reasons for lack of participation in sport and physical activity. For example, a younger person may have less money at their disposal than an adult (1 mark) so would find it difficult to afford golf club membership (1 mark).

If using health and fitness as a reason, ensure a specific component of fitness such as strength or a health condition such as osteoporosis to structure the answer. For example, an older person may lack flexibility (1 mark) which would mean they are more prone to injury in contact sports like rugby (1 mark).

(b) Explain **two** reasons why a person's age may affect their participation in sport and physical activity.

(4)

1. As an adult, you have alot of tasks like working and caring for your children therefore spare time is sparse as an adult, resulting in less participation in sport
2. As you get older, your general health decreases, you become less flexible and are unable to participate due to health problems. AND your bones can become brittle and weak (Osteoporosis)

(Total for Question 5 = 6 marks)



Reason 1: the candidate makes reference to lack of time due to looking after children but there is no appropriate sporting example, eg so playing a round of golf would take up too much time in a day (1)

Reason 2: reference to osteoporosis and brittle bones as a relevant ageing health condition (1)

Again, the candidate does not expand the answer with a specific applied sporting example – eg so this condition would prevent participation in contact sports like rugby.

2 marks



Relate examples to sports

Question 6 (a) (i)

This was the first of the new data-style questions, which are a feature of the new specification.

Candidates were asked to analyse a graph showing participation rates in sport and activity of four different age groups in the North of England between 2002 and 2017. The majority of candidates achieved one mark for identifying that the participation of the age group 25-34 years had declined in this period.

Many candidates supported these assertions with figures from the graph, although this was not entirely necessary.

Question 6 (a) (ii)

The second question in the new data style questions asked candidates to analyse the graph of participation rates in sport and activity of a different age group.

Once again, the majority of candidates achieved one mark by identifying that the age category 35-44 had increased.

Many candidates again supported these assertions with figures from the graph although this was not entirely necessary.

Question 6 (b)

In this question, candidates had to predict the most likely trend in the participation rates of adults in the 45+ category. The majority of candidates correctly predicted that there would be an increase in numbers.

Question 6 (c)

In this question, candidates needed to use the data provided to **justify** their answer to Q6b regarding predicting the most likely trend in participation rates of adults aged over 45.

This question was designed as a differentiating question with one mark being easily accessible and the additional mark more challenging. Most candidates achieved one mark on this question by identifying correctly, using extrapolation, that as participation rates had been increasing every year since 2002, then this trend was likely to continue to increase.

A number of candidates did not use the data on the graph to base their justification. Consequently, increased awareness of health benefits, opportunities and other cultural reasons were not credited.

Very few candidates achieved the additional mark available by identifying from the graph that the age group below 45+ was also increasing (at an even faster rate). Similarly, few noted the link that some members of this 35-44 age group would be in the 45+ group in five years' time, and then this would also support the justification that participation is likely to continue.

(b) Using the data in **Figure 5**, predict the **most likely trend** in the participation rates of adults aged 45+ in 2022.

(1)

It will continue to increase

(c) Justify your answer to (b) using the data in **Figure 5**.

(2)

This is because in Figure 5 the participation rates of adults aged 45+ had started to slowly increase, this means that if there is a slow increase there it will continue increasing more and more, before the percentage may drop again. Also Age 35-44 should have a huge increase so as the years go on people in 35-44 age range are likely going to be in the 45+ age range where they are likely to be continuing with sport.



This response gains both of the marks available.

The candidate justifies his assertion that participation rates will continue to increase in the near future.

They also gain the additional mark for identifying correctly that a significant number of the age group below 45+ (35-44 year olds) will also be in the 45+ category in five years time. Because their participation rates are also increasing at a faster rate, then this would also have a positive impact.

2 marks

(b) Using the data in **Figure 5**, predict the **most** likely trend in the participation rates of adults aged 45+ in 2022.

(1)

It will go up and down slowly.

(c) Justify your answer to (b) using the data in **Figure 5**.

(2)

Some older people want to play sports and stay fit, but mostly quit by the age of 45+, because they are becoming weaker.



This response gains zero marks. The candidate has not made reference to the graph in order to justify their assertion.

0 marks



Ensure that the data is used to support any justification

Question 7 (a)

This question addressed a well-known topic from the legacy specification – goal setting and SMART targets.

Candidates were provided with three different SMART targets and for the first mark had to identify which principle, apart from measurable, had been applied to each target. The answer was 'specific'.

Generally, this question was answered well.

Question 7 (b)

Candidates had to explain which statement, from a choice of three, was the 'most effective SMART target'. Candidates appreciated the need to identify the target before going on to explain why they considered this to be the most effective target.

Not all candidates opted for 'B'. Those that incorrectly opted for A or C attempted to justify their choices by stating that the targets were measurable or specific. No credit was gained for an incorrect option, because all targets were specific, measurable, equally achievable and realistic: only B was time-bound. Therefore, to gain credit candidates needed to explain why B was the most effective target.

As the only difference between the targets was time-bound, the implications of this needed to be the focus of the explanation. Credit was given for explaining that B was the only time-bound target (or at the very least made a reference to the deadline of two months) and that this meant there would be a deadline providing the required motivation to train/achieve their goal and monitor progress.

No mark was awarded if time-bound were presented in a list of SMART principles, unless qualified. Most candidates achieved two marks on this question. Only the more able candidates accessed the remainder of the three or four marks by linking the time-bound target with motivation to achieve the goal, or measuring progress.

On occasion, candidates would mention 'time' but in the context of the other aspects of SMART, using it to justify the goals as realistic or achievable. In these instances, they did not gain additional credit.

(b) Explain which of the targets above would be the most effective in improving performance in physical activity according to SMART principles.

(4)

B because he has given
himself a time frame (in two
months). This gives him limited
time to ~~do~~^{achieve} his goal making
him work harder for it. This
gives him motivation to achieve it



This response gains three of the four marks available.

The candidate correctly identifies SMART target B as the most effective target in improving performance.

The candidate then applies this knowledge to reason that this is because it has a time frame of two months.

They gain a third mark for justifying that this will provide motivation to achieve the target.

3 marks

(b) Explain which of the targets above would be the most effective in improving performance in physical activity according to SMART principles.

(4)

B because is the most specific target. It also can be measurable and and it's added the time.



This response gains one mark for identifying B correctly as the most effective target.

There is no reference to time-bound or deadline, for a further mark.

1 mark

Question 8 (a)

This question focussed on the commercialisation of sport.

Candidates were provided with two of the three components in the relationship between sport and commercialisation, which was presented in the form of a triangle. They were asked to identify the missing component, which was media.

The majority of candidates gained one mark for this question.

Question 8 (b)

This question addressed another new topic on the specification, namely sponsorship in sport.

The candidates were asked to **explain** one advantage and one disadvantage of sponsorship for commercial sponsors. This was key to the question. Many candidates explained the advantages/disadvantages of sponsorship to either the sport or performers, which was not credited. This again highlighted the need to read questions carefully.

Numerous candidates repeated answers that were contained in the Sample Assessment Material, which addressed a completely different question about sponsorship in sport.

Many candidates made reference to sponsorship enabling more equipment or better facilities being made available due to injection of money as an advantage.

A popular disadvantage stated incorrectly the negative publicity a fast food or alcoholic company would obtain by sponsoring a junior team or individual. This was not the focus of the question. As a result, a large number of candidates gained no marks.

However, many candidates explained correctly that the attraction of sponsoring sport is to gain the company increased exposure or recognition, which can lead to more income/products sold.

Most then also noted that if the sport or individual being sponsored engaged in some disreputable behaviour (the most popular example was drug abuse) then this could affect the sponsor negatively in terms of reputation and possible loss of income. Credit was also given here if the candidate linked sponsorship with an unsuccessful team or player and the resulting impact on sales.

Read the question carefully to ensure you apply your knowledge to the question context.

This response does not gain any credit because the candidate has provided answers that are related to the **sport**.

Many candidates referred to advantages and disadvantages to the sport or player. This question was specifically related to **commercial sponsors** of sport. Make sure emphasis is also placed on the points being made. For example, **more** exposure, **increased** profits, **reduced** sales, **poor** reputation.

(b) Explain **one** advantage and **one** disadvantage of sponsorship for commercial sponsors of sport.

(4)

Advantage

Sponsorship allows ~~the~~ sport team to gain funds and this would help the sport team to buy necessary equipment to train with for example ~~football~~ in football. buying a cones from the funds gained by Sponsorship

Disadvantage

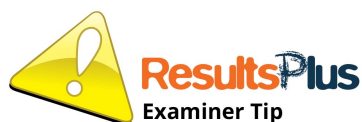
The Sponsorship may promote ~~bad~~ unhealthy foods and snacks for example chocolate which is promoting a unhealthy lifestyle. ~~from the~~



This response was seen frequently.

The candidate has misinterpreted the question and provided answers that are not related to the sponsor.

0 marks



Read the question carefully: apply your knowledge to the question context

(b) Explain **one** advantage and **one** disadvantage of sponsorship for commercial sponsors of sport.

(4)

Advantage

If they sponsor athletes, more people will see their product when the athlete is competing, so there is more awareness so they will get more sales and profit.

This is even better if athlete does well as people will associate success with that product/company so more likely to buy it.

Disadvantage

However, if an athlete they sponsor is involved with deviance (eg. taking performance enhancing drugs) then they will have a negative reputation so get less sales so make less profit.



This was a very good response and gains all four available marks.

The candidate makes clear that an advantage of sponsoring an athlete can increase the exposure of the company's brand, which may increase sales.

The candidate provides further context by stating that being associated with a successful athlete will show the company in good light.

The candidate then identifies correctly that a disadvantage could arise if the athlete is involved in deviance, giving a relevant example of taking performance-enhancing drugs. This would have a negative impact on the reputation of the company and therefore reduce sales.

4 marks

Question 9

In this question candidates were provided with the scenario of a triathlon. It required candidates to describe two possible benefits of drinking water during the event.

This question differentiated well, with candidates gaining between one and four marks.

Most candidates were able to provide at least one benefit of drinking water. Hydration was the most popular answer and its associated linked expansion, such as delaying fatigue or maintaining concentration.

Other popular answers where candidates accessed further marks, were related to maintaining core temperature through sweating. A limited number of candidates made accurate descriptions of water increasing the blood-flow through less viscous blood and the linked impact of more oxygen being transported to working muscles.

- 9 Noah is taking part in a triathlon. This involves swimming, cycling and running over long distances.

Describe **two** possible benefits of drinking water during the event.

(4)

- 1 it replaces water used for sweating so they can continue to sweat and cool them selves down in the event so they don't overheat and it improves performance.
- 2 prevents blood from thickening so the red blood cells continue to get around the body easily to supply oxygen to the muscles for respiration which improves their performance.



This was an excellent response, which gained all four available marks.

The candidate makes reference to two benefits of drinking water and an appropriate expansion.

The candidate identifies correctly that water allows sweating, which cools the athlete and prevents overheating.

A further correct response is made by stating that water prevents blood from thickening, so more oxygen can be transported to working muscles.

4 marks

9 Noah is taking part in a triathlon. This involves swimming, cycling and running over long distances.

Describe **two** possible benefits of drinking water during the event.

(4)

1 He doesn't dehydrate so he is hydrated ~~and~~ is

2 By drinking water you can cope better with the event so he thus would benefit him and have more chances of winning the event or ~~finisher's~~ having a better mark.

Losing fluids, so by drinking water you have more fluids

(Total for Question 9 = 4 marks)



This response gains one mark for reference to dehydration.

There is no expansion and the second response is vague.

1 mark

9 Noah is taking part in a triathlon. This involves swimming, cycling and running over long distances.

Describe **two** possible benefits of drinking water during the event.

(4)

- 1 So he doesnt get ~~dry~~ dehydrated because it all ~~isnt~~ ^{won't} maybe be indoor so the sun might cause sun stroke and he can feel dizzy and not do his best.
- 2 To supply his brain and muscles to function well and not tire him and keep him hydrated the whole time.



This response gains two of the available four marks.

The candidate makes reference to maintaining hydration as a benefit of drinking water. The consequence of dizziness was also credited.

This type of response was the most frequent on the paper.

2 marks

Question 10

This question addressed another new topic in the specification. Candidates were asked to state two advantages and two disadvantages of distributed practice.

Most candidates were able to gain at least one mark, although few achieved four marks.

The most popular advantages referred to:

- reduced boredom
- allowing time for rest/recovery
- allowing time for feedback

Candidates did not find disadvantages quite so easy to identify, with the most frequent response being the increased length of time required to learn skills.

10 State two advantages and two disadvantages of using distributed practice.

(4)

Advantages

1 Prevents boredom

2 Allows time for feedback

Disadvantages

1 Doesn't easily develop muscle memory

2 Frustration from experienced athletes when their training is interrupted - breaks the flow of training



This response gains all four marks available.

The candidate makes reference to two valid advantages of distributed practice. Namely it may:

- prevent boredom (1)
- provide opportunity for feedback (1)

The candidate also states two valid disadvantages worthy of credit:

- the stop-start nature of distributed practice could lead to a loss of fluency and frustration for experienced athletes (1)
- the reference to muscle memory (1)

4 marks

10 State two advantages and two disadvantages of using distributed practice.

(4)

Advantages

- 1 So that the athlete can perform at a higher standard at any event that the athlete does decide to do
- 2 So that the athlete gets an even amount of training compared to others

Disadvantages

- 1 So that not all the teammates will be doing the same activities as what the coach originally planned
- 2 So that the coach will have to introduce different activities for the selected performers.



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This response gains zero marks.

There is no content worthy of credit, with vague and/or incorrect assertions.

0 marks

10 State two advantages and two disadvantages of using distributed practice.

with breaks / several sessions (4)

Advantages

1. Allows for rests, ~~in the sessions~~ so the athletes do not get too tired during the practice, maintaining a high performance with little errors.
2. Allows for feedback to be given, which can lead to an improvement in the practice, less chance of developing a bad habit.

Disadvantages

1. Practice done over several sessions could lead to the performer to forget key parts, increasing the time to learn ~~the~~ a skill.
2. It may get boring, repeating the same thing over several sessions or after breaks, going back to the same activity.



This response gains 3 marks.

The candidate makes reference to:

- time for rest (1) and allowing feedback (1) in advantages
- reference to increasing the time taken to learn skills (1) as a disadvantage

3 marks

Question 11 (a)

In this question candidates were asked to state two factors affecting a person's optimum weight. The options were:

- gender
- height
- bone structure
- muscle girth

Most candidates gained both marks on this question, although some candidates made references to weight or age, which were not credited. Some candidates also made reference to the sport being played, which was also not credited.

11 (a) State two factors that can affect a person's optimum weight.

(2)

1 Having a sedentary lifestyle.

2 Having problems with the chemicals in the body.



This response gains zero marks.

The factors for this answer are contained in the specification and neither of these answers is worthy of credit.

0 marks

Question 11 (b)

Candidates were asked to explain how the optimum weight of a power athlete may vary from that of an endurance athlete.

Answers often gained a mark by associating a feature of one or other athlete, but did not then explain the difference for the second mark. However, many candidates gained both marks by identifying correctly that a power athlete would require a higher muscle girth/mass (denser bones was also credited here) and therefore their optimum weight be higher than an endurance athlete.

Candidates could also access both marks by answering in relation to the endurance athlete.

(b) Explain how the optimum weight of a power athlete may vary from that of an endurance athlete.

(2)

The optimum weight of a power athlete would be heavier than an endurance athlete as power athletes have more muscle girth (thicker muscle) which supplies the ~~force~~^{strength} and power needed. However an endurance athlete would need to work efficiently and be as light as possible to not waste muscle mass or energy.



This response gains both available marks.

The candidate makes reference to a power athlete being a heavier optimum weight than an endurance athlete and also identifies that this is due to requiring greater muscle girth.

2 marks

Question 12

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.

The question focussed on another new topic in the specification – carbohydrate loading. The candidates were asked to explain how carbohydrate loading could improve an athlete's performance in the long-distance running event of a marathon. Many candidates were able to make a link between the increased intake of carbohydrates and the impact this has on performance in the marathon.

Candidates were able to explain that an increased intake of carbohydrates would provide additional energy for the athlete to delay the onset of fatigue in the race. The athlete can thereby maintain her pace for longer.

Given the context of the question, it was important that candidates identified a 'high' carbohydrate diet or eating 'more' carbohydrates than normally required. Relatively few candidates achieved the additional two marks, which demonstrated a deeper understanding of the process of carbohydrate loading.

These two points related to the process of maximising glycogen stores in the muscles and tapering of training levels just prior to the event. As a result, this question did differentiate well, allowing those candidates with a greater understanding to apply their knowledge, producing a higher-scoring response.

12 Figure 7 shows Paula running in a marathon.



(Source: © WENN Ltd/Alamy Stock Photo)

Figure 7

Explain how carbohydrate loading could improve an athlete's performance in this long distance event.

Carbohydrate loading could improve an athlete's⁽⁴⁾ performance in a marathon as the carbohydrates give off a slow release of energy that will help Paula ~~to~~ finish the race. Where as fats give off a quick release of energy that would only be useful for a small amount of time. Therefore carbohydrate loading is the more effective way of improving Paula's performance as the slow release of energy will be with her the whole way through the race.



This response gains zero marks. The candidate makes no reference to increasing carbohydrate intake, tapering training, glycogen stores or impact on performance.

0 marks

12 **Figure 7** shows Paula running in a marathon.



(Source: © WENN Ltd/Alamy Stock Photo)

Figure 7

Explain how carbohydrate loading could improve an athlete's performance in this long distance event.

Large amounts of (4)

Carbohydrate loading is when an athlete eats ^{large amounts of} foods such as rice and pasta, which are high in carbohydrates, few days before the actual event. Eating carbohydrates breaks down into glucose in the body. However if the glucose is not used up by exercise or activities it gets stored in muscles and liver cells as glycogen. When the day of the event comes, another hormone called glucagon is released from the pancreas, which converts the glycogen back to glucose during the race. This means that the blood sugar levels will rise and result to high energy levels - most likely throughout the race. Increases performance.

(Total for Question 12 = 4 marks)



This response gains two of the available four marks.

The candidate makes reference to:

- increasing carbohydrate intake (1)
- maximising glycogen stores (1)

There is no evaluation of the impact – 'increases performance' is too vague and also contained in the question.

The response also lacks reference to tapering training levels.

2 marks

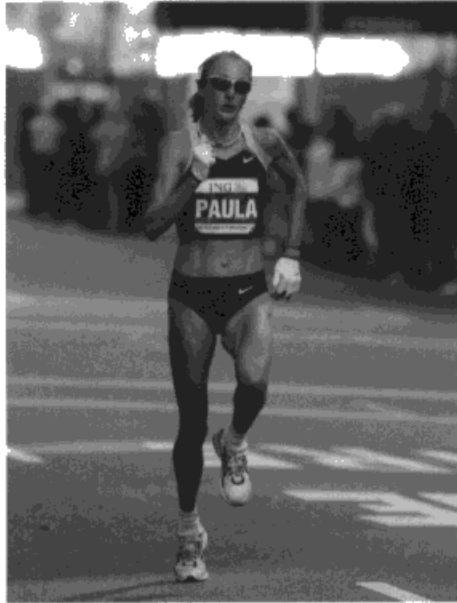
Note the command word and the marks available in the question.

The command word is 'explain' and the question is worth four marks.

Therefore, your response must contain a linked statement to provide the required explanation.

Avoid using abbreviations such as carbs.

12 **Figure 7** shows Paula running in a marathon.



(Source: © WENN Ltd/Alamy Stock Photo)

Figure 7

Explain how carbohydrate loading could improve an athlete's performance in this long distance event.

(4)

Carbohydrate loading is when an athlete reduces exercise and eats lots of carbohydrate (potatoes, bread, pasta etc) 1-4 days before the event. This is stored as glycogen to be slowly released in the event to provide a slow releasing source of energy. This is good for a long distance event as increased glycogen stores mean more energy released for more aerobic respiration and at muscle therefore less risk of fatigue so they can continue at full efficiency for a longer duration.



This response gains all four marks available.

The candidate makes reference to:

- reducing training levels in the days leading up to competition (1)
- the need to increase carbohydrate intake (lots of carbohydrates) (1)
- maximising glycogen stores (1)
- its impact on marathon running (reducing fatigue) (1)

4 marks



Note the command word and the marks available in the question

Question 13

The first of the new extended answer questions asked candidates to discuss the view that sportsmanship is being replaced by gamesmanship in professional sport.

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 across Levels 1 to 3. Most candidates were able to gain AO1 marks for statements of fact such as definitions of sportsmanship and gamesmanship.

Many could also apply this knowledge by providing examples of each term to demonstrate some AO2 knowledge, for instance providing examples of gamesmanship and sportsmanship. The most popular were shaking hands at end of a game for sportsmanship and players diving in football as example of gamesmanship. This was credited, even though it is technically cheating and consequently deviance. This enabled numerous candidates to gain access to Level 2.

Some candidates identified that National Governing Bodies (NGBs) are encouraging more sportsmanship by introducing Fair Play rewards, whilst a limited number started to debate the issue and make some evaluative statements.

Those candidates who made reasoned judgements about the increase in gamesmanship being due to the pressure from fans/coaches/sponsors or the increased rewards available in professional sport, ensured a Level 2 mark. Others went into more detail, challenging the view that gamesmanship had increased *per se*, or whether the media highlighted this behaviour more.

Some candidates made reference to TV replays and video reviews as a vehicle for reducing gamesmanship. A few noted that in many sports, such as golf and tennis, sportsmanship is still prevalent and that it is only in a few high-profile sports, such as football, where gamesmanship is rife. These candidates usually achieved a Level 3 mark.

A small minority of candidates compromised their possible mark by answering the question in bullet point format or columns. The question should be answered in essay style with continuous prose, linking points made and demonstrating ability to develop the response. Answers which were bullet pointed had difficulty moving beyond Level 1, as a result.

13 Discuss the view that sportsmanship is being replaced by gamesmanship in professional sport.

(9)

As a sports ~~performer~~ performer, an individual has a responsibility for their attitude towards competing. Sport is watched by millions across the world, making sports performers role models and inspirations to many hence, their attitude to performance is seen ^{by} and can influence others.

Sportsmanship is the quality of being gracious in defeat and victory and show adherence to the rules as well as generally showing ~~off~~ a good and respectable attitude to the sport, ~~team~~ opponents and other people involved in the sport. Sportsmanship is often encouraged ~~as it is~~ by the sport and members of the sport as it sets a good example to spectators especially children as well as making a competition fair and enjoyable for all as performers are polite ~~and~~ to each other and share in defeats and victories. An example of sportsmanship includes clapping the other ~~team~~ in team after a game has finished. Gamesmanship is ~~the~~ bending the rules without breaking them. Examples of gamesmanship include standing so that you are run into potentially encouraging the chance of a foul or diving for the ball in football. Contrary to sportsmanship, ~~games~~ gamesmanship is often ~~the~~ seen as a very negative attitude to have as it encourages an over competitive attitude where winning is more important than just participating in the sport.

Football is a sport that has a vast amount of coverage. Whilst there are many role models and examples of footballers ~~who~~ showing sportsmanship, the sport has gained a reputation for gamesmanship. ~~Footballers~~ Football teams and spectators have

stood for a minutes applause before matches when past coaches or players have passed away showing a respect between players. However, during the game penalties and red cards ~~have been~~ ^{are} given to foul tackles and diving for the ball. When a high profile sport such as football has repeated examples of gamesmanship and sometimes this being rewarded as the innocent player is set off or the player showing gamesmanship gets a free player which increases the chance of a goal being scored, sports gamesmanship can be seen to be encouraged. Through spectators and other performers watching examples of gamesmanship increasing a chance of winning, the sport of football will have more players showing gamesmanship than sportsmanship in both the professional and amateur environment.

Similarly in cricket, bowlers are shown to rub the ball on their legs and pick the stitches which can make the ball unbalanced and therefore help it to spin and get on the batter out. If someone is shown every bowler use this technique and result in the bowler being more successful in the match then people will chose gamesmanship over sportsmanship. However, in sports such as rugby which is highly publicised, sportsmanship is shown throughout a match. At the end the teams clap each other and players do not challenge the decisions ~~every~~ ^{the decisions} of the referees unlike football. Moreover, sports such as badminton and snowboarding which have increasing media coverage through the olympics show competitors hugging and congratulating each other and working together to win. The focus of these sports is more on the participation than the desperation to win.

In my opinion, in the sports that have lots of coverage such as football where there are more spectators, putting more pressure on a certain team to win, gamesmanship is increasing. However, in most sports sportsmanship is encouraged and gamesmanship is shown to be discouraged through players being sent off or penalised. **(Total for Question 13 = 9 marks)**

This is a Level 3 response.

The response begins with a nice introduction about the responsibility on sports performers to demonstrate a good attitude due to the popularity of sport and the need to be role models for others. This draws the reader in.

The candidate then makes accurate definitions of sportsmanship and gamesmanship, providing valid examples of each.

The next section makes an in-depth critique of football and its problems with gamesmanship. Spectators and the need to win are cited as causes for this and the concern that this is influencing others to copy in both the professional and amateur game.

The candidate then turns their attention to ball-tampering in cricket, which does not gain any further credit but demonstrates a thorough understanding of the topic.

Next, a counter-argument is provided, which identifies that in other sports such as rugby, badminton and snowboarding sportsmanship still exists.

The candidate gains further credit in the conclusion by referring to the pressure footballers are under, which may have an impact on the amount of gamesmanship.

This response demonstrates the:

- required knowledge and understanding
- ability to apply knowledge and
- ability to evaluate the notion that gamesmanship is replacing sportsmanship in professional sport

9 marks

13 Discuss the view that sportsmanship is being replaced by gamesmanship in professional sport.

(9)

Sportsmanship is when you are fair, honest and have grace during victory or defeat. Gamesmanship is when you bend the rules without breaking them.

Gamesmanship is increasing in sport as it's more common that players try to gain advantages for their teams. An example is time wasting in football, this means players have a chance to rest or talk about tactics.

However sportsmanship is still a traditional foundation for most sports still as they have rules and regulations that all ~~players~~ players should. Certain rules may have been adapted over time but they still exist such as not moving with the ball in netball.



This is an example of a Level 1 response.

The response contains an accurate definition of both sportsmanship and gamesmanship.

In the second paragraph, the candidate provides an example of gamesmanship – wasting time in football.

The third paragraph gains no further credit. There is no attempt at evaluation of the topic or any perceived reasons why gamesmanship occurs in some sports.

3 marks

Question 14

The second extended answer question asked candidates to assess the advantages and disadvantages of using mechanical and manual guidance when teaching a beginner to swim. There were 9 marks available with a maximum of three for each of the AO statements – AO1, AO2 and AO3.

Once again, there was a good distribution of marks for this question across Levels 1 to 3. Most candidates were able to gain AO1 marks for statements of fact, such as definitions of manual and mechanical guidance. Many could also apply this knowledge by providing examples of both types of guidance, although candidates found it easier to provide an example of mechanical guidance, typically a float.

Candidates who provided examples from other sports such as a harness for somersaulting in trampolining were credited with an AO1 statement because this did not link to swimming.

Candidates also gained AO1 marks for reference to allowing the correct feel of the skill and building confidence. If developed and linked to teaching a beginner to swim, with appropriate examples, this approach produced AO2 or AO3 statements. As a result, numerous candidates provided the maximum of three AO1 marks but gained no further credit.

Some candidates made good evaluations of the topic relating to over-reliance on the mechanical guidance if used for too long. They noted that this might result in the swimmer being too scared to discard the aid.

A few candidates made valid AO3 statements, pointing out that visual and verbal guidance would also be required, as well as a combination of mechanical and manual guidance, to enable the beginner to learn to swim. Once again, these candidates usually achieved a Level 3 mark.

As for the previous question, a small minority of candidates compromised their possible mark by answering the question in bullet point format or columns. The question should be answered in essay style with continuous prose linking points made, and demonstrating ability to develop the response. Answers which were bullet pointed had difficulty in moving beyond Level 1 as a result.

14 Mechanical and manual guidance can be used when practising techniques in sport.

Assess the advantages and disadvantages of using mechanical and manual guidance when teaching a beginner to swim.

(9)

✱ Mechanical guidance is when a performer uses equipment in order to help them learn a new skill, or in order to help them improve a skill. An example of this in swimming would be a float. ✱ This would be useful in teaching a beginner to swim as it would allow them to understand the ~~kinaesthetic~~ kinaesthetic feel of the skill and movement that they are trying to learn, whilst also being safe in doing so. Moreover, the use of mechanical guidance means ~~that~~ that the coach can also use verbal guidance - they can help tell a beginner how to complete a skill whilst the beginner actually does it, which means that the performer can also receive concurrent feedback to try and help them ~~to~~ improve. However, the performer could possibly become too reliant on the float or armbands, and therefore may be too scared, or may not be able to, start swimming without them.

Manual guidance is where a coach puts a performer in a sporting position, or physically helps them to complete a new skill. An example in this is swimming is a coach being a support ✱ and armbands.

for a beginners back if they are trying to learn backstroke. This is useful to a beginner as it means that they can learn how to complete the skill safely with someone they will most likely trust. However, manual guidance can have a negative effect. If the coach helps the performer in the wrong way, they may learn the skill wrong, and bad habits are hard to break. Moreover, the performer may become too reliant of the manual guidance. Also, if a coach is teaching a beginner how to swim, there are many protection and safeguarding issues that limit how they can help a beginner, especially if they are a child.

~~Overall~~ Overall, I think that mechanical guidance is more useful than manual guidance in helping a beginner to swim as it allows them to be more independent in their learning, meaning that they can understand it better in their own way.

This is an example of a Level 3 response.

The candidate has structured the response well, discussing each method of guidance in turn, using clear paragraphs.

A description and example of mechanical guidance begins the essay, which are AO1 and AO2 statements.

The candidate then makes further A02 and AO3 statements in the next two paragraphs. These describe how mechanical guidance can help the beginner gain a kinaesthetic feel for the movement and the use of verbal feedback alongside mechanical guidance.

The candidate also describes a valid disadvantage of mechanical guidance. A beginner could become too reliant on the aid and be too scared to swim without the support.

The candidate then moves on to manual guidance, following a similar pattern. A description and example of manual guidance is provided.

Further knowledge is demonstrated with statements concerning trust and safeguarding issues.

There is then a conclusion, which is not necessary and adds no more value to the response.

This response demonstrates the characteristics of Level 3 responses, which are the:

- required knowledge and understanding
- ability to apply knowledge
- ability to evaluate the use of mechanical and manual guidance with a beginner swimmer

9 marks

14 Mechanical and manual guidance can be used when practising techniques in sport.

Assess the advantages and disadvantages of using mechanical and manual guidance when teaching a beginner to swim.

(9)

Mechanical:

Advantages	Disadvantages
<ul style="list-style-type: none">→ Will allow the beginner to stay a float using equipment→ Will allow support without someone who is trained being there	<ul style="list-style-type: none">→ Equipment is needed→ May need supervision.

Manual

Advantages	Disadvantages
<ul style="list-style-type: none">→ Beginner can understand what is happening more→ Able to give concurrent feedback	<ul style="list-style-type: none">→ You need someone who is trained and knows what they are doing.→ Requires a lot of time and energy.

In conclusion, manual guidance would be the best guidance when teaching a beginner how to swim as you are able to physically help them and get them to do what they need / what you want them to do.



This is a Level 1 response.

This response demonstrates the need to write in continuous prose to enable points to be developed.

Any bullet pointed responses will find it difficult to move beyond Level 1.

This brief response has some relevant content but none of the statements is linked.

3 marks

Paper Summary

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

- Read all the questions carefully to ensure the instructions are followed. For example, in Question 5a repeating age, which was given in the question
- Identify keywords in a question – sometimes these can be in bold to draw attention to them but this is not always the case. For example, in Question 3 ‘explain two ways mental rehearsal will **improve** Hawani’s diving performance’
- Make sure examples provided are clear – so the examiner is left in no doubt of the point being given. For instance, in Question 13 an example of gamesmanship is ‘shielding the ball in football in the corner of the pitch to waste time at the end of the game to protect lead’ as opposed to ‘shielding the ball’ which is an accepted skill in the game of football
- Make sure you apply your answers to the correct context given in the question. For example, in Question 8b the response needs to focus on advantages and disadvantages of sponsorship **for the commercial sponsors** not the sport or performers
- Pay attention to the command word used in the question and the mark allocation – ‘describe’, ‘explain’, ‘discuss’ will need more detailed, linked responses and will be allocated more marks
- If bullet points, columns or other similar formats are used to answer the two extended answer questions, it should be done appropriately and in a way that demonstrates the candidate's knowledge and ability to develop a response.

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>

