

Mark Scheme (Results)

Summer 2012

GCE Physical Education (6PE01)
Unit 1: Participation in Sport and
Recreation

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1(a)	<ol style="list-style-type: none"> 1. Time 2. Resources 3. Fitness 4. Ability 	(4)
1(b)	<ol style="list-style-type: none"> 1. Active Leisure is a use of spare time / non compulsory time, (sleeping, eating, work) that involves physical activity / movement. 2. Recreation is the <u>activity used</u> to occupy the leisure time / it is self determined/ relaxation choice / self reward/therapeutic/refreshing body and mind 	(2)
1(c)	<p><i>Words or phrases must be qualified; i.e. self esteem by itself is too vague, a negative self esteem begins to qualify it.</i></p> <ol style="list-style-type: none"> 1. Increase in availability of sedentary activities /increased technology / 2. Perceived obstacles to being active e.g. a lack of time 3. a lack of fitness 4. a lack of resources, (low socio economic groups; either due personal or govt finance) / lack of transport to facilities/ facilities 5. Aging population 6. Lack of ability relating to a low self esteem/negative stereotypes / Peer Pressure/Post 16 Drop Out. 	(4)
2(a)	<ol style="list-style-type: none"> 1. Health is a <u>complete state of physical, social and mental well being</u> and not merely the absence of disease. 2. Fitness is the ability to meet the demands of the sporting environment without undue fatigue. 3. Exercise is a physical activity that produces a positive physiological and or anatomical adaptation / benefit. <p>Explanation</p> <ol style="list-style-type: none"> 4. General exercise is needed in order to achieve a state of physical well being / exercise that aids health e.g. cv exercise, weight loss 5. Specific exercise is required in order to achieve fitness / exercise that is training specifically for sport. 	(5)

2(b)	<p>1. A person who meets the specific sporting demands may not be necessarily healthy – losing weight or obsessive weight</p> <p>A sumo wrestler would be fit for sumo but considered obese and so not healthy/A doped athlete might be fit for sport but not healthy due to the drugs / a boxer suffering from concussion might still be fit for boxing but not healthy.</p> <p>2. An active healthy person would not have the specific sports related fitness to partake in sport. Or similar applied example</p>	(2)
3	<p>NB the benefit MUST be related to an acceptable response in order to get the second mark. Each response is followed by an appropriate benefit.</p> <p>Musculo-skeletal system</p> <p>1. Increased production of synovial fluid 2. Aids joint mobilisation / increases ROM</p> <p>or</p> <p>1. Increased localised muscular temperature / decreased muscle viscosity 2. Reduces the risk of injury / increases muscle elasticity / increases the ROM</p> <p>Or</p> <p>1. increased fibre recruitment 2. increased force produced</p> <p>Cardiovascular system</p> <p>3. Increased Heart rate / SV / Q / venous return / decreased parasympathetic nervous system activity / increased sympathetic nervous system activity 4. Increased O₂ delivery / CO₂ removal / waste removal</p> <p>or</p> <p>3. Vascular shunting 4. Improved blood distribution</p> <p>Respiratory system</p> <p>5 Increased speed / depth of ventilation/ rate of breathing 6 Increased intake of O₂ / removal of CO₂.</p> <p>Neuro muscular system</p> <p>7 Increased speed of nerve impulse 8 Faster reactions / increased maximal strength / power</p> <p>Or</p> <p>7 increased ability to recruit more fibres</p>	(8)

	8 increased muscular efficiency / greater force exerted Other similar and appropriate examples are acceptable.	
4(a)	1. A response is a <u>short term/immediate</u> temporary change while an adaptation is a <u>long term</u> permanent change. 2. An e.g. of a response is an increased HR 3. An e.g. of an adaptation is hypertrophy.	(3)
4(b)	1 mark for method of training 2 marks for characteristics 1 mark for each adaptation 1. Interval. 2. based around a W: R ratio 3. that is repeated 4. adaptable and sport specific. 5. <u>Longer intervals</u> with a <u>shorter recovery</u> would be suitable for an endurance athlete e.g. anything from a work of 10 minutes upward and a max recovery of 4 mins. 6. <u>Shorter intervals</u> with a <u>longer recovery</u> would be suitable for a power athlete e.g. 15 seconds work : 3 minute rest or 1. Weight training 2. Working against a variable resistance 3. For a determined number of repetitions and or sets. 4. Can target muscles or muscle groups 5. Can target specific fitness benefits 6. Lighter weight with more repetitions would be suitable for an endurance athlete i.e 65% of 1RM x 3 sets of 20 – 25 reps. 7. Heavier weights with fewer repetitions would be suitable for a power athlete, eg. 85% of 1RM x 5 sets of 6 – 9 reps. Or 1. Circuit training 2. Performing at a number of different exercise stations 3. In quick succession / sequence / 4. Can be used for whole body work outs / very adaptable / train components or skills 5. A circuit that has stations lasting upwards of 1 minute with little rest between stations would be suitable for an endurance athlete. 6. Fewer stations, shorter time at each station with more time between stations would be suitable for a power athlete / or more specific power exercises chosen 1. Continuous training 2. Performing at a constant intensity 3. For an extended period of time / 20 mins plus	(5)

	<p>4. Usually low to med intensity and so is aerobic by nature</p> <p>5. Increasing the duration or the intensity of the activity for an aerobic activity</p> <p>6. Low level intensity for recovery, fat burning or building an aerobic base.</p>	
Q5	<p>Indicative Content;</p> <ul style="list-style-type: none"> • A sedentary lifestyle is one that is predominantly inactive / lacks inactivity. • If you lead a sedentary lifestyle then you are more likely to eat poorly. • Eating poorly and being sedentary increases the likelihood of your calorific intake exceeding your calorific expenditure which in turn leads to excess body mass / fat even obesity. <ul style="list-style-type: none"> ◦ Obesity- 1 in 5 adults in the UK affected ◦ UK has the greatest rate of obesity in Europe ◦ Sedentary lifestyles can lead to mental health problems ◦ Description of hypokinetic disorders • Links/Comparisons to USA, Finland, Japan and Sweden/s national health • Impact of commercialisation- easy to sit at home and play games and watch tv • Rise in spectator/tv sport • Increasing cost to NHS of hypokinetic disorders • Being overweight increases the likelihood of you suffering from high blood pressure, CHD and Diabetes. • Exercise promotes the levels of HDL cholesterol (good) so a lack of exercise rids the body of this, meaning that the LDL cholesterol will be a bigger percentage of your total cholesterol reading (bad) • A lack of exercise will prevent the cardiac and respiratory muscles from being optimally developed and in turn can lead to an increased danger of heart attacks and or strokes. • Leading a sedentary lifestyle can also increase your risk of developing certain cancers including colon and breast cancers. • Research shows that more active women have smaller waist lines and lower cancer biomarkers, both of which can influence your chances of developing breast cancer. <p>However</p> <ul style="list-style-type: none"> • You can be sedentary but maintain a correct / appropriate calorific balance • Not suffer from CHD or high blood pressure etc. • You can be active but still eat poorly, smoke excessively, drink excessively take drugs etc. all of which will adversely affect your health. <p>However</p>	

	<ul style="list-style-type: none"> Exercise can greatly reduce the effects of all the identified issues / contemporary concerns and that's why being sedentary is seen as such a major threat, - because we are not exercising and so the other threats are on the rise. / The greatest trend is for society to be increasingly sedentary, and for people to suffer from other related and consequent contemporary concerns, all of which play a significant role in determining the health / lack of health for society. 	
0	No rewardable material	
1-3	<ul style="list-style-type: none"> Purely descriptive Fails to identify many / any links <p>Candidates will produce brief and narrative answers, making simple statements, showing little relevance to the question. The material will be mostly generalised. No attempt at the analytical demands of the question. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>	
4-6	<ul style="list-style-type: none"> Identifies what a sedentary lifestyle is Begins to identify links with other contemporary concerns Generally descriptive <p>Candidates will produce statements with some development in the form of mostly accurate and relevant factual material. There will be some attempt at analyse, with limited success. Range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>	
7-9	<ul style="list-style-type: none"> Identifies what a sedentary lifestyle is Makes regularly reference to the effects of health Looks at reasons why we are more sedentary / Links to other contemporary concerns Becoming more detailed and accurate Attempt at analysis Conclusion <p>Candidates answers will show some understanding of the focus of the question and will be broadly analytical. They will, however, include material which is descriptive, and thus only implicitly relevant to the question's focus, or which strays from that focus. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>	

10-12	<ul style="list-style-type: none"> • Identifies what a sedentary lifestyle is • Makes regularly reference to the effects of health • Looks at reasons why we are more sedentary • Links to other contemporary concerns • Identifies the impact upon society • Detailed and accurate • Conclusion <p>Candidates will offer an analytic response which is sustained and relates well to the focus of the question, and addresses the key issues contained in it. The analysis will be supported by accurate factual material, which is relevant to the question. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>	
6(a)	<p>Max of 3 for identified characteristics and 3 for described characteristics.</p> <ol style="list-style-type: none"> 1. Localised 2. Travel was limited and time consuming 3. Un-coded 4. Illiterate society / society had very few rules 5. Cruel / violent 6. Because society was violent / had few rules / alcohol associated/ little value on life or animals or livestock / often at war 7. combat related 8. The country was often at war/need for fighting/hunting skills 9. Gambling 10. Often centred around the pub / increased interest for others / way to make money. 11. two tiered/ peasant & gentry played different activities 12. Reflected the feudal society 13. Rural/ no natural boundary 14. Because Britain was an agricultural / rural society / lots of space 15. Occasional / Holy days 16. No public holidays / need for people to work to earn money to live. / Recreational activities were often on religious / holy days / power of the church 	(6)

	<p>17. Damage to people and property / Crowded / mob like</p> <p>18. Recreational activities often involved large unruly mobs which were deemed to be a threat to law and order / due to a lack of rules and inability to restrict numbers</p> <p>19. Limited equipment</p> <p>20. Little money to buy equipment / time to make equipment / technology available / no need for equipment as activities were basic and reflected the feudal system</p> <p>21. Male dominated</p> <p>22. Reflected society</p>	
6(b)	<p>1. Sponsorship; Payment or money received by an individual, team or competition in return for displaying the name, logo or brand of the sponsoring company.</p> <p>2. e.g. AIG sponsor Man Utd / Heineken sponsors rugby / Emirates sponsor Arsenal / SKY sponsor the British cycling</p> <p>3. Advertisement; Coverage / promotion of a company, product or logo gained by the said company paying to promote their product either on shirts, bill boards, in programmes. / Companies often buy advertising space through sponsorship.</p> <p>4. e.g. By sponsoring the 1984 Olympics MacDonald's advertised their products. Carling advertise their products by sponsoring the football cup competition.</p> <p>5. Endorsement; Is when an athlete or team are paid to use a product or give the impression that a product is good enough for them to use.</p> <p>6. e.g. Ronaldo endorses Nike football boots by wearing them / Tiger Woods endorses Gillette razors /</p>	(6)
7(a)	<p>1. Sportsmanship refers to playing by the rules with honesty and integrity / spirit of the game / written and unwritten rules of sport / fair play</p> <p>2. E.g. shaking hands after an event / walking in cricket etc</p> <p>3. Gamesmanship refers to "bending not breaking" the rules in order to gain an advantage / "using whatever means possible to secure a win". NB this does not include cheating (e.g. taking drugs) and must be seen within the context of bending the rules.</p> <p>4. E.g. Verbal intimidation of opponents / the referee, attempts to distract, appealing for decisions etc</p>	(4)

7(b)	<p>1. As money became involved there became a need to perform well in order to ensure that you were picked / continued to be paid.</p> <p>2. and ultimately to win / outcome now became as important, if not more so than the process.</p> <p>3. As the outcome became more important than the process, the way in which the outcome was achieved became less important.</p> <p>4. Pressure to win for financial reward / sponsorships etc led to players seeking to get an edge by bending or breaking the rules.</p> <p>5. Pressure from others (managers / spectators) to win / perception that "everyone else is cheating"</p> <p>6. Increased media coverage equals increase increased exposure / Perception of expectation to undertake gamesmanship particularly in the media</p> <p>7. Availability of drugs.</p> <p>8. Rewards for winning (Financial and popularity / fame) are seen to outweigh the risks of deviant behaviour</p> <p>9. Difficulty in winning / need to get an edge as the top athletes perform at a similar level</p> <p>10. Media portrays elite athletes acting in a deviant manner, this is copied by others / role models</p>	(4)
8(a)	<p>3 marks for 3 agencies 3 marks for appropriate named strategies from each agency, 3 marks for correctly identified impact.</p> <p>NB if the strategy is wrong then no mark for impact.</p> <p>Agency 1 Youth sports Trust - Base / foundation and participation levels)</p> <p>Strategy 2 TOPS Sports / pesscl / Project Ability /Or Matalan YOUR Programme- / premier league for sport / young ambassadors / school games / change for life</p> <p>Impact 3. Designed to bring modified games to younger children in order to attract younger people into sports / greater number of younger children participating / increased provision in schools such as 2hrs – 5 hrs / Increase base of "foundation" level/increase participation</p> <p>Agency 4. Sport England / Scotland / Wales / Ireland – Competition level</p> <p>Strategy</p>	(9)

	<p>5. County Sports Partnerships / Tool kits / sport for all. Sporting Champions- Back to Netball- increase participation in target group / Grow, sustain, excel</p> <p>Impact 6. provided more accessible and affordable active recreation opportunities in the community / greater participation level within identified areas / target areas/ Inspire children to participate, - 2 million more people by 2012 / increase the promotion of their specific areas</p> <p>Agency 7 UKSport / UKSI - Elite level</p> <p>Strategy 8 World Class Development Programmes / funding for elite & potential elite athletes / technical developments</p> <p>Impact 9 Designed to maximise the potential for Olympic and or Para Olympic success</p>	
8(b)	<p>1 mark for appropriate sport, 3 marks for explanation.</p> <ol style="list-style-type: none"> 1. Badminton / bowls / golf / 2. Is a sport that is self paced. 3. Is a sport that can be <u>played</u> at all ages / throughout your life / adapts to the age group. 4. And all abilities 5. Does not require excessive levels of fitness / less stress placed on the body. 6. Lends itself to both sport and active recreation / social aspect 	(4)
9	<p>Indicative Content</p> <p>Candidates will be looking for and identifying cause and effect of the changes in society. Candidates will identify that the Industrial revolution brought about both obstacles and spurs for the development of sport; Candidates will identify the following changes in society and explain how societal changes impacted upon recreational activities; Rural – Urban Agricultural – Industrial Feudal - 3 classes Illiterate - Educated</p> <p>A lack of space and the ability to travel with the need for rules and the ability to have leagues / competitions</p>	

	<p>Media to propagate the ideas Liberal ideas providing leisure time, = time to play Patronage of teams / factory teams Creation of stadia Move from participation based to spectator based Opportunity to make money / commercial opportunity Professional sportsmen. They will identify the changes that occurred in society – loss of space, loss of time, and link them to the implications on the sports i.e. a need for rules, leading to a need for specific courts / playing areas and the creation of NGB's They will link this to the implications of more spectators and less players. They will identify how this led to increased revenue and media interest.</p>	
0	No rewardable material	
1-3	<ul style="list-style-type: none"> • Generally refers to “the history of sport” • May refer irrelevantly to codification and school influence • Few if any links are made. <p>Candidates will produce brief and narrative answers, making simple statements, showing little relevance to the question. The material will be mostly generalised. No attempt at the analytical demands of the question. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>	
4-6	<ul style="list-style-type: none"> • Contains accurate information but fails to make links • Is generally just descriptive <p>Candidates will produce statements with some development in the form of mostly accurate and relevant factual material. There will be some attempt at analyse, with limited success. Range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>	
7-9	<ul style="list-style-type: none"> • Begins to make links between the impacts that the IR had on society and how these affected sport. • Begins to provide analysis but still contains descriptive / lists of changes. <p>Candidates answers will show some understanding of the focus of the question and will be broadly analytical. They will,</p>	

	<p>however, include material which is descriptive, and thus only implicitly relevant to the question's focus, or which strays from that focus. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>	
10-12	<ul style="list-style-type: none"> • Identifies impact IR had on society • Relates the changes of society into sport • Identifies causal – affect relationships • Identifies the positive and the negatives effects that changes had on sport. • Analyses & Concludes <p>Candidates will offer an analytic response which is sustained and relates well to the focus of the question, and addresses the key issues contained in it. The analysis will be supported by accurate factual material, which is relevant to the question. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>	

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